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## Virginia Commonwealth University Professional Bulletin [2018]

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# 2018-19 Professional Bulletin

[bulletin.vcu.edu](http://bulletin.vcu.edu)

Virginia Commonwealth University is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability.

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**VCU**

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# PROFESSIONAL BULLETIN

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The Virginia Commonwealth University bulletins are published yearly for each of the student populations served by the institution. The Professional Bulletin contains information about university policies, course descriptions and academic requirements for the programs offered to students enrolled in first-professional programs.

Visit our **FAQ page** for additional information.

## ABOUT VCU

Located in the heart of Richmond, the capital of Virginia since 1779, Virginia Commonwealth University serves an integral role in the economic health of the city and the state, educating the current and future work force, reaching out to the community, advancing research and enhancing patient care.

VCU was founded in 1838 as the medical department of Hampden-Sydney College, becoming the Medical College of Virginia in 1854. In 1968, the General Assembly merged MCV with the Richmond Professional Institute, founded in 1917, to create Virginia Commonwealth University.

Today, VCU offers comprehensive undergraduate, master's, doctoral and professional programs and encompasses one of the largest academic health centers in the nation. With \$275 million in externally funded research awards for the 2017 fiscal year, VCU is one of only 28 public universities in the country with an academic medical center to be designated as a research university with very high research activity as well as a Community Engaged Institution, both by the Carnegie Foundation. Its centers and institutes of excellence support the university's research mission and involve faculty from multiple disciplines in the arts, public policy, biotechnology and health care discoveries.

VCU enrolls more than 31,000 students in more than 200 degree and certificate programs in the arts, sciences and humanities. Thirty-eight of the programs are unique in Virginia, many of them crossing the disciplines of VCU's 13 schools and one college. VCU has a full-time instructional faculty of more than 2,300 who are nationally and internationally recognized for excellence in the arts, business, education, engineering, the humanities, the life sciences, social work and all the health care professions. With more than 22,000 employees, VCU and the VCU Health System also have a significant impact on Central Virginia's economy.

Building on the foundation of VCU's nationally ranked academic programs and academic medical center, research and scholarly productivity, and engagement with the communities it serves, the university's recently completed strategic plan, Quest for Distinction (2012-2018), launched a new vision for VCU: to elevate its stature and become the nation's top urban, public research university. This focused plan capitalized on the outstanding assets of the VCU experience and truly distinguished VCU as a major research university committed to academic quality and student success at all levels.

Quest for Distinction also embodied VCU's commitment to human health through the VCU Medical Center, which includes the university's health sciences schools and offers state-of-the-art care in more than 200 specialty areas, many of national and international note, including organ transplantation, head and spinal cord trauma, burn healing and cancer treatment. A new strategic plan, Quest 2025: Together We Transform, will launch in the fall.

VCU and the VCU Health System have been honored with prestigious national and international recognition for top-quality graduate, professional and medical-care programs, reflecting a commitment to be among America's top research universities focused on student learning.

## Nondiscrimination

VCU does not discriminate in admissions, treatment, employment or access to its programs or activities on the basis of race, color, religion,

national origin (including ethnicity), age, sex (including pregnancy, childbirth and related medical conditions), parenting status, marital status, political affiliation, veteran status, genetic information (including family medical history), sexual orientation, gender identity, gender expression or disability, consistent with applicable law.

VCU's notice of nondiscrimination and nondiscrimination policies, with contact information for the office and individuals responsible for enforcement, are in the university's policy library (<https://policy.vcu.edu>).

## Administration

VCU administration provides leadership and organizational structure for the university, overseeing its goals and mission. Refer to each unit's website (<http://atoz.vcu.edu/administration>) for a current listing of administrators.

## Deans

Deans provide leadership for their respective school or college. Refer to each unit's website (<http://atoz.vcu.edu/academic+departments/organizations>) for a current listing of its deans, departmental chairs and program heads.

## Accreditation

Virginia Commonwealth University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, doctoral and first professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; telephone: (404) 679-4500. Note: The Commission is to be contacted **only** if there is evidence that appears to support an institution's significant noncompliance with a requirement or standard.

## Academic program accreditation

See the college/schools for detailed information about program accreditation.

## Specialized program accreditation or certification

### Campus Police

Police Department  
International Association of Campus Law Enforcement Administrators

Police Academy  
Certified by the Virginia Department of Criminal Justice Services

### Division of Student Affairs

University Counseling Services  
American Psychological Association

Student Health Services  
Joint Commission on Accreditation of Health Care Organizations

### Hospital accreditation

VCU Health System  
Joint Commission on Accreditation of Healthcare Organizations



## Mission statement

As the premier urban, public research university in Virginia, VCU's mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

## Vision statement

VCU will be a premier urban, public research university distinguished by its commitment to:

- The intellectual and academic success of a diverse student body
- Research and discovery that advances knowledge, inspires creativity and improves human health
- The global engagement of students, faculty and staff that transforms lives and communities

## Core values

1. **Accountability** – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence
2. **Achievement** – ensuring distinction in learning, research and scholarly pursuits, service, and patient care
3. **Collaboration** – fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry
4. **Freedom** – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals
5. **Innovation** – cultivating discovery, creativity, originality, inventiveness and talent
6. **Service** – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad
7. **Diversity** – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset
8. **Integrity** – adhering to the highest standards of honesty, respect and professional and scholarly ethics

## Oak Ridge Associate Universities Consortium

Since 1963, students and faculty have benefited from VCU's membership in Oak Ridge Associated Universities, a consortium of 115 colleges and

universities and a contractor for the U.S. Department of Energy. ORAU works with its member institutions to help students and faculty gain access to federal research facilities, to keep its members informed about opportunities for scholarship and research appointments and to organize research alliances among its members.

Faculty, graduate students and undergraduate students may access a wide range of opportunities for study and research, including the Lindau-Nobel Laureates and Powe Junior Faculty programs. Many of these programs are designed to increase the numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines.

For more information about ORAU and its programs, contact:

- Francis L. Macrina, Ph.D., ORAU Councilor for VCU (804) 827-2262
- Monnie E. Champion, ORAU Corporate Secretary (865) 576-2206

Interested parties may also visit the ORAU website at [orau.org](http://www.orau.org) (<http://www.orau.org>).

## VCU Health System Authority

In April 1996, Gov. George Allen signed legislation that established the Medical College of Virginia Hospitals Authority. Effective July 1, 1997, the operations, employees and obligations of MCV Hospitals (formerly a division of VCU) were transferred to the Authority. Three years later, in connection with legislation signed by Gov. James Gilmore, the MCV Hospitals Authority became the Virginia Commonwealth University Health System Authority. The clinical activities of MCV Hospitals, MCV Physicians and the VCU School of Medicine are now coordinated and integrated by and through VCU Health.

The VCU Health System Authority is charged by statute with the missions of operating MCV Hospitals as teaching hospitals for the benefit of the health sciences schools of VCU, providing high quality patient care and providing a site for medical and biomedical research, all of which missions are required to be performed in close affiliation with the Office of the Vice President for Health Sciences. VCU's vice president for health sciences also serves as the CEO of the VCU Health System Authority, and five VCU faculty physicians serve as members of the VCU Health board of directors.

## Board of Visitors

The Board of Visitors is the voting body of Virginia Commonwealth University. Each year, the governor of Virginia appoints members. Refer to Office of the President's website (<http://www.president.vcu.edu/board>) for a current listing of board members.

## Determination of student classification for in-state tuition purposes

Tuition is determined by the number of credit hours a student is taking, the student's residency classification, course of study and classification level. For in-state tuition benefits, the student must comply with the Code of Virginia (<https://law.lis.virginia.gov/vacode/title23.1/chapter5>) regulations relative to in-state tuition and reduced rate tuition eligibility.

All applicants to VCU who wish to be considered for in-state tuition rates as Virginia residents must submit the Application for Virginia In-

state Tuition Rates. This application is a part of the admissions packet and the nondegree-seeking student enrollment package. The residency determination of the applicant is conveyed at the time of admission as a degree-seeking student or nondegree-seeking student.

New and continuing students initially classified as non-Virginians for tuition purposes may request a review of the initial residency determination by completing an Application for Change of Domicile available from the Office of Records and Registration (online). The student must present clear and convincing evidence that he or she is not residing in the state primarily to attend school. The application deadline is the end of the add/drop period of the semester, and it is the responsibility of the student to establish or to file an appeal to change his/her residency classification prior to the start of classes for the semester under consideration. In accordance with the Code of Virginia, applications received after the deadline must be considered for the next semester. Submit completed applications with documentation to the university residency appeals officer. Processing may require four to six weeks; therefore it is strongly recommended that applications be submitted earlier than the stated deadline.

The university's service to students is limited to assuring that they understand the procedures for appealing and that they have access to information about the relevant sections of the Code of Virginia. The university provides information about the steps of the process and access to the applicable sections of the statute and the associated guidelines. The university provides qualified staff to review the appeals and make decisions based on the information students provide. The university representative cannot provide advisement to students as to how to present their case for review; neither can they become the student's advocate since these university representatives must make the decision.

Students approved for a change to in-state status for tuition purposes are notified by mail with copies of their approval letters sent to the Office of Financial Aid and the Office of Student Accounting. Students denied this status are also notified by mail. The denial letter informs the student of procedures for appeal of this decision, to include filing an appeal with the university residency appeals committee. Students who submit fraudulent applications, falsify documentation or conceal information will be subject to reclassification, payment of all nonresident fees owed and university discipline.

Please note that a student with in-state status for tuition purposes who exceeds 125 percent of the credit hours needed to complete his program will be assessed a tuition surcharge.

## Rights of students under the Family Educational Rights and Privacy Act

Pursuant to a federal statute enacted to protect the privacy rights of students (Family Educational Rights and Privacy Act of 1974 [FERPA], as amended, enacted as Section 438 of the General Education Provisions Act), eligible students of Virginia Commonwealth University are permitted to inspect and review education records of which the student is the subject. A statement of university policy concerning inspection and disclosure of education records has been formulated in compliance with the federal statute. Copies of the policy also are available from the Office of Records and Registration or on the Web at [rar.vcu.edu/registration/familyed.html](http://rar.vcu.edu/registration/familyed.html) (<http://rar.vcu.edu/registration/familyed.html>).

Generally, the act provides that no personally identifiable information will be disclosed without the student's consent, except for directory

information and information to other school officials with a legitimate educational interest. When personally identifiable information, other than directory information, is disclosed, a record will be maintained of these disclosures. This record also is available for inspection and review by the student.

If an eligible student feels that his or her education record is inaccurate, misleading or otherwise in violation of the student's privacy or other rights, the student may request an amendment to the record.

Should the university fail to comply with the requirements of the act, the student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5901.

## Parental notification amendment

Amendments to FERPA signed into federal law in fall 1998 specifically allow notification to the parents or guardians of students under the age of 21 who violate any law or university rule regarding use or possession of alcohol or other controlled substance. The Virginia Attorney General's Task Force on Drinking by College Students also recommended such notification in its 1998 report.

In accordance with these documents, a parental notification procedure has been included in the VCU Drug Free Schools and Workplace Policy.

## Consumer information

The federal Higher Education Opportunity Act of 2008 requires that institutions of higher education disclose certain consumer information to current students, prospective students, current employees and/or prospective employees. This consumer information (<http://www.opds.vcu.edu/consumer-info>) for VCU is maintained by the Office of Planning and Decision Support.



# ACADEMIC REGULATIONS

This section of the Bulletin covers academic regulations and includes universitywide policies, which pertain to all students, as well as those specific to undergraduates and graduate students.

It is the responsibility of all students, both on- and off-campus, to be familiar with the academic regulations in individual school and department publications and on program websites; however, in all cases, the official policies and procedures of the university, as published on this website, take precedence over individual program policies and guidelines.

Students are also subject to any policy changes approved by the university for immediate implementation and published on the Bulletins website for the current academic year.

## Universitywide regulations

Regulations presented in this section apply to all VCU students unless otherwise noted. Use the navigation to the left to see additional regulations that are specific to the level of study.

## Current mailing address

Every VCU student is responsible for keeping a current mailing address on file with the Office of Records and Registration. Please verify your current address on eServices (<https://my.vcu.edu>).

If a student's mailing address is not accurate, the student should use eServices (<https://my.vcu.edu>) to make changes. Students may also submit any change of address in writing to the Office of Records and Registration, Harris Hall, Box 842520, Richmond, VA 23284-2520 or in person at the Student Services Center in Harris Hall, 1015 Floyd Ave.

All official mailings are sent to the permanent address on file in the Office of Records and Registration.

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective and environmentally aware manner. Mail sent to a student's VCU email address may include notification of university-related actions, including disciplinary action. Students who use email addresses other than their required [name@vcu.edu](mailto:name@vcu.edu) email address also must check their [name@vcu.edu](mailto:name@vcu.edu) address frequently for official messages from the university.

## Attendance

The instructional programs at VCU are based upon a series of class meetings involving lectures, discussions, field experiences, special readings and reporting assignments. Therefore it is important for each student to be in attendance on a regular basis. A student who misses a class session is responsible for completing all material covered or assignments made during the absence.

Students must be informed in writing of the attendance requirements and the corresponding consequences of poor attendance for the courses and/or program in which they are enrolled. Though the attendance requirements may vary widely from one course to another, students must abide by these requirements. Students cannot enroll in two courses that meet concurrently without written approval from the chair of each department involved.

## Consequences of poor attendance

Students having attendance problems should contact the instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course. If the student has fallen so far behind that the successful completion of the course is impossible, the student should withdraw from the course before the end of the first 10 weeks of classes.

If the student continues to miss class and does not officially withdraw from the course, the instructor may withdraw the student for nonattendance with a mark of W before the end of the first 10 weeks of classes or may assign an academic grade at the end. Withdrawals are not permitted after the end of the first 10 weeks of classes. For classes that do not conform to the semester calendar, the final withdrawal date occurs when half of the course has been completed. Withdrawal dates for summer session classes are provided on the Summer Studies Calendar (<http://www.summer.vcu.edu/calendar>).

## Religious observances

It is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students wishing to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of classes. On these dates, instructors are encouraged to avoid scheduling one-time-only activities that cannot be replicated. Through such strategies as providing alternative assignments or examinations, granting permission for audio or video recordings or the use of the Internet, faculty members are expected to make reasonable academic accommodations for students who are absent because of religious observance.

## Mandated short-term military training

Students called to report for mandated military training must provide advance written notification to each instructor several weeks in advance of training. Faculty members are expected to make reasonable academic accommodations for students who are absent because of mandated short-term military training (short-term is defined as several days not to exceed two weeks).

## Course drop vs. withdrawal

A student may drop a class during the add/drop registration period only. When a class is dropped, the registration and associated tuition/fee charges are cancelled. Drop charges are removed to indicate that the student never attended the class or never attended the class beyond the add/drop registration period.

A student may withdraw from a class up to the withdrawal deadline as published in the university academic calendar (<http://www.vcu.edu/academiccalendars>). Withdrawal from a course does not cancel the registration or the associated tuition/fee charges and results in the assignment of the grade of W. Refunds, if applicable, are issued in accordance with procedures described in the refunds section of the tuition and student fees (<http://bulletin.vcu.edu/graduate/study/graduate-tuition-student-fees/drop-vs-withdraw>) section of this bulletin.

In both situations, any financial aid already disbursed to the student's account based on the original course registration will be assessed and adjusted according to the university refund policy and may result in a balance due to the university.

## Student conduct in the classroom

The instructional program at VCU is based upon the premise that students enrolled in a class or clinic are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studios and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to meet these objectives. If a student believes that the behavior of another student is disruptive, the faculty member should be informed.

If a faculty member believes that a student's behavior is disrupting the class and interfering with normal instruction, the faculty member may direct the student to leave the class or clinic for the remainder of the class period. In such circumstances, the faculty member is the sole judge that the student's behavior is sufficiently disruptive to warrant a temporary dismissal from the classroom or clinic. Disruptive behavior on the part of the student may result in the filing of formal charges under the university's Rules and Procedures document (<https://www.policy.vcu.edu/sites/default/files/Rules%20and%20Procedures.pdf>).

## Grade review procedures

Students have a right to appeal course grades they consider to have been arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements and procedures of the course stated in the syllabus or guidelines for assignments. Grades determined by actions under authority of the VCU Honor System may not be appealed through this procedure, nor may dismissals that have occurred as a result of correctly derived course grades.

Though the faculty has the responsibility for assigning grades on the basis of academic criteria, such grade designations can sometimes raise conflicts. Thus, while affirming the importance of maintaining standards of excellence and the integrity of the teaching/learning process, the university and its faculty also recognize that, on occasion, grades may be inappropriately assigned. Should such conflicts occur, students have a right to be fairly heard. When discrepancies occur concerning the grading process, the welfare and integrity of both faculty and students are equally important. This document is in no way intended to compromise the work of the faculty.

The faculty member (or members, in the case of a jointly taught course) bear the responsibility for specifying in writing at the beginning of each class section the formal requirements of the course and the weights that will be employed in determining the final course grade. The faculty member(s) shall apply relevant grading criteria uniformly to all members of the class.

Grades received through the grade review procedure are final and may not be appealed.

## Initiating an appeal

When a student has evidence that a final grade has not been assigned in accordance with the stated criteria, the student shall discuss it first with the faculty member. The faculty member will explain how the final grade was determined. If the student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the chair of the department in which the course was taught. Students appealing

grades assume the burden of proof. The appeal shall state and support with all available evidence the reasons why the student believes the grade should be changed. For grades awarded for the fall semester, the written intent to appeal must be submitted no later than 14 calendar days after the beginning of the spring semester. For grades awarded for the spring semester or summer sessions, the written intent to appeal must be submitted no later than 14 calendar days after the first day of the fall semester. For schools that have a summer session or other less common sessions, school policies may specify other deadlines to ensure a timely appeal. Appeals submitted after the deadline will be heard only in exceptional cases, as determined by the appropriate vice president.

The grade issued by the faculty member shall remain in effect throughout the appeal procedure. In instances in which the failing grade is in a prerequisite course in which safety or well-being of clients, patients or the public is involved, the student shall not be allowed to enroll in the subsequent courses in which safety and well-being may be at issue until and unless the appeal is resolved in the student's favor. In these cases, the student who wishes to appeal is advised to do so as soon as possible and it is the responsibility of the school to move the appeal process expeditiously.

## Mediation

The chair of the department shall attempt to mediate an amicable solution within two weeks of receipt of the written appeal. If the complaint is not resolved, the chair shall forward the student's appeal to the dean (or appropriate associate/assistant dean)<sup>1</sup> of the school in which the course was taught. The chair also shall submit to the dean in writing the recommendation made to the two parties regarding the appropriateness of the grade. If the grade being appealed was assigned by the chair of the department, the dean shall assume the mediation responsibility. If the grade being appealed was assigned by the dean, the mediation responsibility will fall to the appropriate vice president.

<sup>1</sup>In instances in which the dean of the school chooses for the appropriate associate/assistant dean to manage the grade appeal, the term "associate/assistant dean" may be substituted for the term "dean" throughout this document.

## Grade review committee

The dean shall form a grade review committee and designate the chair. The committee has the option of either raising the grade or leaving the grade unchanged.

The committee shall consist of one nonvoting faculty chair, two faculty members and two students selected by the dean from disciplines whose methods and techniques of teaching and testing are as similar as possible to those of the discipline of the course in question. If the course is multidisciplinary and the instructor(s) whose grade is being appealed does not belong administratively in the school in which the course was taught, the committee shall have at least one of the faculty members from the instructor's school.

Either party may challenge the committee's membership for cause within a week of being informed of the membership. The dean shall determine if there is sufficient cause to remove the challenged committee member.

The committee shall meet initially to examine the written appeal and the department chair's recommendation. It can require the faculty member(s) to turn over to the committee grade records for that class or section and any tests, papers and examinations by students of that class that they may possess. The committee may require the student bringing the

appeal to turn over all tests, papers or other evaluations that have been returned and all existing evidence that an improper grade was awarded. The committee shall disregard any claim that a test or paper that has been returned to a student was unjustly graded unless that test or paper is produced for the committee's inspection.

After examining the materials, the committee may, by a majority vote, decline to hear an appeal that it judges to be patently without merit. Otherwise, the committee will authorize its chair to arrange a date for a hearing. The chair of the committee shall meet with each party prior to the hearing to explain the rules and procedures of the hearing.

## Grade review hearing

Grade appeal hearings will be open, closed or partially open (i.e., a few close associates of each party may attend) by agreement of the appealing student and the faculty member(s) and the chair of the committee of the appealing student. In case of disagreement, the committee shall decide. The chair has the option to declare closed an open or partially open hearing in cases of disruption or in order to ensure necessary confidentiality.

Both parties may have with them an adviser of their choice (who may not be an attorney), with whom they may consult but who will not participate in the questioning of witnesses and presentation of evidence unless the opposing party and chair agree to it. The committee shall ask any member of the VCU community whose testimony it deems relevant to be available at an agreed-upon time to give testimony.

Either party may present additional witnesses as long as they remain within their allotted time and their testimony is directly relevant to the course at issue. Performance in other courses is not relevant. Witnesses other than the appealing student and the faculty member(s) shall be excluded from the hearing except when testifying. A hearing shall begin with the student outlining the reasons for the appeal and all evidence that exists of an improper grade. The faculty member(s) shall then explain the criteria used for the original grade assigned. Each party will have a time period not to exceed two hours in which to present a position.

The committee shall determine in executive session whether the grade was justified according to the course in which the grade was given. If the evidence is that the grade was determined according to the stated objectives, criteria and grading procedures of the course, the committee shall uphold the grade. The committee should also take into account that purposes, methods, requirements and grading criteria differ from course to course and that difference is a legitimate characteristic of a university and its faculty. Further, the grade in some courses may be partly or solely determined by a faculty member's professional judgment, which in itself cannot be overturned without evidence that the judgment was arbitrarily or capriciously rendered. The committee shall consider (a) whether the faculty member(s) articulated the criteria to be used (some criteria may be implicit within the discipline), (b) whether those criteria were actually used to determine the final grade and (c) whether the results of the evaluation were communicated to the student.

No grade may be changed except by a vote of at least three out of four voting members. When the committee has reached a decision, the committee chair shall submit to the dean in writing the decision and the reasons for it. The dean shall communicate in writing the decision of the committee to the appealing student, faculty member(s) and the department chair. If the grade has been changed, the dean also shall notify the registrar.

The evidence, proceedings and the final decision of the committee shall remain confidential. All documents shall be held in a confidential file by the dean for one year. The party from whom a document was obtained may request that it be returned at the end of the year. All documentation not returned shall be destroyed by the dean one year later.

Approved by the University Assembly Dec. 3, 1981.

Effective Feb. 15, 1982.

Revised September 1996. Effective Aug. 15, 1997.

Please note: Any student who has questions about initiating an appeal using the grade review procedure should call the office of the dean of his or her school or college.

## VCU Honor System

VCU recognizes that honesty, truth and integrity are values central to its mission as an institution of higher education. Therefore, all students are subject to the **VCU Honor System**. All VCU students are responsible for being familiar with provisions of this document.

Academic dishonesty is the giving, taking or presenting of information or material by students with the intent of unethically or fraudulently aiding themselves or others on any work that is to be considered in the determination of a grade or the completion of academic requirements. Students in doubt regarding any matter related to the standards of academic integrity in a given course or on a given assignment should consult with the faculty member responsible for the course before presenting the work.

## Consumer information

The federal Higher Education Act of 1965, as amended, requires that institutions of higher education disclose certain consumer information to current students, prospective students, current employees and/or prospective employees. This consumer information can be found on the Office of Planning and Decision Support website (<http://www.opds.vcu.edu/consumer-info>) and includes information about:

- Financial aid
- General information about VCU
- Student Right-to-know Act – completion and graduation rates for general student body and student athletes
- Equity in Athletics Disclosure Act – athletically related expenses and student aid
- Drug and alcohol abuse prevention
- Campus security
- Family Educational Rights and Privacy Act – student rights with respect to educational records

Paper copies of all of the information listed on the consumer information website are available upon request.

## Immunization requirements

The Code of Virginia and VCU require that all full-time students submit validated immunization records to University Student Health Services. This requirement must be completed prior to registering for a second full-time semester. Failure to meet immunization requirements will result in a hold placed on the student's second-semester registration. The hold can be removed only upon receipt of the student's documented records.

Acceptable records include the VCU Certificate of Immunization (Monroe Park Campus), the VCU Health Sciences Certificate of Immunization (only students from the schools of Allied Health Professions, Dentistry, Medicine, Nursing and Pharmacy) or an immunization record from the student's doctor's office, high school, local health department, previous university/college or the U.S. military.

Students who cannot provide documented evidence of all required immunizations must see their health care provider, health department or USHS to complete all requirements.

Students are encouraged to use the online system to submit immunization records. Students should complete an electronic Certificate of Immunization and upload supporting documentation through the USHS web portal. See the USHS website (<https://health.students.vcu.edu/immunizations>) for more information.

## Transcripts

A transcript is a copy of the student's academic record. All official transcripts are embossed with the university seal.

Official transcripts of student academic records are issued by the Office of Records and Registration only upon the written request of the student. Due to federal privacy laws, a signature is required to release a transcript; therefore the office cannot fulfill email or telephone requests for transcripts. The request should be made at least one week before the transcript is needed. All transcripts are \$5 each. Currently enrolled students can obtain unofficial copies of transcripts via eServices (<https://my.vcu.edu>).

An official transcript is issued only after the student has paid all university bills.

Transcript requests signed by the student may be submitted in person at the Student Services Center in Harris Hall, 1015 Floyd Ave., in Room 1100; or requests may be submitted by mail to the Office of Records and Registration, Box 842520, Richmond, VA 23284-2520. Students and recent alumni may request an official transcript and pay by credit card by logging in to eServices and following the links to "Student/Student Records."

## Degree requirements

The minimum course requirements, rules of admission to degree candidacy (as appropriate to degree level), language requirements, thesis or dissertation requirements for graduate degrees, comprehensive examinations, transfer of credits and the like are specified for each program on the individual program pages on this website. Additionally, many schools, programs and departments maintain websites and publish special brochures, student manuals and program guides that may be requested from the appropriate dean or program director.

## Termination of enrollment

The university reserves the right to terminate the enrollment of any student for unlawful, disorderly or immoral conduct, or for persistent failure to fulfill the purposes for which he or she was matriculated. Any students whose relations are so severed forfeit all rights and claims with respect to the institution.

In addition to dismissal for failure to comply with standards of conduct described in the Rules and Procedures of VCU (<https://www.policy.vcu.edu/sites/default/files/Rules%20and%20Procedures.pdf>)

and the VCU Honor System (<https://conduct.students.vcu.edu/vcu-honor-system>), a student may be dismissed from the academic unit in which he or she is enrolled for failure to meet academic requirements prescribed by his or her academic unit or failure to exhibit the attitudes and skills deemed necessary to function within the chosen professional practice. Therefore any action by a student considered to be unprofessional conduct according to the code of ethics and the laws and regulations governing the student's chosen profession shall constitute cause for disciplinary action.

Unprofessional conduct includes, but is not limited to:

1. Fraud or deceit in gaining admission to the university, i.e., false or obviously misleading representations on the admissions application
2. An act that violates the established standards regarding conduct of one person toward society, as stated in the VCU Code of Conduct (<https://acs.vcu.edu/integrity-and-compliance-office/vcu-code-of-conduct>)
3. Conviction of a felony involving moral turpitude

## Course information

### Credit hour

A credit hour is defined as a reasonable approximation of one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a different amount of time. Credit is based on at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours and is established by individual programs. This definition represents the minimum standard. Student time commitment per credit hour may be higher in individual programs.

### Course numbering system

All schools and programs within VCU use the following course numbering system. All course numbers consist of three digits (XXX). The first digit relates to the course level as follows:

#### 0XX – Noncredit courses

Courses with these numbers are offered for students to make up deficiencies in previous training or to improve certain basic skills.

#### 1XX and 2XX – Undergraduate, lower-level

These courses are offered primarily for undergraduate students and may not be used for graduate credit, although graduate students may be required to register for courses at this level to gain a necessary foundation for other course work.

#### 3XX and 4XX – Undergraduate, upper-level

These courses are offered for advanced undergraduates and usually constitute the major portion of specific program work leading to the baccalaureate degree. On occasion, students will be advised by their graduate advisers to enroll in prerequisite 400-level courses. Graduate programs can require that 300- or 400-level courses be taken, but credit in these courses cannot count toward the graduate degree or in the graduate GPA.



## 5XX – Introductory graduate courses

Graduate students enroll for credit in these courses through the normal graduate advising system. Departments may limit the number of 500-level courses applicable to a graduate degree program. Advanced undergraduates may enroll in these courses for credit with consent of the offering department. Credit is applicable toward only one degree unless a student is admitted to a course of study that allows a defined number of shared courses.

## 5XX – Professional graduate courses

These first-year, first-professional (medicine, dentistry and pharmacy) courses are normally open to students enrolled in the M.D., D.D.S. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the University Graduate Council for graduate credit.

## 6XX, 7XX and 8XX – Graduate courses

Graduate students enroll for credit in these courses through the normal graduate advising system. Credit is applicable toward only one degree unless a student is admitted to a course of study that allows a defined number of shared courses.

## 6XX and 7XX – Professional graduate courses

6XX: These second-year first-professional courses are normally open only to students enrolled in the M.D., D.D.S. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the University Graduate Council for graduate credit.

7XX: These third- and fourth-year first-professional courses are normally open only to students enrolled in the M.D., D.D.S. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the University Graduate Council for graduate credit.

## Grading and marking system

VCU course work is measured both in terms of quantity (semester hours of credit) and quality (grades). Grades are assigned according to a letter system. Each letter is assigned a grade-point value. The scale used is known as a four-point grading system since 4.0 is the highest grade point assigned. The number of grade points earned is computed by multiplying the grade-point value for the letter grade times the number of semester credits for the course. For example, a student who receives an A (four grade points) in a three-credit course earns 12 grade points.

Grade letter	Meaning	Grade-point values per semester credit
A		4.0
B		3.0
C		2.0
D		1.0
F		0.0
FI	Incomplete changed to fail	0.0
AP	Advanced Placement	(-)
AU	Audit	(-)
CO	Continued	(-)
CR	Credit	(-)
H	Honors	(-)
HP	High Pass	(-)

I	Incomplete	(-)
IB	International Baccalaureate	(-)
IM	Incomplete Military	(-)
M	Marginal	(-)
NC	Administrative grade with no credit	(-)
NR/NG	Administrative grade assigned when no grade is submitted by the instructor	(-)
P	Pass	(-)
PR	Progress	(-)
TR	Transfer Credit	(-)
W	Withdrawn	(-)
WM	Withdrawn Military	(-)
DN	D grade excluded from GPA	(-)
FN	F grade excluded from GPA	(-)

Grades designated by a blank, (-), in the grade-point column are not considered in the computation of grade points earned or GPA.

## Further explanation of grades/marks above

### Grade of pass (P)

This grade is awarded for certain courses to denote satisfactory completion of requirements. The grade of P is not included in the calculation of the GPA.

### Grade of progress (PR)

The mark of PR may be assigned only in courses approved for such grading. Unlike the mark of I, PR will not automatically be changed to a failing grade at the end of the succeeding semester. The grade of PR is not included in the calculation of the GPA.

## Grades of satisfactory (S), unsatisfactory (U) or fail (F) in thesis and dissertation courses

All thesis and dissertation credits are to be graded each semester as satisfactory (S), unsatisfactory (U) or fail (F). There is no limit to the number of these credits a student may take while pursuing completion of the degree. Receipt of the grade of U is formal notification to the student of unsatisfactory progress. A grade of U is a permanent grade and associated credits do not count toward a degree. Future satisfactory performance following a grade of U is reflected in the assignment of the grade of S in subsequent semesters. A grade of S or U is not included in the calculation of the GPA. A student who receives a final grade of F in the thesis or dissertation will be dismissed from the graduate program. A student who receives three grades of U in a thesis/dissertation course will be dismissed from the program.

### Mark of audit (AU)

Class size permitting, students may register for courses on an audit basis. Auditing a course means students enroll in a course but do not receive academic credit upon completion of the course. Students who register on an audit basis are subject to attendance regulations of that class and, unless otherwise specified, at the discretion of the instructor, are subject to the same course requirements as other students in the class.

Students who register on an audit basis may be administratively withdrawn by instructors for a violation of class requirements for audit students, before or after the normal withdrawal deadline as posted on the VCU Academic Calendar (<http://academiccalendars.vcu.edu>).



Audit students are charged the regular rate of tuition and fees. An audit course is counted as part of the student's semester load in terms of classification as a full-time student. Courses taken for audit, however, do not satisfy minimum enrollment requirements for students receiving graduate teaching or research assistantships, graduate fellowships or university graduate scholarships.

Students may register for audit only during add/drop and late registration periods as a new registration and not as a change from credit to audit. Changes in registration status from audit to credit or from credit to audit will not be approved after the last day of add/drop registration.

Courses assigned the AU mark will not be computed into the GPA and do not result in earned credit hours.

### **Mark of continued (CO)**

The mark of CO may be assigned as an interim mark for those courses that run over more than one grade reporting period. The CO mark indicates the course is not expected to be completed in a single semester and that the student must re-register for the course in the following semester. Upon departmental notification, CO marks for courses not re-registered for in the following semester are converted to F grades. Upon completion of the course, a final grade is assigned for that semester and the previous CO mark(s) remain. This mark may be assigned only in courses approved for such grading. Courses assigned the CO mark will not be computed into the GPA and do not result in earned credit hours.

### **Mark of credit (CR)**

Courses assigned the CR mark will not be computed into the GPA.

### **Mark of honors (H)**

Courses assigned the H mark will not be computed into the GPA.

### **Mark of high pass (HP)**

Courses assigned the HP grade will not be computed into the GPA.

### **Mark of incomplete (I)**

When circumstances beyond a student's control prevent the student from meeting course requirements by the end of the semester, the student may request the instructor to assign the mark of I for that semester. The awarding of a mark of I requires an agreement between instructor and student as to when and how the course will be completed. Once the agreement is reached, the instructor fills out an incomplete grade assignment form bearing the student's signature; the form is submitted instead of a final course grade. A grade cannot be changed to I after the deadline for grade submissions.

The maximum time limit for submission of all course work necessary for removal of an incomplete is the end of the last day of classes of the next semester following the semester in which the incomplete was incurred (i.e., an incomplete awarded in the fall semester must be converted by the last day of classes in the spring semester, and an incomplete awarded in the spring or summer session must be converted by the last day of classes in the fall semester). At that time, an un-removed grade of incomplete is changed automatically to a failing grade. Individual departments and schools may have more stringent time limits. An extension of the time limit is possible, but must be approved, prior to the expiration date stated above, by the instructor and the dean of the school through which the course is offered. For undergraduate and professional students, written approval indicating the new time limit must be filed with the dean of the school through which the course is offered. For graduate

students, written approval indicating the new time limit must be filed with the dean of the Graduate School.

Courses assigned the I mark will not be computed into the GPA.

### **Mark of incomplete military (IM)**

See the "Military services crisis tuition relief, refund and reinstatement guidelines" in the Tuition, fees and expenses (<http://bulletin.vcu.edu/undergraduate/undergraduate-study/tuition-fees-expenses>) section of this bulletin. Courses assigned the IM mark will not be computed into the GPA.

### **Mark of marginal (M)**

Courses assigned the M mark will not be computed into the GPA.

### **Mark of withdrawn (W)**

The mark of W indicates the student has officially withdrawn from the course or has been withdrawn for a violation of the course attendance policy or nonattendance. A student who has officially withdrawn from a course or who has been administratively withdrawn for nonattendance may not attend subsequent meetings of the course.

Students should refer to any school- or course-specific policies related to withdrawal dates. The last day to withdraw for the fall and spring semesters is the end of the 10th week of classes. Summer session students should check the Summer Studies Calendar (<http://www.summer.vcu.edu/calendar>).

Courses assigned the W will not be computed into the GPA. For further information see the Withdrawal from the university (p. 15) entry in this section of this bulletin.

### **Mark of withdrawn military (WM)**

Courses assigned the WM mark will not be computed into the GPA. See the "Military services crisis tuition relief, refund and reinstatement guidelines" in the Tuition, fees and expenses (<http://bulletin.vcu.edu/undergraduate/undergraduate-study/tuition-fees-expenses>) section of this bulletin.

## **Grade-point average**

The GPA is computed by dividing the number of grade points earned at VCU by the number of credit hours attempted at VCU. The grades of accepted transfer courses are not included in the computation of the VCU GPA. However, transfer grades are included in the computation of laudatory graduation honors for undergraduate students.

VCU has three program levels: undergraduate, graduate and professional. Each program level has a cumulative GPA. For students who enroll in multiple programs at the same degree level, the GPA for the multiple programs will be merged. For example, a student who graduates from an undergraduate program at VCU and pursues a second undergraduate program at VCU will have one continuous GPA.

## **Reading the transcript**

The E notation, when following a letter grade, means that the course has been repeated and the grade and earned hours are excluded from the GPA.

The A notation, when following a letter grade, means that course is duplicate credit and the grade and hours are included in the GPA, but the hours have been removed from earned hours total.

The I notation, when following a letter grade, means that the grade and earned hours are included in the GPA.

Letter grades preceded by an X are not computed in the GPA.

Grades of D or F may be assigned by the Honor Council and the grade is computed in the GPA. However, a grade of W may be assigned by the Honor Council and is not computed in the GPA. In both cases a notation will be made on the academic transcript detailing the Honor Council assignment.

## Change of grade

A final grade may be corrected by the faculty member with proper submission of the change of grade form (for undergraduates) or special action form (for graduate students) to the chair of the department in which the course was taught. The chair will forward the form to the school's dean, who will send it to the Office of Records and Registration or Graduate School, as appropriate. For grades awarded in the fall semester, the change of grade must be submitted by the department chair no later than 30 calendar days after the beginning of the following spring semester. For grades awarded in the spring semester or summer, the change must be submitted no later than 30 days after the beginning of the following fall semester. However, a change of grade that affects the student's academic eligibility to enroll must be made during the add/drop period in the semester or summer session in which the student plans to continue attendance.

## Evaluation and final grade reports

University policy requires faculty to provide students with feedback about their academic performance before the semester or class withdrawal date. Although such feedback does not always take the form of a letter grade, grades do provide a clear indication of class progress. Students are encouraged to discuss their progress in courses with their instructors, especially before the withdrawal deadline.

Students who do not attend class are responsible for dropping or withdrawing from class during the established dates. Exceptions to this policy are made only in rare instances. Requests for an exception should begin with a discussion with the academic adviser and must be filed with the appropriate body within three years of the semester of enrollment..

Grades and unofficial academic histories are available online through **eServices**; official transcripts may be obtained for a fee from the **Office of Records and Registration**.

Additional information about appealing grades can be found on the Grade review procedures (p. 9) page.

## Posthumous degrees

Recipients of posthumous degrees should meet the following conditions:

- The student was in good academic standing at the time of his or her death.
- The degree must be awarded within three years of the last day of enrollment.
- There were no disciplinary actions pending against the student.
- The death was not a result of illegal behavior on the part of the student.
- The student earned at least 30 credits at VCU and was within the last 30 credits of graduating (if an undergraduate student).

Graduate and professional programs will determine equivalent progress of students toward their graduate or professional degrees.

A notation that the degree was awarded posthumously will be made in the commencement program and on the transcript, but not on the diploma.

## University right to revocation

The university reserves the right to revoke any degree, certificate or other university recognition for cause. In addition, any time following the award of a degree, certificate or other university recognition, the university reserves the right to take appropriate action, including, but not limited to, the revocation of such degree, certificate or other university recognition, on the basis of academic misconduct discovered subsequent to, but which occurred prior to, the awarding of the degree, certificate or other university recognition. More specifically, when an action that constitutes a violation of the VCU Honor System leads to a finding that invalidates a major piece of work required for a degree, certificate or other university recognition so that the validity of the degree, certificate or other university recognition is jeopardized, the student or former student will be subject to a sanction that may include (a) rejection of a thesis, dissertation or other work, (b) revocation of a certification or other university recognition or (c) revocation of a degree.

## Leave of absence

**Note: This leave of absence regulation applies only to graduate and first-professional students; it does not apply to undergraduate students.**

Graduate and first-professional students may request a leave of absence from a program through written appeal to their program director. The program director will forward the request to the appropriate school dean/dean designee who, following departmental governance procedures, will forward their recommendations and any supporting documentation for final approval as necessary.

Students who are out of compliance with continuous enrollment policies (see Graduate registration policies (<http://bulletin.vcu.edu/academic-regs/grad/registration-policies>)) and who have not been granted approved leaves of absence by the appropriate dean must reapply for admission to VCU and to their degree programs.

Graduate students with approved leaves of absence are exempted from continuous enrollment requirements for the LOA period. Students should note that while leaves of absence temporarily suspend continuous enrollment requirements, they do not extend time limits for completion of degrees. (See policy on Exceptions (<http://bulletin.vcu.edu/academic-regs/grad/exceptions>).)

Leaves of absence must be requested and approved before or during the first semester of leave. Requests for retroactive leaves of absence will not be approved.

The leave of absence prevents registration for the approved leave of absence period. If the student wishes to return to academic study before the end of the approved leave of absence period, they should notify the appropriate school or college to request that the leave of absence be shortened and the registration hold removed.

Because curricular and course content changes may occur and a student's progress toward a degree may be adversely affected because of an extended absence, specific limits may be imposed by individual schools and colleges with respect to the length of time allowed for

absences. Extended leaves of absence may also impact financial aid; students should consult the Office of Financial Aid to understand the potential impact of a leave of absence. If there is a delay in return beyond the allotted time period without written consent of the dean of the school or college, the student may be required to reapply for admission.

Students on leave are eligible for reinstatement of their enrollment through the end of their approved leave period, and many students who take a leave will have no requirements attached to their reinstatement. The dean of the student's school or college may establish specific requirements for reinstatement if the circumstances of the student's departure warrant it. The goal of such conditions is to prepare the student for a successful return to the university; for example, a student may be asked to complete preapproved course work at an outside institution in order to demonstrate readiness to return to rigorous academic work or to participate in a reinstatement consultation with Student Accessibility and Educational Opportunity, University Student Health Services, or University Counseling Services, to facilitate a successful return. If the leave is health-related, any conditions or requirements for reinstatement will be based on an individualized assessment of each student, including consideration of current medical knowledge and/or the best available objective evidence of the student's ability to function academically at the university with or without accommodations. Careful consideration will be given to the opinions and recommendations of the student's treating physician or mental health professional, if available.

## Withdrawal from the university

### Withdrawal

Students may use **eServices** to withdraw from any or all courses before the relevant deadlines according to the **VCU Calendar**. Failure to complete this process may result in the assignment of failing grades in all or some of the courses for which the student is currently enrolled.

A mark of W (withdrawn) will be recorded on the permanent student academic record for all courses from which students withdraw. Charges are assessed and adjusted according to the university refund policy, which is published in the **Tuition, fees and expenses** section of this bulletin.

Whenever possible, students should consult their academic or program adviser prior to any withdrawals. Certain academic programs, including some health sciences programs, have specific continuance standards; students in those programs should consult their program adviser to understand how withdrawal may affect continuance in health science curricula.

Also see cancellation of registration in the level-specific registration policies sections of this Bulletin.

### Medical withdrawal

A student may experience a medical or mental health condition that makes them unable to complete their studies once a semester is in progress. In these cases, the student may use **eServices** to either drop or withdraw from all courses before the relevant deadlines according to the **VCU Calendar**. Students unable to drop or withdraw using **eServices** should contact their adviser or the Student Services Center in Harris Hall on the Monroe Park Campus.

A student may request withdrawal after the withdrawal deadline only as an exception to the standard withdrawal process for health reasons. A student may petition the dean (or dean's designee) for a medical

withdrawal from all courses after the withdrawal deadline but prior to the last day of classes per the academic calendar — and before a final class grade has been assigned and/or posted to the academic history.

The dean (or dean's designee), in consultation with a qualified health provider as appropriate, will determine whether a medical withdrawal from all courses is appropriate based on the circumstances of the individual request. A medical withdrawal may only be granted for all courses taken that semester. The student must present documentation of their need to withdraw. This documentation must include a letter, written on letterhead, from a qualified health care provider that establishes the dates of treatment, the diagnosis and the degree of impairment that the condition has created. This letter should also provide the date when the student became unable to attend classes, or when the impairment was considered significant enough to affect academic performance. Graduate students should submit a request to the dean of the Graduate School via the special action form process.

If the request is approved, the student's transcript will reflect a grade of W for all courses taken that semester. No special designation for medical withdrawal is made on the transcript, and tuition and fees are charged in the same manner as other withdrawals. Medical withdrawal may impact future financial aid in relation to **satisfactory academic progress** (see **university refund policy** in the financial aid section).

In the event that a student's health problem poses a danger to the student, to patients or to others with whom the student may come in contact, and the student is unable or refuses to initiate steps to withdraw as stated above, administrative withdrawal of the student may be made by the dean of the student's school or college in consultation with the senior vice provost for student affairs or designee and, as appropriate, relevant faculty and a qualified health care provider.

If an undergraduate student wishes to be withdrawn from selected courses only, or the dean (or dean's designee) denies the request, or the request is made after the last day of classes per the academic calendar, undergraduate students may petition for a retroactive withdrawal with the **Academic Regulations Appeals Committee**. Withdrawal decisions by the graduate dean are final and may not be appealed.

If a student will not be ready to return to the university for the semester following a medical withdrawal, a graduate or first professional student may request an approved leave of absence (see **leave of absence**). Undergraduate students may re-enroll during a later semester consistent with the continuous enrollment policy (<http://bulletin.vcu.edu/undergraduate/undergraduate-study/admission-university/readmission-guidelines>).

## Effective bulletin

The bulletin for the academic year a student enters or re-enters a degree program identifies the curriculum degree requirements for that student. Students in continuous enrollment may fulfill the curriculum degree requirements of the bulletin for the year they entered VCU or choose to be subject to the curriculum degree requirements articulated in a subsequent bulletin. Subsequent bulletins can be chosen throughout a student's academic career. In either case, students must fulfill all curriculum degree requirements listed in the bulletin they choose.

A student's effective bulletin will remain in effect until the degree is awarded. Change in academic program (major, concentration, minor) will not result in a change in effective bulletin unless the student chooses

to be subject to the curriculum degree requirements articulated in a subsequent bulletin.

Students readmitted to the university will fall under the bulletin in effect at the time of readmission. At the discretion of the school dean, department chair or program head, degree requirements may be waived and/or previously taken courses may be substituted for requirements in effect at the time of readmission.

**Note: This policy may not apply to first-professional students.**

## Degree Works

Degree Works is a web-based degree audit tool that helps students and advisers monitor progress toward degree completion. It produces a report that outlines the components and requirements for a student's degree program and tracks the student's progress in completing those requirements.

The report is not intended to replace regular contact with academic/faculty advisers, but provides accurate information to assist students and advisers in making appropriate academic choices based on information in Banner, the university's student information system.

All degree requirements are based on the official curriculum as approved by the university-level curriculum committees and as published in the effective VCU Bulletin of record. While Degree Works is a self-service tool for students and advisers, it is the official means used to confirm that students have completed requirements for graduation.

**Note: This policy may not apply to first-professional students.**

# FIRST-PROFESSIONAL STUDY

Virginia Commonwealth University currently offers first-professional programs leading to the Doctor of Dental Surgery, Doctor of Medicine and Doctor of Pharmacy degrees.

## Continuance in professional programs

Warning, probation and suspension are defined by the program of study. Students may be required to repeat courses previously passed at the recommendation of the program. Consult the program adviser for further details.

## Professional programs admissions

### General admission requirements and procedures

The Board of Visitors, the administration and the faculty of VCU are committed to a policy of equal opportunity in education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability.

### Admission requirements

Admission requirements, entrance examinations and application materials for first-professional programs may be obtained by contacting the appropriate admissions office. Other detailed information including financial aid opportunities, procedures for international students, regulations and procedures, academic, curricula, and degree requirements are included in the section describing each professional program.

### Admission through VCU's Honors College

VCU undergraduate students who are members of The Honors College may apply to The Honors College Guaranteed Admission Program either before matriculation at VCU or early in their undergraduate studies. (The specific deadline for applying is set by the program.) Honors students in the GA Program may enter the professional program to which they have applied, provided they satisfy all of the requirements of the GA Program.

To be accepted in The Honors College GA Program, a student must submit a completed application form with at least two letters of recommendation and be accepted by the university, by The Honors College and by the admissions committee of the program the student wishes to enter. The admissions committee may require an interview. Final notification of guaranteed admission is made by The Honors College. For additional information, refer to the Honors College section of the Undergraduate Bulletin.

All of VCU's first-professional programs participate in The Honors College GA Program.

### International students

International students should refer to the appropriate professional program's chapter for information regarding international student admission guidelines.

### Professional programs financial aid

Current information on financial aid programs, policies and procedures are available on the VCU website at [finaid.vcu.edu](http://finaid.vcu.edu) (<http://finaid.vcu.edu>).

To obtain printed materials or additional information, call or visit the appropriate financial aid office.

#### Schools of Allied Health Professions, Nursing and Pharmacy

VMI Building, Room 334  
1000 East Marshall Street  
Box 980277  
Richmond, Virginia 23298-0277  
(804) 828-2702  
Fax (804) 827-0060  
Email: [nabdul@vcu.edu](mailto:nabdul@vcu.edu)

#### School of Dentistry

Lyons Building, Room 309  
520 North 12th Street  
Box 980566  
Richmond, Virginia 23298-0566  
(804) 828-9953  
Fax (804) 828-6072  
Email: [kdgillia@vcu.edu](mailto:kdgillia@vcu.edu)

#### School of Medicine

McGlothlin Medical Education Center  
1201 East Marshall Street  
Box 980565  
Richmond, Virginia 23298-0565  
(804) 828-4006  
Fax (804) 827-5555  
Email: [hking1@vcu.edu](mailto:hking1@vcu.edu)

## eServices – online records access

Students are encouraged to use the eServices website, a password-protected service for viewing VCU student records online, to check the status of their financial aid application and award package. Students also may register for classes, print bills and more. Access the eServices website at [eservices.vcu.edu](http://eservices.vcu.edu) (<http://www.eservices.vcu.edu>).

## Email – official method of communication

Students are required to obtain an official VCU student email account within one week of the beginning of their first semester of enrollment. Students are responsible for reading in a timely fashion university-related communications sent to their official VCU student email account. The Office of Financial Aid uses email to provide financial aid information, to request documentation to support financial aid application data and to provide financial aid application status and award information. Information on how to set up an account is available online at [ts.vcu.edu/askit/email](http://ts.vcu.edu/askit/email) (<http://www.ts.vcu.edu/askit/email>).

## Identification requirements

Students must provide picture identification, preferably a VCUCard, for in-person access to financial aid records. For the student's protection, information provided over the telephone and e-mail may be limited if the financial aid staff member is not confident of the student's identity.

## Eligibility for financial aid

Most students are eligible for some type of financial aid regardless of family financial circumstances. Basically, to receive aid from any of the federal or state student aid programs, students must:



- Submit a Free Application for Federal Student Aid or Renewal FAFSA designating VCU (school code 003735) to receive FAFSA results
- Demonstrate financial need, except for some loan programs
- Have a high school diploma or a General Education Development certificate
- Be enrolled or accepted for enrollment to an eligible degree or certificate program
- Be enrolled at least half time (five or more graduate credit hours)
- Be a U.S. citizen or eligible noncitizen
- Have a valid Social Security number (unless from the Republic of the Marshall Islands, the Federated States of Micronesia or the Republic of Palau)
- Meet Satisfactory Academic Progress standards as defined by the VCU Office of Financial Aid (The full VCU SAP policy is available online at [finaid.vcu.edu/progress](http://finaid.vcu.edu/progress) (<http://finaid.vcu.edu/progress>)).
- Certify that federal and state financial aid will be used for educational purposes only
- Not be in default on a federal student loan and not owe money on a federal student grant
- Comply with Selective Service registration, if required
- Not be convicted under federal or state law of sale or possession of illegal drugs

Detailed information can be found in the federal Student Guide, available in print form from the VCU Office of Financial Aid or electronically at [studentaid.ed.gov/students/publications/student\\_guide](http://studentaid.ed.gov/students/publications/student_guide) ([http://studentaid.ed.gov/students/publications/student\\_guide](http://studentaid.ed.gov/students/publications/student_guide)) and on the VCU Office of Financial Aid website. (<http://finaid.vcu.edu>)

## Applying for financial aid

The financial aid application process for the academic year begins Oct. 1. All students are encouraged to complete and submit the FAFSA as soon as possible after Oct. 1, designating VCU (school code 003735) to receive the results. In order to reduce problems, errors and omissions on the FAFSA, students are encouraged to apply electronically using FAFSA on the Web (<https://fafsa.ed.gov>). Once the FAFSA is filed, the federal processor will send the student a Student Aid Report or electronic SAR acknowledgement and also will electronically send the information to the VCU Office of Financial Aid, if VCU was listed as a school to receive the data. If additional information is needed to complete processing of the application, the VCU Office of Financial Aid will send the student a request for additional information. Responding promptly to such requests will ensure timely processing of the application. Once the review of FAFSA data has been completed, the Office of Financial Aid will send the student a financial aid notification.

Please note that health professions students (dentistry, medicine, nursing or pharmacy) must provide both student and parental information on the FAFSA to apply and receive consideration for Title VII grants and loans from the Department of Health and Human Services.

## Priority filing dates

The VCU Office of Financial Aid recommends electronically filing the FAFSA by March 1\*. Students should complete the FAFSA using data from their completed tax returns. If necessary, they may use estimated tax return data in order to meet the VCU priority filing date but should be prepared to submit a copy of their completed tax returns and W2 forms to VCU as soon as possible. Students will receive their financial aid notification after their FAFSA application data has been verified.

If students have not applied for financial aid in a timely manner, they may want to participate in the VCU Installment Payment Plan (<https://accounting.vcu.edu/plan>), administered by Student Accounting, which budgets each semester's bill over four payments.

\*Students who do not have access to the Web may apply using the paper FAFSA, available through VCU, high schools, colleges and most public libraries. Those students completing a paper application should mail it to the federal processor by Feb. 1.

## Summer studies

Limited financial aid may be available during the summer semester. Students applying for the summer semester must file the FAFSA for the academic year preceeding the summer semester. Students also should complete a VCU summer aid application, available on the Financial Aid website (<http://finaid.vcu.edu>).

Students interested in financial aid for the summer semester should obtain a VCU Summer Studies Schedule of Classes (<http://www.pubapps.vcu.edu/scheduleofclasses>) (available in March) for more details.

## Study abroad

Financial assistance is available to eligible students enrolled in approved study abroad programs. All study abroad programs must be coordinated through the Global Education Office at (804) 827-7882. Students should work with a financial aid counselor to coordinate aid for their study abroad program. Information about financial aid and study abroad is available online at [global.vcu.edu/abroad/students/funding](http://global.vcu.edu/abroad/students/funding) (<http://global.vcu.edu/abroad/students/funding>).

## Quality assurance

To ensure that information provided on the FAFSA is accurate, a student's application may be selected for review at any time during an enrollment period, and the student will be requested to provide documentation that supports the information. By signing the FAFSA, the student (and the student's parents or spouse, if applicable) agreed to furnish such documentation. If the documentation is not provided when requested, financial aid awards will be canceled and any funds already disbursed may need to be repaid.

## University bill

The Student Accounting Department issues online bills for tuition, fees and other university charges. When financial aid awards (grants, scholarships and loans) are not enough to pay university charges, the remaining balance must be paid from personal funds, credit card or the VCU installment payment plan. Federal work-study awards will not be deducted from university charges because those funds are paid directly to the student, based on hours worked. Any outstanding balance owed will prevent a student from registering for courses and receiving official transcripts. Students who fail to pay their balance on time may be assessed a late payment fee and have a financial hold placed on their account. If the balance remains outstanding after the semester ends, their account may be referred to the VCU collection unit at which time collection costs will be assessed.

## Types of financial aid

There are three basic types of financial aid: loans, grants and work-study. Each type has different features and advantages.

### Loans

In terms of total dollars available, long-term federal loan programs provide the most dollars. Federal loans must be repaid after the grace period and/or deferment periods have expired. Students must generally remain enrolled at least half-time (five credit hours for graduate students). Multiple repayment plans may be available for most federal loans. Selected loan programs include:

- Federal Direct Loan (unsubsidized)
- Health Professions Student Loan
- Loan for Disadvantaged Students
- Nursing Student Loan
- Primary Care Loan

Borrowers in the Federal Direct Loan Program are required to complete loan counseling prior to the first disbursement if you have not previously received a Direct Loan, Federal Family Education Loan or Supplemental Loans to Students Loan. A student will also be required to complete exit counseling before they graduate, withdraw or drop below half-time status. Visit the StudentLoans.gov website (<https://studentloans.gov>) to complete entrance and exit counseling.

### Grants

Contact individual academic departments for information about grant or scholarship programs.

### Work-study

Work-study is a form of financial aid that pays wages for work performed through employment. Work-study positions are located on campus and in approved off-campus locations. Hourly wages will vary depending on skills and experience. Job listings are posted on the Financial Aid website (<https://finaid.vcu.edu/types/workstudy>). When interviewing for work-study positions, students should take copies of their financial aid award notifications to show prospective employers.

## Special circumstances

Financial aid eligibility decisions are made using federal, state and institutional regulations and policies. Students may appeal their calculated contribution if special circumstances warrant a review. Reasons for an appeal might include one of the following documented unusual circumstances:

- Loss or reduction of employment earnings
- Disability or death of parent or spouse
- Separation or divorce
- Loss or reduction of untaxed income
- Losses due to a natural disaster
- Unusually high educational program costs
- Unusual medical expenses
- Dependent and child care expenses

Any financial aid staff member can advise a student about the procedures on how to file an appeal.

## Federal and state financial aid refund policy

Students who receive federal Title IV or state grant or loan assistance and withdraw from VCU before completing 60 percent of the semester (as measured in calendar days) must have their eligibility recalculated based on the federal return of Title IV funds formula. This federal formula specifies that a student's financial aid eligibility must be recalculated based on the aid the student has "earned" (based on the number of days that the student was enrolled or attending VCU prior to withdrawal). Any unearned aid (for the period of enrollment that the student did not complete from the date of withdrawal to the end of the semester) must be returned to the appropriate Title IV or state programs from which the student was awarded.

For VCU students who withdraw prior to completing 60 percent of the semester, they will have to return or repay all or a portion of the aid funds that had been disbursed to their VCU account. As a result, students who withdraw prior to completing 60 percent of the semester may be responsible for all or a portion of their tuition/fee bill that was previously paid by financial aid sources.

If a student does not officially withdraw from all classes but fails to earn a passing grade in at least one course, federal aid regulations require that the student be considered "unofficially withdrawn," unless it can be documented that the student completed the enrollment period. Unofficial withdrawals require a Title IV refund calculation at the midpoint of the enrollment period. The reduction of federal and state aid will create a balance due to the university that must be repaid.

## Satisfactory academic progress

To be eligible to receive financial aid at VCU, students must make satisfactory academic progress. SAP is a combination of qualitative and quantitative components. SAP is measured by:

- **GPA.** Professional students must maintain a 3.0 cumulative GPA.
- **Completion rate.** The completion rate is measured by the number of credit hours earned divided by the number of credit hours attempted. All students must successfully complete at least 67 percent of all credit hours attempted (withdrawals, incompletes and repeated courses also are considered attempted credit hours).
- **Overall progress toward degree/certificate.** Overall progress is measured by the number of credit hours attempted divided by the number of credit hours necessary to complete the degree or certificate program. Students who need financial aid funding may attempt no more than 150 percent of the hours required to complete their degree or certificate program.

The Office of Financial Aid will perform a periodic SAP review for students who receive or apply for financial aid. The reviews are typically performed at the end of the spring semester and must be completed at least once per academic year.

Students will be alerted with warning letters, whenever possible, to provide them with notice that their financial aid may be in danger of being suspended. When students fail to meet SAP requirements, they will receive suspension letters indicating that they are ineligible to receive further financial aid. Students whose eligibility for financial aid has been suspended may submit an appeal if mitigating circumstances prevented the student from maintaining SAP.

For more detailed information about the VCU satisfactory academic progress (<http://www.finaid.vcu.edu/manage/sap>) policy, visit the Office of Financial Aid website.

## Veteran and reservist educational benefits

Veteran's certification for VCU is completed within the Military Student Services office located in Grace E. Harris Hall on the Monroe Park Campus. Detailed information about eligibility for Veterans Affairs programs is available on the Military Student Services website (<https://militaryservices.vcu.edu/benefits>).

Military Student Services  
Grace E. Harris Hall, Room 3122  
1015 Floyd Avenue  
Box 842536  
Richmond, Virginia 23284-2536  
Phone: (804) 828-6563  
Fax: (804) 828-8212  
Email: [militaryserv@vcu.edu](mailto:militaryserv@vcu.edu)  
[militaryservices.vcu.edu](https://militaryservices.vcu.edu) (<https://militaryservices.vcu.edu>)

### Available programs

For details on any of these programs, please visit the Military Student Services website benefits overview (<http://www.militaryservices.vcu.edu/veterans>).

- Montgomery – GI Bill Active Duty (Chapter 30)
- Vocational Rehabilitation (Voc Rehab, Chapter 31)
- Veterans Education Assistance Program (VEAP, Chapter 32)
- Post 9-11 GI Bill (Chapter 33)
- Survivors' and Dependents Educational Assistance Program (DEA, Chapter 35)
- Montgomery – GI Bill Selected Reserves (Chapter 1606)
- Tutorial Assistance Program
- VA Work-Study Program
- Virginia Military Survivors and Dependents Education Program
- Post 9-11 – Active Duty (Chapter 33)/Yellow Ribbon Program
- Yellow Ribbon Program
- Transferability of Benefit

### Eligibility requirements

Eligible veterans/spouses/dependents must comply with the following requirements to receive educational benefits as students:

1. The veteran/spouse/dependent must be accepted into a degree or certificate program or be matriculating as a nondegree-seeking student for only two semesters before having to declare a major.
2. The veteran/spouse/dependent must request certification by completing and submitting VCU's VA education assistance form after obtaining approval via signature of their academic adviser and registering for courses each semester and each summer session from the Veterans Affairs Office.
3. The veteran/spouse/dependent is eligible to use benefits for only those courses taken toward a degree, certificate program or as prerequisite courses (only two semesters).
4. The veteran/spouse/dependent is not eligible to use benefits for courses taken on an audit basis, or if eliminating a course previously taken and paid for by the VA to remove a punitive grade not counted

in GPA calculations via VCU's historical repeat option. The repeated course(s) will be paid for by the VA but the student will incur a debt to the VA for the course(s) eliminated from the student's GPA. The VA does not pay for courses that earn no credit.

5. The veteran/spouse/dependent is responsible for ensuring that transcripts are evaluated for transfer credits to be accepted by VCU. Students must submit this information to the Veterans Affairs Office for transmittal to the Veteran's Administration Regional Office.
6. The Veterans Affairs Office must be notified by the student/veteran/spouse/dependent if they change, add, drop or withdraw from courses originally approved by the student/ veteran/spouse/ dependent's academic adviser and certified by VCU's Veterans Affairs coordinator/certifying official.

## Professional programs tuition and student fees

Students must pay all applicable tuition, room, board and other fees when due, as described in this section. Students who fail to pay these charges on time may be assessed a late payment fee. The university reserves the right to revise or alter all tuition and fees, regulations pertaining to student fees, and collection procedures at any time. In addition to expenses billed by the university, students should make allowances for books, clothing, supplies, travel and other out-of-pocket costs when figuring their total yearly expenses at the university.

## Student financial responsibilities

Students who enroll:

- Are responsible for full payment of tuition and fees generated from their registration.
- Are responsible for full payment of all room, board and other applicable miscellaneous charges.
- Are responsible for keeping a current mailing address on file with Enrollment Services. Refunds and tax forms are not issued to students with inactive mailing addresses.
- Are responsible for establishing an official VCU email address and reading their email on a regular basis, since email will be used to notify students when their invoices are available in the payment and billing site. Paper bills are not sent to enrolled students. Failure to acknowledge and review the electronic invoice does not relieve responsibility for timely payments. Other important notifications are also sent to the official VCU email address.

Tuition and fees are categorized and described on the Student Accounting (<http://www.enrollment.vcu.edu/accounting>) website.

The university reserves the right to revise or alter all fees, regulations pertaining to student fees and fee collection procedures at any time.

## Tuition and fee schedule

Tuition and fees are categorized and described on the Student Accounting website at [enrollment.vcu.edu/accounting](http://enrollment.vcu.edu/accounting) (<http://www.enrollment.vcu.edu/accounting>). Questions regarding tuition and fees may be directed to the Student Accounting Department at (804) 828-2228, or by emailing [stuacctg@vcu.edu](mailto:stuacctg@vcu.edu). The university reserves the right to revise or alter all fees, regulations pertaining to student fees and fee collection procedures at any time.

## University fee

This fee is used by the university to support student facilities, campus development, intercollegiate athletics and other programs. Full-time students pay a flat-rate university fee each semester. Part-time students pay this fee on a per-credit basis.

## Student activity fee

This fee is used to support social, cultural and other student activities on the Monroe Park Campus. These activities include concerts, plays, student organizations and publications. Full-time students on the Monroe Park Campus pay a flat-rate student activity fee, while part-time students on the same campus pay this fee on a per-credit basis. Students on the MCV Campus are not charged this fee.

## Student Government Association fee

This fee is used to support social, cultural and other student activities on the MCV Campus. The fee is charged to all full-time and part-time MCV Campus students. Monroe Park Campus students are not charged this fee.

## Student health fee

All full-time students on both campuses must pay the student health fee. Part-time students may participate in the University Student Health Services on an elective basis by paying the student health fee. USHS offers unlimited office visits for acute and chronic ailments, after-hours phone advice for an urgent medical problem and most laboratory tests associated with acute illnesses ordered by the USHS staff, among other services. The fee does not cover accidental injury, emergency room visits or hospitalization. More specific information as to what is covered and not covered by the fee is available on the USHS website (<http://www.students.vcu.edu/health/about/eligibility-and-charges>).

## Technology fee

The technology fee is charged to all undergraduate, graduate and professional students in all programs. Full-time students pay a flat rate. Part-time students pay a per-credit-hour rate. The fee is used to provide for students' technological needs and to support universitywide technological initiatives.

## Off-campus fees

The university fee, the student activity fee, the student government association fee (except School of Social Work) and the student health fee are not charged to students taking off-campus classes.

## Capital outlay fee

This fee is charged to all full-time and part-time non-resident, on-campus students. The fee is mandated by the General Assembly to reimburse the State for debt service costs attributable to non-resident students related to the financing of buildings and equipment.

## Online course fee

The online course fee is charged for undergraduate and graduate online courses. The fee covers operational and personnel support to develop and maintain online courses.

## Special fee charges

Because of specialized programs, various schools and departments may charge each student additional fees to cover special materials,

equipment breakage and other costs. For specific information about special fees, refer to the Student Accounting Department website or to the specific school or department section in this bulletin.

## Student billing

Students must pay all applicable tuition, fees, room and board when due. Students are notified at their official VCU email address when their bills are available on the billing and payment site. No paper bills are sent to enrolled students. Tuition and fees for preregistered students, along with charges for housing and dining plans where applicable, are due by the official start of each semester. After the registration period all other students are sent a notification at their official VCU email address when their electronic bill has been issued and should pay by the payment due date indicated on the electronic invoice. Students who fail to pay these charges on time may be assessed a late payment fee. The university reserves the right to revise or alter all tuition and fees, regulations pertaining to student fees, and fee collection procedures at any time. In addition to expenses billed by the university, students should make allowances for books, clothing, supplies, travel and other out-of-pocket costs when figuring their total yearly expenses at the university.

The installment payment plan assists students in meeting the cost of their higher education by offering a convenient payment option. The university-administered IPP is offered only during the fall and spring semesters. The plan distributes the cost of tuition, fees, housing and dining charges for a semester into four equal installments.

All students attending the university with current charges of \$100 or more are eligible to participate. All prior semester balances must be paid in full to be eligible.

Students who receive financial aid are also eligible for participation in the IPP. These students may deduct their aid to determine the net total due. If it is \$100 or more, the remaining amount may be paid in installments.

In some cases, a student may receive a financial aid refund, and then subsequent charges for the semester are added to the student's account. If the student has received a refund, he or she is ineligible to participate in the IPP unless the refund has been repaid to the university in full. The student must then pay the first installment and follow the instructions to enroll in the IPP.

There is a \$25 nonrefundable application fee payable with the first installment of each semester. Interest is not assessed on the outstanding balance; however, installments not paid by the payment due date are subject to a late payment penalty. Information about how to participate in the IPP is available online at [enrollment.vcu.edu/accounting/installment-payment-plan](http://enrollment.vcu.edu/accounting/installment-payment-plan) (<http://www.enrollment.vcu.edu/accounting/installment-payment-plan>).

## Drop vs. withdraw

Drop charges are removed to indicate that the student never attended the class. The student is not eligible to receive financial aid, and any financial aid already credited to the student's account based on the original course registration will be removed from the student's account, which may create a balance due to the university.

Withdraw results in the academic grade of W. Charges are assessed and adjusted according to the University Refund Policy. Students may owe a balance to the university.



## Refund of tuition and fees

The official university tuition and fees refund policy is applicable only for the fall and spring semesters. This table pertains to both complete withdrawals and reduced course loads for standard classes (excluding short/nonstandard courses). The policy is based on the weeks of the semester and not the class meeting days (if the semester begins on a Thursday, the first week of classes is from Thursday through the following Wednesday).

Refunds (reduction of charges) are calculated on a course-by-course, per-credit-hour basis, disregarding the full-time cap amounts and discounted tuition. Charges are recalculated based on the number of credit hours in which the student remains enrolled in addition to the nonrefundable percentage portion of credit hours for the withdrawn course(s). Students who are enrolled and withdraw from courses may not receive a reduction in charges.

- Students dropping/withdrawing from courses through the first week of class will be entitled to a 100 percent refund of tuition and fees.
- Students withdrawing from courses through the second week of class may be entitled to an 80 percent refund of tuition and the university fee.
- Students withdrawing from courses through the third week of class may be entitled to a 60 percent refund of tuition and the university fee.
- Students withdrawing from courses through the fourth week of class may be entitled to a 40 percent refund of tuition and the university fee.
- Students withdrawing from courses after the fourth week of class are not entitled to receive a refund of tuition and fees.

The refund policy and deadlines of the English Language Program are different from the university's refund policy for academic courses. Details of the policy may be obtained from the English Language Program office.

A full refund for holiday intersession will be granted if the course is dropped before 4:30 p.m. on the day of the first class meeting. Partial refunds are not granted.

A full refund for a short/nonstandard course's tuition and applicable fees will be granted if the course is dropped no later than the day following the first day of a given class. No refund of tuition and fees is given for withdrawals of short and nonstandard courses. Students should contact their program administrator for withdrawals from nonstandard classes that are longer than standard classes.

A full refund for summer tuition and applicable fees will be granted if the course is dropped no later than the day following the first day of a given class. (This policy also is applicable if the class does not meet on two consecutive days.) Students reducing their academic course loads to less than full-time (12 credits for undergraduates and nine credits for graduates) before the end of the last day to drop a course will be entitled to a refund of tuition and applicable fees reflecting the reduced course load. Partial refunds are not granted for the summer session.

Students who are financial aid recipients and withdraw from all courses prior to completing 60 percent of the semester are subject to the Federal Return of Title IV Funds Policy. For more details see Federal financial aid refund policy (p. 19).

Refunds will be computed based on the actual withdrawal date certified by the Office of Records and Registration. Refunds will not be made to

students who do not attend classes and have not completed the required withdrawal procedure. Refund processing may take approximately two to three weeks. Exceptions to this refund policy are made only in rare instances. Written application for an exception must be filed in the Student Accounting Department to the refund appeals committee within three years.

Refer to the Residential Housing contract and Dining Services' terms and conditions for housing and dining services refunds.

Requests for refunds that are not generated from the overpayment of financial aid should be made in writing to: VCU Student Accounting Department, Box 843036, Richmond, VA 23284-3036. Refund request forms are available at the Student Services Center, 1015 Floyd Ave. or 1000 E. Marshall St., Room 323, and on the Web at [accounting.vcu.edu/refunds](http://accounting.vcu.edu/refunds).

In accordance with credit card regulations, the university will refund any credit balance that may result on a student's account as the outcome of a credit card payment back to the credit card account. The remaining credit balance, if any, will be refunded to the student.

Students are responsible for paying any increase in charges that may occur after the generation of any refund.

## Outstanding charges

Students who fail to meet payments when due will be assessed late payment penalties and will be denied registration for future classes until they have paid all accrued amounts owed. Students with balances owed to the university will not be issued degrees, official transcripts of grades or graduate reports until all charges are paid in full.

Any communication disputing an amount owed, including an instrument tendered as full satisfaction of a debt, must be submitted to the Director of Student Accounting, Student Accounting Department, Virginia Commonwealth University, Box 843036, Richmond, VA 23284-3036.

Pursuant to Section 2.2-4805 et seq., of the Code of Virginia, and in accordance with rules and regulations promulgated by the state comptroller and attorney general of the commonwealth of Virginia, VCU will charge interest, costs and fees on all accounts past due.

VCU is participating in the Virginia Set-off Debt Collection Act of 1981. Under the provisions of this act, a Virginia individual income tax refund will be subject to the university's claim for unpaid balances of tuition and fees.

A student who pays a past due balance with a dishonored check may be subject to having his or her current and/or future registration cancelled. A charge of \$50 is levied for all dishonored checks.

## Military services tuition relief, refund and reinstatement guidelines

These guidelines apply to students whose service in the uniformed services (military) has necessitated their sudden withdrawal or prolonged absence from their enrollment at Virginia Commonwealth University and provides for the required re-enrollment of such students. Students are offered the following enrollment secession options:

1. Drop all courses before the end of the add/drop period and receive a full reduction of tuition and fee charges. Students residing in university housing and participating in a dining plan will be released



from their housing and dining service contracts and will receive a prorated refund of these charges. Students will be asked to sign the drop request form with the director of military student services indicating that they are not receiving a financial aid refund. If the reduction of charges results in an overpayment on the account after any financial aid or third party awards have been reduced, the student will be issued a refund.

This option might best meet the needs of students who are called to active duty service during the first week of school and did not receive a financial aid refund check or direct deposit.

2. Receive a grade of Incomplete (IM – incomplete military) in one or all courses. Students residing in university housing will be released from their housing and dining service contracts and will receive a prorated refund of these charges. Students who chose to take a grade of IM will not have tuition and fees reduced for these courses because, upon receipt of an approved change of grade, credits will still be earned for the semester. Students will have 12 months from the date that they return from active service to complete the course work and earn a course grade. If a student received financial aid, the amount recovered to the financial aid accounts will follow the Federal Financial Aid Refund Policy.

This option might best meet the needs of students who have essentially completed all course work in a class for the semester, but have yet to turn in a final project, an exam or other materials. It should be agreed upon between the instructor and the student that the remaining course work can reasonably be completed during the 12-month period.

3. Accept administrative withdrawal (WM – withdrawn military) from all courses as of the effective date of the orders to active duty. If this option is elected, a full refund of all tuition, fees and prorated room and dining charges will be made. If a student received financial aid, the amount recovered to the financial aid accounts will follow the Federal Financial Aid Refund Policy. If the reductions of charges results in an overpayment on the account after any financial aid or third party awards have been reduced, the student will be issued a refund.

This option might best meet the needs of students who are called to national service in the middle of a semester and have not completed 75 percent of their class requirements. This option also might best meet the needs of students who are leaving the university during the first week of class and received a financial aid refund check or direct deposit as a result of their financial aid.

4. Students who have completed 75 percent of the course requirements at the time of military activation and, notwithstanding certain exceptions noted below, who meet requirements as determined and agreed upon by the faculty instructor and the student may receive full course credit.

Students may receive full course credit if 75 percent of course requirements have been completed, under certain circumstances. The instructor is responsible for determining what percentage of course requirements have been completed based on factors to include but not limited to contact time, examinations, projects, work experience and clinical experience. The awarding of full credit cannot be made where the incomplete requirements are essential components of the course or program required by law or regulatory bodies, required for competency in the work place, or required to complete licensure examinations.

## Leaving the university

To initiate this process, the student must provide the Office of Military Student Services with a copy of his or her active duty orders in addition to a printed copy of his or her course registration for that semester and indicate Option 1, 2, 3 or 4 for each course. If Option 4 is selected, the student must provide documentation from the instructor. The director of military student services will forward all documentation to the university registrar to take the appropriate enrollment action, post the appropriate grades and send a copy of the orders and a copy of the student course request statement to the director of financial aid and the director of student accounting.

## Returning to the university

Students who withdrew from the university as a result of military deployment, mobilizations or duty changes are entitled to return without having to requalify for admission so long as the student (a) returns after a cumulative absence of no more than five years and (b) notifies the appropriate admissions office of the intent to return to the university not later than three years after the completion of military service obligation. The student may return to the university in the same program of study. With the consultation of an adviser, a comparable program of study may be chosen for discontinued programs.

## Veterans Access, Choice and Accountability Act of 2014

**codified in 38USC3679(c)**

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38, United States Code, who lives in Virginia while attending a school located in Virginia (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Virginia while attending a school located in Virginia (regardless of his/her formal state of residence)
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in Virginia while attending a school located in Virginia

(regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty

Please note that a student with in-state status for tuition purposes who exceeds 125 percent of the credit hours needed to complete his program will be assessed a tuition surcharge.

The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

## **Tuition determination and student classification**

Tuition is determined by the number of credit hours a student is taking, the student's residency classification, course of study and classification level.

### **In-state residency**

Eligibility for in-state tuition benefits is determined by Section 23-7.4 of the Code of Virginia. Refer to the Determination of student classification for in-state tuition purposes (p. 6) in the About VCU section of this bulletin for the complete code.

All applicants to VCU who want to be classified as Virginia residents must complete the application for Virginia in-state tuition rates included in the application for admission. The residency determination of the applicant will be conveyed at the time of admission. New and continuing students initially classified as non-Virginians for tuition purposes may request a review of the initial residency determination by completing an application for change of domicile available from the Office of Records and Registration (online). The student must present clear and convincing evidence that he or she is not residing in the state primarily to attend school. The application deadline is 30 days prior to the start of the semester, and it is the responsibility of the student to establish or to file an appeal to change his/her residency classification prior to the start of classes for the semester under consideration. In accordance with the Code of Virginia, applications received after the start of the semester must be considered for the next semester. Submit completed applications with documentation to the university residency appeals officer. Processing may require four to six weeks; therefore it is strongly recommended that applications be submitted earlier than the stated deadline.

The university's service to students is limited to assuring that they understand the procedures for appealing and that they have access to information about the relevant sections of the Code of Virginia. VCU provides information about the steps of the process and access to the applicable sections of the statute and the associated guidelines. The university also provides qualified staff to review the appeals and make decisions based on the information students provide. The office cannot provide advisement to students as to how to present their case for review; staff members cannot become the student's advocate since their office must make the decision.

Students approved for a change to in-state status for tuition purposes are notified by mail with copies of their approval letters sent to the Office of Financial Aid and the Student Accounting Department. Students denied this status also are notified by mail. The denial letter informs the student of procedures for appeal of this decision, to include filing an appeal with the University Residency Appeals Committee. Students who submit fraudulent applications, falsify documentation or conceal information will be subject to reclassification, payment of all nonresident fees owed and university discipline.

# SCHOOL OF DENTISTRY

The School of Dentistry was created in 1893 when the University College of Medicine opened with a dental department as one of its original divisions. The Medical College of Virginia inaugurated a dental education program in 1897, and in 1913 the two schools were merged to form the MCV School of Dentistry.

In 1968, by an act of the Virginia General Assembly, MCV was merged with Richmond Professional Institute to form Virginia Commonwealth University. The School of Dentistry is located on VCU's MCV Campus.

The facilities of the School of Dentistry are housed in the Wood Memorial, Lyons and Perkinson buildings and contain clinical facilities, research facilities, classrooms, student laboratories, departmental offices and a computer-learning laboratory.

The school provides opportunities for selected, qualified individuals to study dentistry under the most favorable conditions and in accordance with the standards established by the Commission on Dental Accreditation of the American Dental Association.

The degree of Doctor of Dental Surgery (D.D.S.) is awarded to graduates of the school's professional program and the Bachelor of Science degree to graduates of the Dental Hygiene Program within the Department of Oral Health Promotion and Community Outreach.

Graduates of the advanced dental education programs in endodontics, orthodontics, pediatric dentistry and periodontics are awarded the Master of Science in Dentistry degree.

## Administration

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**David C. Sarrett, D.M.D.**  
Dean

**Richard D. Archer, D.D.S.**  
Associate dean, Clinical Dental Education

**B. Ellen Byrne, D.D.S., Ph.D.**  
Senior associate dean

**Laurie C. Carter, D.D.S., Ph.D.**  
Director, Advanced Dental Education Programs

**Riki Gottlieb, D.M.D.**  
Assistant dean, Admissions

**Michael Healy, D.D.S.**  
Senior associate dean, Student Services

**Kim T. Isringhausen, R.D.H.**  
Assistant dean, Community and Collaborative Partnerships

**Rebecca Pousson**  
Executive associate dean

**Harvey A. Schenkein, D.D.S., Ph.D.**

Assistant dean, Research

## Accreditation

### Dental hygiene (bachelor's degree)

Commission on Dental Accreditation

### Dentistry (D.D.S.)

Commission on Dental Accreditation

### Advanced Dental Education Programs\*

Commission on Dental Accreditation

\*(includes endodontics, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontics and Advanced Education in General Dentistry)

## Mission

The mission of the VCU School of Dentistry:

- **Education** of highly qualified dental professionals
- **Research** that advances the understanding of oral health, disease and effective treatment
- **Service** to the community
- Improved oral and general **health** of our patients and the general population

## Philips Institute for Oral Health Research

**Iain M. Morgan, Ph.D.**  
Director

The mission of the Philips Institute for Oral Health Research is to serve the university and the commonwealth of Virginia as a center of educational and research excellence focused on infectious, neoplastic and genetic diseases of the oral cavity, head and neck.

## Dentistry, Doctor of Dental Surgery (D.D.S.)

The Doctor of Dental Surgery is a four-year program in general dentistry leading to the D.D.S. degree and emphasizing study in three broad areas: basic sciences, clinical sciences and social sciences. The academic year begins in July and extends through May.

## Student learning outcomes

As a result of successfully completing the pre-doctoral dental curriculum the new dentist will be competent in the following areas:

### A. Diagnosis and treatment planning

#### 1. Diagnosis

Assess and diagnose diseases and abnormalities of the oral cavity and head/neck region in pediatric and adult patients. Obtain, assess and properly utilize information relative to systemic health of patients, initiating consultations and referrals to other health care professionals as appropriate.

#### 2. Treatment planning

Develop a comprehensive evidence-based treatment and/or referral plan(s), based on etiologic factors, current oral disease risk analyses, standards-of-care strategies and biomedical and clinical scientific knowledge. Develop evidence-based treatment plan options to present to patient/parent involving them in the health care decision-making process and obtain informed consent.

## B. Oral health management

### 3. Emergency care

Manage dental emergencies.

### 4. Anxiety and pain management

Utilize pharmacological therapies and behavioral techniques to prevent or manage pain and anxiety.

### 5. Oral health education

Educate patients, parents and/or caregivers with individualized instructions for improving and maintaining good oral health, monitoring and re-evaluating as necessary.

### 6. Oral function

Provide treatment and/or referrals as appropriate with the goal of achieving physiologic form, oral function and health to include the following areas:

- a. Prevention and management of dental caries
- b. Restoration of teeth
- c. Replacement of teeth including fixed, removable and dental implant prosthodontic therapies
- d. Prevention and management of periodontal diseases
- e. Prevention and management of pulpal and periradicular diseases
- f. Prevention and management of oral mucosal and osseous disorders
- g. Management of uncomplicated oral surgical procedures
- h. Recognition and management of malocclusion and space maintenance needs

### 7. Outcomes

Self-assess competency and evaluate the outcomes of patient-centered dental health care.

### 8. Community

Engage in community-based disease prevention and health promotion activities.

## C. Practice and profession

### 9. Ethics

Apply concepts of professional ethics, health care principles and adhere to the ADA Principles of Ethics and Code of Professional Conduct.

### 10. Communication and behavioral principles

Utilize appropriate interpersonal skills, communication skills, psychosocial principles and behavioral principles in caring for a diverse population of patients and collaborating with other members of the health care team.

### 11. Critical thinking

Integrate and synthesize information to advance knowledge and skills through critical evaluation of biomedical literature and the application of new science to patient care.

### 12. Risk principles

Apply principles of risk management, quality improvement, infection control and radiation safety to patient care.

### 13. Business and legal/regulatory matters

Apply the business principles and programs used in the administration of a dental practice while complying with all regulations, policies and protocols that relate to health, safety and the law.

## Admission requirements

**Riki Gottlieb, D.M.D.**

Assistant dean, Admissions

(804) 628-4400

A minimum pre-dental study of 90 semester credit hours (or 145 quarter credit hours) at a U.S.- or Canadian-accredited institution is required to matriculate to the School of Dentistry. A maximum of 60 semester credit hours from an accredited community college may be applied to the 90 credit hour credential. Based on the competitiveness and number of applicants, it is common for the school to seek candidates on track to receive a qualifying bachelor's degree from an accredited four-year degree-granting institution prior to the date of matriculation. Required courses are general biology, biochemistry, general chemistry, organic chemistry, physics, math and English. Laboratory experiences are required for those courses where applicable. Biology courses should emphasize zoology rather than botany. Courses in general microbiology or bacteriology, animal physiology, human anatomy, immunology, histology, genetics, embryology, the behavioral sciences and courses involving psychomotor skills are strongly recommended. Academic credits presented by an applicant must be acceptable for credit toward a degree at the institution in which the courses are taken. Individuals interested in pursuing a career in dentistry should schedule an appointment with the Office of Admissions for individual guidance.

In order to successfully complete the dental curriculum at VCU, students must meet non-academic criteria for motor, sensory and observation, communication, cognitive, and behavioral abilities that are listed in the document Technical Standards for Dental Education Programs for VCU School of Dentistry. Accordingly, applicants may be required to prove their proficiency in American English via standardized tests and interviews. An applicant may consider the option of postponing matriculation until such time as he/she can meet these requirements.

Participation in the Dental Admission Test of the American Dental Association is required. It is recommended that this test be taken the year before the intended matriculation year. If a candidate decides to take the examination more than one time, the best set of scores is used as the official result, taken within three years from the time of application.

Information about the Dental Admission Test can be obtained from: a) the applicant's pre-health advising office of the undergraduate institution, b) ADEA.org GoDental (<http://www.adea.org/GoDental>) or c) the American Dental Association, Department of Testing (<http://www.ada.org/en/education-careers/dental-admission-test>).

## Selection factors

VCU is a state-supported, public university and gives admission preference to Virginia state residents. All applicants are evaluated by uniform criteria without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability. Students are accepted by the admissions committee on the basis of excellence of pre-dental education, DAT scores, recommendations, experiences in dentistry and results of personal interviews with members of the committee. The interview process is standardized and designed to determine motivation, knowledge of and interest in the dental profession and to afford the applicant an opportunity to provide additional information pertaining to his/her application. Selection occurs on a rolling admissions basis, and once the class is complete an alternate list is created. Members of minority groups underrepresented in dentistry are especially encouraged to apply. Each year a certain number of students who are not accepted into the freshman class are invited to take selected courses with this class. Their performance in these courses plays a vital role in their being considered for the following year's admissions process.

## Admission with advanced standing

The VCU School of Dentistry International Dentist Program (<http://www.dentistry.vcu.edu/programs/internationaldentists>) offers internationally trained dentists an opportunity to enter the D.D.S. program in the second year. The program is open to all foreign-trained dentists. More information can be found on the school's website at the hyperlink above.

## Application procedures

The School of Dentistry participates in the American Association of Dental Schools Application Service. All applicants are required to submit credentials through this service. Reapplicants must also reapply through the application service.

Application to the School of Dentistry can be made through AADSAS on or after June 1. The priority deadline is Sept. 1 of the year preceding intended matriculation. The final deadline to submit applications to VCU through AADSAS ([http://www.adea.org/GoDental/The\\_application\\_to\\_dental\\_school\\_ADEA\\_AADSAS.aspx](http://www.adea.org/GoDental/The_application_to_dental_school_ADEA_AADSAS.aspx)) is Jan. 1.

AADSAS compiles academic records and other pertinent information and forwards these with the application to the School of Dentistry. Qualified applicants are then requested to submit additional information, such as the VCU supplemental application. The VCU application fee is \$80, in addition to the AADSAS application fee.

Applicants will be notified of decisions according to guidelines established by the American Dental Education Association. The first acceptances are sent out on Dec. 1; subsequent acceptances are sent out in early spring. In order to reserve a position in the class, a nonrefundable tuition deposit of \$800 is required.

This offer of acceptance is contingent upon successful completion prior to admission of a qualifying bachelor's degree, if applicable, including completion of all courses in which applicants are enrolled or plan to complete to earn the degree, as well as an approved criminal

background check. All required courses must be completed (with a minimum grade of C-). Applicants must submit a final, official transcript indicating the degree, if applicable, and the date it was conferred. The act of matriculation also implies a willingness on the part of the student to comply with university rules and regulations, to take an interest in maintaining the ideals of the institution and to conduct himself/herself in a manner befitting a member of the dental profession.

For more information please visit the School of Dentistry website (<http://www.dentistry.vcu.edu>). Applicants may also contact ADEA AADSAS directly at (617) 612-2045 or via email at [aadsasinfo@aadsasweb.org](mailto:aadsasinfo@aadsasweb.org).

## Curriculum

The curriculum in the dental school is organized into a competency-based, four-year program leading to the Doctor of Dental Surgery (D.D.S.) degree. The academic year begins in July and extends through June. The program emphasizes study in three broad areas: biomedical sciences, clinical sciences and behavioral sciences.

The biomedical sciences include the in-depth study of human anatomy, genetics, material science, microbiology, pathology, pharmacology and physiology.

The clinical sciences prepare the student for the actual practice of dentistry and provide exposure to the various specialties in dentistry.

The behavioral sciences cover such topics as dental health needs, the system of health care delivery, practice management, professional ethics and behavioral factors.

Laboratory and clinical experiences are offered throughout the four years to develop the skills and judgment vital to the practice of general dentistry.

In general, courses offered as part of the curriculum in dentistry are not available to other students in the university. Exceptions may be granted by the dean of the School of Dentistry to students enrolled in graduate degree programs upon written request of the department chair in which the student is seeking a degree.

## Curriculum requirements

Course	Title	Hours
DEBS 501	Dental Gross Anatomy	6.5
DEBS 502	Dental Neuroanatomy	1
DEBS 503	Infection and Immunology	3.5
DEBS 511	Microscopic Anatomy	5
DEBS 512	Physiology and Pathophysiology	5
DEBS 513	Dental General Pathology	6
DEBS 601	Dental Pharmacology and Pain Control I	4
DEBS 701	Dental Pharmacology and Pain Control II	2
DEBS 702	Dental Genetics	1
DENS 503	Introduction to Behavioral Science in Dentistry	1
DENS 508	Dental Materials I	1
DENS 513	Foundations of Effective Interpersonal Skills During Patient Interactions I	1.5
DENS 515	Clinical Skills I	1
DENS 516	Clinical Skills II	3.5



DENS 524	Evidence-based Dentistry and Critical Thinking I	1	ORSG 733	Principles of Oral and Maxillofacial Surgery	1.5
DENS 603	Foundations of Effective Interpersonal Skills During Patient Interactions II	1	ORSG 739	Clinical Oral Surgery III	2.5
DENS 608	Dental Materials II	1	ORSG 749	Clinical Oral Surgery IV	2
DENS 611	Introduction to Professionalism, Ethics and Ethical Decision-making	1	ORTH 623	Orthodontics Lecture	2
DENS 619	Evidence-based Dentistry and Critical Thinking II	1	ORTH 733	Orthodontic Therapy	1
DENS 621	Dental Occlusion	1	ORTH 739	Clinical Orthodontics III	1
DENS 622	Dental Occlusion Lab	1	PEDD 622	Introduction to Pediatric Dentistry	2
DENS 623	Clinical Skills IV	7	PEDD 730	Special Care Dentistry	1
DENS 625	Clinical Skills III	5	PEDD 733	Advanced Pediatric Dentistry	1
DENS 628	Evidence-based Patient Care I	1	PEDD 739	Clinical Pediatric Dentistry III	1
DENS 642	Fundamentals of Treatment Planning	1	PEDD 749	Clinical Pediatric Dentistry IV	.5
DENS 703	Advanced Interpersonal Communications I	1	PERI 525	Diagnosis of Periodontal Diseases	1
DENS 708	Dental Materials III	0.5	PERI 526	Etiology and Pathogenesis of Periodontal Diseases	1.5
DENS 718	Dental Materials IV	0.5	PERI 627	Non-Surgical Periodontal Therapy	1.5
DENS 713	Advanced Interpersonal Communications II	1	PERI 733	Surgical Periodontal Therapy	1
DENS 730	Dental Practice Management III	1	PERI 739	Clinical Periodontics III	5
DENS 735	Patient Management and Professional Conduct (taken twice for credit)	5	PERI 749	Clinical Periodontics IV	1
DENS 740	Dental Practice Management IV	1	PROS 622	Preclinical Fixed Prosthodontics	2
DENS 745	Patient Management and Professional Conduct (taken twice for credit)	5	PROS 623	Preclinical Fixed Prosthodontics Laboratory	4
DENS 752	Clinical General Practice Dentistry	14.5	PROS 624	Preclinical Removable Prosthodontics	2
DENS 762	Clinical Service-learning	6	PROS 625	Preclinical Removable Prosthodontics Lab	4
ENDO 622	Principles of Endodontics	1	PROS 626	Clinical Principles of Dental Implantology Lecture	1
ENDO 623	Principles of Endodontics Lab	1.5	PROS 628	Clinical Principles of Implantology Lab	1
ENDO 731	Endodontic Therapy	1	PROS 731	Complete Denture Prosthodontics	1.5
ENDO 739	Clinical Endodontics III	1.5	PROS 735	Removable Prosthodontics Diagnosis and Treatment	1.5
ENDO 749	Clinical Endodontics IV	1.5	PROS 739	Clinical Fixed Prosthodontics III	2
GENP 511	Dental Anatomy	2.5	PROS 740	Clinical Removable Prosthodontics	3.5
GENP 512	Operative Dentistry Lecture	4	PROS 749	Clinical Prosthodontics IV	7
GENP 513	Operative Dentistry Laboratory	4.5	Total Hours		195
GENP 514	Fundamentals of Occlusion	2	<b>Academic performance evaluation</b>		
GENP 521	Dental Anatomy Lab	1.5	The faculty of the VCU School of Dentistry has the responsibility for evaluating the student's academic performance. It is incumbent on the course directors or their designees to specify, at the time that courses first convene, the criteria to be used in student assessment and the standards by which they will be judged.		
GENP 620	Cariology	2	The VCU School of Dentistry Guidelines for the Evaluation of Student Performance and Academic Status are distributed to all students at the beginning of their study. They are available upon request from the Office of Academic Affairs, School of Dentistry.		
GENP 739	Clinical Operative III	5	<b>Dentistry, Doctor of Dental Surgery (D.D.S.)/Oral Health Research, Doctor of Philosophy (Ph.D.) [combined]</b>		
GENP 742	Treatment Planning Seminar	2	Dental students with an interest in academic and research careers are afforded the opportunity to undertake advanced degree training while in dental school. The D.D.S./Ph.D. (combined) program seeks to train		
IPEC 501	Foundations of Interprofessional Practice	1			
ORPT 621	Dental Radiology	1			
ORPT 622	Oral Pathology	3			
ORPT 732	Clinical Oral Pathology and Oral Medicine	1			
ORPT 737	Radiology Rotation (Credit awarded upon completion of ORPT 747)	0			
ORPT 747	Radiology Rotation	1.5			
ORSG 622	Introduction to Oral Surgery	1			
ORSG 731	Medical Management of Emergency Care Dental Patients	2			

students interested in translating oral research to the clinic. These clinician-scientists will help bridge the gap between basic and clinical science in the field of dentistry.

Students will have both a research and a clinical mentor. Students will complete the first two years (preclinical years) of dental school during which time they will select their Ph.D. dissertation laboratory. Following completion of their second year of the dental curriculum, students will focus on the requirements for their Ph.D. The main undertaking at this phase is laboratory research that leads to the Ph.D. dissertation. Students are exempt from certain didactic courses in the Ph.D. program in recognition of the content in the dental curriculum. This will improve time to degree for the combined program. Students will also take part in weekly clinical sessions to maintain their dental knowledge. After completion of doctoral degree requirements, students re-enter the dental curriculum in the third year.

Prospective students should submit applications to AADAS for admission to dental school. At the same time, they should apply directly to the Ph.D. in Oral Health Research program for admission to the Ph.D. program, stating their interest in the combined program. Those invited to Richmond for interviews will take part in the standard interview for the School of Dentistry and will spend a second day interviewing with members of the D.D.S./Ph.D. steering committee, as well as touring labs of faculty scientists.

## **School of Dentistry program policies**

The School of Dentistry provides policies applicable to all programs administratively housed in the school. Information on the doctoral program (<http://bulletin.vcu.edu/graduate/school-dentistry/oral-health-research-phd>) is available elsewhere in this Bulletin. Additional information on dental programs is available on the School of Dentistry website (<https://dentistry.vcu.edu/programs/dds>).

The requirements for a combined professional/graduate degree in the School of Dentistry are equivalent to those required of students seeking a graduate degree alone and are determined by the individual program. For additional information, please visit the program website (<https://dentistry.vcu.edu/programs/research>).

### **Graduate program director**

Oonagh Loughran, Ph.D.

Associate professor

Email: [oloughran@vcu.edu](mailto:oloughran@vcu.edu)

Phone: (804) 828-3910

## **Combined Master of Science (M.S.)/ Doctor of Philosophy (Ph.D.) and Doctor of Dental Surgery (D.D.S.)**

In cooperation with the School of Dentistry, students in dentistry with an interest in academic and research careers are afforded the opportunity to undergo advanced degree training while in dental school or residency. Admission of students enrolled in the School of Dentistry to combined degree programs is processed through the Office of Graduate Education of the School of Medicine by established procedures. The Dental Aptitude Test may be accepted in lieu of the GRE as an admission requirement. No application fee is required of students already regularly enrolled as degree-seeking graduate students at the university.

The requirements for a combined professional school/graduate school degree in basic health sciences are equivalent to those required of

students seeking a graduate degree alone and are determined by the individual departments.

# SCHOOL OF MEDICINE

The School of Medicine opened on Nov. 5, 1838, as the medical department of Hampden-Sydney College, and became the Medical College of Virginia in 1854. Full-time clinical faculty members were first appointed in 1928, and improved facilities became available between 1936 and 1941 with the completion of the 600-bed West Hospital, A. D. Williams Clinic and Hunton Hall dormitory, located on the current site of the Main Hospital building. Growth in faculty, students and facilities continued after World War II, leading to the development of today's academic health center.

Hospital facilities on the MCV Campus include both in-patient and out-patient facilities. MCV Hospitals of the VCU Health System is licensed for 902 beds. In addition, the hospital at the McGuire Veterans Affairs Medical Center (600 beds) provides excellent patient care, training and research opportunities for the School of Medicine through its affiliation programs.

In the School of Medicine, advanced degree programs are coordinated through the Office of the Associate Dean for Graduate Education, who acts for the dean on all issues related to administration of advanced degree programs. Each advanced-degree program is represented by a faculty member who serves as director for graduate programs. Directors are appointed either by the chair of the department offering graduate degrees or, in the case of interdisciplinary programs, by the dean in consultation with the chairs of participating departments. The directors of graduate programs act on behalf of the programs and hold the responsibility and authority to represent the respective department(s) and their faculty to the school.

## Administration

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Executive vice president for medical affairs (VCU Health) and dean

**Brian Aboff, M.D.**  
Senior associate dean for graduate medical education

**Jean Bailey, Ph.D.**  
Assistant dean for faculty development

**Julie Beales, M.D.**  
Associate dean for veterans affairs

**Diane Biskobing, M.D.**  
Associate dean for advancement of curriculum

**Lelia Brinegar, Ed.D.**  
Assistant dean for curriculum

**Samantha Buery-Joyner, M.D.**  
Assistant dean for student affairs – Inova Campus

**Pemra Cetin**  
Assistant dean for student affairs and financial aid

**Craig E. Cheifetz, M.D.**

Associate dean for medical education – Inova Campus

**Ralph (Ron) Clark III, M.D.**  
Associate dean for clinical activities

**Nicole Deiorio, M.D.**  
Associate dean for student affairs

**Susan DiGiovanni, M.D.**  
Senior associate dean for medical education and student affairs

**Michael S. Donnenberg, M.D.**  
Senior associate dean for research and research training

**Alicia Freedy, M.D.**  
Assistant dean for curriculum – Inova Campus

**Darrell Griffith**  
Senior associate dean for finance and administration and executive director, MCV Physicians

**Mike Grotewiel, Ph.D.**  
Associate dean for graduate education

**Robin Hemphill, M.D.**  
Associate dean for patient safety and quality care

**Donna Jackson, Ed.D.**  
Assistant dean for admissions

**Tom Maness**  
Associate dean for alumni relations and development

**Paul E. Mazmanian, Ph.D.**  
Associate dean for assessment and evaluation studies

**Anita Navarro, Ed.D.**  
Chief of staff

**Paul Peterson**  
Assistant dean for administration

**Elizabeth Ripley, M.D.**  
Interim senior associate dean for faculty affairs

**Michael Ryan, M.D.**  
Assistant dean for clinical medical education

**Joy Sanders**  
Assistant dean for development and alumni affairs

**Sally Santen, Ph.D.**  
Senior associate dean for assessment and evaluation studies

**Gregory Trimble, M.D.**  
Assistant dean for faculty – Inova Campus

**Michelle Whitehurst-Cook, M.D.**  
Senior associate dean for admissions

**Christopher Woleben, M.D.**  
Associate dean for student affairs

**Tom Yackel, M.D., M.P.H.**  
Senior associate dean for clinical affairs and president, MCV Physicians

**Vacant**

Assistant dean for graduate recruitment and admissions

#### **Vacant**

Associate dean for professional instruction and faculty development

#### **Vacant**

Senior associate dean for professional education programs

## **Accreditation**

### **Genetic counseling (master's degree)**

American Board of Genetic Counseling

### **Medical physics**

Commission on Accreditation of Medical Physics Educational Programs

### **Medicine (M.D.)**

Liaison Committee on Medical Education

### **Public health (master's degree)**

Council on Education in Public Health

## **Mission statement**

The mission of the VCU School of Medicine is to provide pre-eminent education to physicians and scientists in order to improve the quality of health care for humanity. Through innovative, scholarly activity and a diverse educational context, the school seeks to create and apply new knowledge and to provide and continuously improve systems of medical and science education. Furthermore, the mission includes the development of more effective health care practices to address the needs of diverse populations and to provide distinguished leadership in the advancement of medicine and science.

The primary aim of the School of Medicine is to provide an academic environment appropriate for the education of its students, including undergraduate medical students, advanced-degree (graduate) students and graduate physician house officers, as well as continuing education directed toward the needs of practicing physicians. In the classroom, laboratory, clinic and hospital, the faculty and students are brought together in teaching-learning experiences that promote scientific scholarship and personal growth in knowledge and professional skills applicable to careers in a diverse workplace environment.

The School of Medicine and its faculty have vested responsibilities for the advancement of knowledge through research and for service to the community through application of skills in biomedical knowledge, health care leadership and patient care. Therefore, the school shares with teaching the interdependent and almost inseparable objectives of research and service.

The School of Medicine is located on the MCV Campus of VCU.

For comprehensive information on the School of Medicine departments, programs and faculty, please go to the school website at [medschool.vcu.edu](http://www.medschool.vcu.edu) (<http://www.medschool.vcu.edu>).

## **School of Medicine core competencies and objectives**

**Professionalism:** The ability to understand and demonstrate the nature of professional and ethical behavior in the act of medical care. This includes respect, responsibility, accountability, excellence, honor, integrity, altruism, leadership, cultural competency, compassion, maintenance of professional boundaries and confidentiality.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Provide compassionate care to patients with respect for their privacy and dignity
- Display honesty, integrity and responsibility in all educational settings and in interactions with patients, their families and colleagues
- Consistently advocate for the patient's best interest
- Practice ethical decision-making
- Be accountable to the patient, society and the profession through a commitment to excellence and ongoing professional development
- Respond appropriately to the conflicts of interest inherent in the various financial and organizational arrangements within the practice of medicine
- Participate as an active member of the learning community and facilitate the learning of peers and other health care professionals
- Describe the psychological and physical risks and stressors of the practice of medicine
- Identify possible impairments in function and practice techniques for harm reduction

**Patient engagement and communication (interpersonal and communication skills):** The ability to engage and communicate with patients, their families and professional associates, using interpersonal skills to build relationships for information gathering, guidance, education, support and collaboration.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Create and sustain therapeutic and ethically sound relationships with patients and their families
- Employ effective oral and written communication skills to elicit and convey information while building rapport with patients, their families and professional associates
- Build collaborative relationships across both educational and clinical environments with patients, their families and professional associates
- Engage in shared decision-making with patients and their families or individuals designated to fulfill this responsibility for the patient
- Educate and counsel patients regarding basic lifestyle changes and disease prevention
- Conduct patient handover communications to other providers which are effective, efficient and maximize patient safety

### **Application of scientific knowledge and method (medical knowledge):**

The ability to discuss the biomedical, epidemiological and social-behavioral aspects of clinical science and apply this knowledge to patient care.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Use the scientific method to analyze basic, translational and clinical research
- Describe the molecular basis for the functions of organs and systems in health and disease
- Describe, apply and integrate the normal and pathologic structure and function of each organ system of the body
- Describe, apply and integrate the ways in which organ systems are affected by the various causative mechanisms of disease
- Recognize the clinical, laboratory, radiographic and pathologic manifestations of disease
- Describe, apply and integrate the scientific basis of disease prevention and treatment, including intended and unintended effects
- Apply evidence-based practice in defining and treating disease and when evaluating the efficacy of traditional and nontraditional therapies
- Appraise the impact of social-behavioral factors on health maintenance, causation of disease and therapeutic outcomes

**Patient care:** The ability to provide patient care that is appropriate and effective for the treatment of health problems and the promotion of health.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Obtain a complete history and perform a comprehensive physical/mental status examination in an organized fashion without supervision
- Utilize a focused history and physical and mental status examination to obtain relevant clinical information in a prioritized, organized and efficient manner
- Utilize alternative sources (i.e. family members, other health care providers, etc.) to obtain a medical history when necessary
- Recognize patients with immediate life-threatening or serious conditions that require critical care and outline an initial course of management
- Discuss with and provide to patients and their families information and counseling aimed at disease management, prevention and wellness
- Identify the epidemiology of common conditions within a defined population and apply systematic approaches to help reduce the incidence and prevalence of these conditions
- Describe the indications, risks, limitations, complications and interpretation of commonly used diagnostic tests
- Perform routine procedures competently and identify the indications, risks, limitations, justifications, complications and interpretations of these procedures
- Construct appropriate assessments, differential diagnoses and treatment plans for patients across the spectrum of medical presentations
- Gather, interpret and apply ongoing relevant clinical information in the care of patients
- Select appropriate tests for detecting patients at risk for specific diseases and determine strategies for responding appropriately
- Utilize information technology to gather patient data, support patient care decisions and educate patients and their families

- Enter and discuss safe and appropriate orders for patients using written form as well as the electronic medical record
- Compose prescriptions in verbal, written and electronic formats using accepted standards
- Obtain informed consent for interventions, tests and/or procedures which they order and/or perform

**Putting care in practical context (systems-based practice):** The ability to provide clinical care within the practical context of a patient's age, gender, personal values, family, health literacy, culture, religion and social and economic circumstances. This goal includes consideration of relevant ethical, moral and legal perspectives, patient advocacy, public health concerns, and resources and limitations of the health care system.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Obtain patient histories including information about patients' culture and other factors that may influence the appropriate course of care
- Perform culturally sensitive physical exams
- Identify cultural barriers that are perceived by patients as impacting health and health care
- Develop plans of care that take into account pertinent cultural attributes of patients and address barriers perceived by patients
- Compare and contrast various approaches to the organization, financing and delivery of health care
- Demonstrate understanding of the legal framework within which physicians function
- Describe the various roles and responsibilities of members of the health care team
- Interact effectively with all members of the health care team to provide the best possible care for patients
- Relate the effect of public policy actions to individual health and health care systems as a whole
- Define the methods used by individuals and systems to improve quality of care
- Practice a commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of underserved populations
- Recognize and appropriately address gender and cultural biases in themselves and others and in the process of health care delivery

**Self-directed learning and self-assessment (practice-based learning and improvement):** The ability to assess and understand one's learning style, to self-identify areas of strength and weakness, to independently identify and evaluate resources to engage in lifelong learning, and to critically appraise the evolving body of medical knowledge.

Students who are graduated from Virginia Commonwealth University School of Medicine will:

- Appreciate the limitations of one's own knowledge and skills and seek to engage in lifelong learning and the advice and teaching of more experienced medical practitioners to address those limitations
- Appreciate the limitations of the role of a physician
- Appreciate the limitations of the evolving body of medical knowledge
- Retrieve, critically review and utilize biomedical and biopsychosocial information



- Identify means to maintain a healthy balance between professional and personal responsibilities to optimize mental, physical and emotional well-being

## Faculty and facilities

The School of Medicine consists of 700 full-time faculty, including affiliates, assisted by 630 residents and fellows and more than 700 clinical voluntary faculty. Programs of instruction and research are conducted on campus, at the McGuire VA Medical Center and at affiliated hospitals in an effort to expose the students to the variety of clinical disorders encountered in the eastern U.S. The School of Medicine has established a geographically separate campus at the Inova Fairfax Hospital. Each year, 24 third-year students take all their clinical clerkships at Inova Fairfax Hospital. Their fourth year elective program also is based at the Inova Fairfax Hospital.

## Criminal background checks

All applicants to the VCU School of Medicine who receive an acceptance will have a criminal background check performed by Certiphi Screening Inc. If there is a positive finding the applicant will be notified by Certiphi first; this will allow the applicant to make corrections to the report and verify the information. If there is no change in status Certiphi will then notify VCU of their positive findings. VCU's criminal background committee will meet to discuss the applicant's Certiphi report to determine if acceptance is to be withdrawn. The school encourages full disclosure at all times on the AMCAS and supplemental applications, as dishonesty will impact the committee's decision. If an applicant has a legal finding or institutional action against them after the supplemental application is submitted they should notify the school's admissions office immediately. Once an applicant is matriculated, full disclosure is also required throughout the student's time in medical school. Criminal background checks are repeated for all students at the end of the second year and for specific program participations throughout medical school.

## Health policies

Virginia Commonwealth University School of Medicine requires that all medical students carry active health insurance. Health insurance benefits must be equal to or greater than those provided by the university health carrier. In addition, it is required that all students complete required immunizations within six months of matriculation and have repeat tuberculosis screening performed prior to the third-year clerkships. For details related to these policies, please visit [medschool.vcu.edu](http://www.medschool.vcu.edu) (<http://www.medschool.vcu.edu>).

The School of Medicine requires that all students enrolled in the graduate academic programs administered by the school hold active health insurance coverage. This requirement applies to students at all degree categories: doctoral, master's and certificate. Compliance is monitored by administrative offices of the school and departments. Failure to comply with this requirement is grounds for dismissal.

## School of Medicine Registrar

The School of Medicine houses a registrar's office to meet the needs of physician trainees and alumni. Visit the School of Medicine website for more information at [medschool.vcu.edu/studentaffairs/registrar](http://www.medschool.vcu.edu/studentaffairs/registrar) (<http://www.medschool.vcu.edu/studentaffairs/registrar>).

## Professional programs

The School of Medicine offers undergraduate medical education, leading to the first-professional Doctor of Medicine degree, as well as graduate medical education and continuing medical education. Refer to each program's description for admission and program requirements.

### Undergraduate medical education (M.D.)

The School of Medicine offers the first-professional Doctor of Medicine that develops students' clinical skills, professionalism and critical thinking. For more information about admission standards, curriculum requirements and other policies for the M.D. program, refer to the degree program page in this Bulletin.

### Graduate medical education

Graduate medical education at VCU Medical Center provides diverse opportunities with very high academic and clinical standards for medical and dental graduates to pursue specialty training. Currently the school offers more than 70 medical and dental programs. The programs are accredited by either the Accreditation Council for Graduate Medical Education or the American Dental Association. Most of the programs use the ERAS application and the NRMP matching program. The school has more than 700 residents training with the medical center and brings in approximately 200 new residents per year.

All qualified applicants are encouraged to apply to these programs. For a detailed description of the qualifications and requirements please visit [medschool.vcu.edu/gme](http://www.medschool.vcu.edu/gme) (<http://www.medschool.vcu.edu/gme>).

## Student organizations

The School of Medicine, through the Office of Student Affairs, provides oversight to all of the organizations available to medical students. All student organization are required to register with the Office of Student Affairs following established policy and the approved registration format.

For more information, visit the School of Medicine student organizations webpage at [medschool.vcu.edu/studentaffairs/organizations](http://www.medschool.vcu.edu/studentaffairs/organizations) (<http://www.medschool.vcu.edu/studentaffairs/organizations>).

## Medicine, Doctor of (M.D.)

The program for the M.D. degree is divided into four phases. The Scientific Foundations of Medicine covers the first semester and emphasizes the basic science concepts within a clinical context that every student must master to progress with a medical education. The Applied Medical Sciences integrate basic science principles with pathophysiology and treatment using an organ-system approach. This course runs two semesters. The last two years cover the Clinical Concentrations and Advanced Clinical Concentrations. Students are expected to successfully complete clerkships in seven core areas in addition to advanced training that assesses their competency to practice with supervision. There are also opportunities for students to take electives throughout the clinical concentrations to enrich their medical experience and to assist them in planning a career within a specific field of medicine.

School of Medicine students begin their clinical exposure in the first week of medical school in the Practice of Clinical Medicine course. The first week is a "boot camp" in learning the history and physical examination culminating in performing an H and P on a standardized patient that Friday. This longitudinal experience runs throughout the four years

and consists of sessions in a physician's office, small-group sessions, workshops and interacting with standardized patients and simulators, and, finally, care of patients in advanced clinical settings. This course gives students the opportunity to learn the clinical relevance of basic science material and to work with a primary care role model.

## Admissions

### Michelle Whitehurst-Cook, M.D.

Associate dean of admissions  
medschool.vcu.edu/admissions (<http://www.medschool.vcu.edu/admissions>)

The School of Medicine participates in the American Medical College Application Service. The AMCAS application forms can be obtained from AMCAS, 2450 N. St., N.W., Washington, D.C. 20037-1126. The electronic application is available at [aamc.org/students/amcas](http://aamc.org/students/amcas) (<http://www.aamc.org/students/amcas>). Updated information is available at the School of Medicine website: [medschool.vcu.edu](http://medschool.vcu.edu) (<http://www.medschool.vcu.edu>). Application for the School of Medicine should be made during the first week of June of the year preceding intended matriculation. Letters of recommendation can now be submitted with the AMCAS application.

The closing date for filing applications for this institution is Oct. 15 of the year preceding the enrollment date. Priority for admissions is given to Virginia residents; however 45 percent of each class is from out of state. Members from disadvantaged populations are encouraged to apply to the School of Medicine. Students previously dismissed from a medical school will not be considered. All applicants must be U.S. citizens, permanent residents of the U.S. or Canadian citizens at the time of application. Permanent residents must submit their cards prior to file review.

A nonrefundable \$80 application fee and supplemental information, including letters of recommendation, are required with all applications accepted for further consideration. The final date for returning supplemental information is Jan. 31 of the year of possible enrollment in the School of Medicine. Students are given individual deadlines which are 60 days from the date the Supplemental Application is granted.

The School of Medicine will not matriculate students from other health sciences schools at VCU or any other school until such students have completed the degree program for which they are enrolled.

The School of Medicine participates in the Early Decision Plan. This program permits an applicant to file a single application through AMCAS by Aug. 1. All applicants filing under the Early Decision Plan will receive consideration for admission and a response on or before Oct. 1. All applications for the Early Decision Plan must be supported by the results of the new MCAT test at the time the application is made.

The early notification date of this plan ensures that those who are unsuccessful have ample time to request further distribution of their applications to other medical schools. Further information on the Early Decision Plan is available with the AMCAS application.

## Requirements for entrance

The MCAT is required as part of the application. It is necessary that the test be taken no later than September of the year of application. This test is produced by the American College Testing Program, P.O. Box 414, Iowa City, IA 52240, and is administered in colleges and universities throughout

the country. Information about the MCAT is available through premedical advisers or directly from the American College Testing Program.

Applicants may be admitted on the basis of 90 semester hours of outstanding achievement. The majority of successful candidates have a college degree at the baccalaureate level or higher. The college major for premedical students should be selected in accordance with the individual student's aptitude and interest. The prerequisites for the School of Medicine have been reduced to a minimum in order to permit the widest possible latitude in preparation for medical education.

Prerequisites for admission include a minimum of 90 semester hours (or the equivalent) in a U.S. or Canadian college or university accredited by the regional accrediting agency. This program of study must include a minimum of:

1. English – two semesters (one semester to include grammar and composition);
2. College mathematics – two semesters;
3. Biological science – eight semester hours, including laboratory experience. This requirement may be satisfied by general biology, general zoology or botany. No more than half may be botany;
4. General or introductory chemistry – eight semester hours, including laboratory. An appropriate portion of this requirement may be met by courses in analytical chemistry or physical chemistry;
5. Organic chemistry – eight semester hours, including laboratory. This course should be equivalent to and acceptable for continued studies in a chemistry major;
6. General or introductory physics – eight semester hours, including laboratory experience.

Students are encouraged to pursue their own intellectual interests in college in order to obtain a broad education consistent with their major program. Courses in medically related science areas will not relieve the student of his/her responsibility for these subjects in the medical curriculum.

## Selection factors

Demonstrated academic ability, as well as attributes of character and personality, are of significance to the admissions committee in the selection process. A review of academic achievement as represented by the standard academic record and summaries, MCAT scores, evaluations and interviews are all sources of information on which the comparative evaluation process is based. A review of the completed application file and interviews with members of the admissions committee are an integral part of the admissions process.

Noncognitive variables also are sought in all candidates. These qualities include, but are not limited to, health care experience, community service and social concern, communication skills both written and oral, leadership, ethical and moral behavior, creativity, compassion and empathy, altruism, personal maturity, self-confidence without arrogance, appropriate motivation, the ability to realistically self-appraise, and a demonstrated ability to work as a team member. These qualities and characteristics are judged by references within the letters of recommendation and from a careful review of the student's essays and extracurricular activities, as well as the interviewers' assessment during the interview. The School of Medicine hopes to create a learning environment where students will meet colleagues whose life experiences and views differ significantly from their own. A physician must be at home and at ease in a wide variety of environments and with a wide variety of people. Students frequently comment that the aspect of

the school they appreciate most is the diversity of their class. The admissions process seeks to foster that diversity of perspective and background by admitting students from a wide range of backgrounds — socioeconomic, cultural, geographic and educational. Health care experience is also examined as a true evaluation of the motivation of the candidate for a career in medicine.

The interview is an opportunity for the applicant to become acquainted with the institution and it offers additional information for the selection process. Only on-campus interviews in Richmond are available. Each year more applicants are interviewed than can be accepted in the class. Therefore, an interview is not an indication of acceptance to the School of Medicine.

Offers for admission are made in the Early Decision Plan on Oct. 1 and on the uniform acceptance date after Oct. 15, with admissions occurring at several points thereafter until the class selections have been completed. The approximate dates for acceptance decisions are Oct. 16, Dec. 15, Feb. 1 and March 15. At the time the class is filled, an alternate list of applicants is compiled from which replacements are drawn for any vacancies that may occur in the selected class between notification and the third week of class attendance.

Since selections are made in advance of actual attendance, all acceptances are made on condition of satisfactory completion of courses planned or in progress. It is expected that candidates will maintain acceptable standards of deportment. Students offered acceptance into a class are expected to respond within two weeks of the offer. If such a response presents a problem, extension of the time for the response should be requested. After March 31, students are selected from a wait list of very good candidates until the first day of orientation in August.

The enrollment of accepted candidates is considered complete only after payment of the \$100 deposit toward the first tuition payment. This deposit will be returned to the candidate should withdrawal occur prior to May 15 of the year of attendance. By the act of matriculation into the School of Medicine, the student accepts the responsibilities related to this opportunity and agrees that during the time that he/she is a registered student he/she will follow the rules and regulations established by the governing bodies of the School of Medicine and the university.

## Transfer in advanced standing

### Background

It is incumbent upon the School of Medicine to delineate the circumstances under which a student may transfer in advanced standing from another medical school; the number of transfers that will be allowed so as not to encumber educational resources for currently enrolled students; and to assess the qualification of transfer students to assure that they have had a comparable educational experience at the time of matriculation.

### Policy

1. Medical students may only transfer into the VCU School of Medicine under rare and extraordinary circumstances (e.g., natural disaster that prevents continued education at the student's home institution, loss of accreditation by the home institution).
2. Only students from schools that are currently accredited by the LCME or that have recently lost accreditation will be considered for transfer. Osteopathic and international students and those from off-shore medical schools may not transfer.

3. Only U.S. and Canadian citizens and permanent residents may apply to transfer.
4. Students may only transfer into the clinical concentrations component of the curriculum and must complete all of their required clerkships and advanced clinical experiences at the VCU School of Medicine.
5. The senior associate dean for medical education will determine by January of each academic year if there are positions for transfer that would not impede on current resources.
6. Students seeking transfer must submit the following information by Nov. 1 of the year prior to transfer:
  - a. A letter of interest delineating the specific circumstances for transferring
  - b. A copy of the original AMCAS application
  - c. An official transcript from their current school of medicine
  - d. A letter of support from their school's dean of medical education or student affairs
  - e. A copy of the USMLE Step 1 verifying that that student has passed the examination
  - f. A non-refundable processing fee of \$100
7. Information for transfer should be mailed to:  
Senior Associate Dean for Medical Education and Student Affairs  
Virginia Commonwealth University School of Medicine  
McGlothlin Medical Education Building  
1201 East Marshall Street, 4th Floor  
Box 980565  
Richmond, VA 23298-0565
8. The senior associate dean for medical education and student affairs or his/her designee shall review the transcript and possibly contact the applicant's home school to determine that the educational experience is comparable to that of one of our students entering the clinical concentrations. In addition, criteria for comparability shall include, but not be limited to, GPA, USMLE scores and MCAT scores.

Applicants that have met the above requirements and who are deemed to add value to the current group of student will be offered interviews by the administrative staff of the School of Medicine. Holistic interviews will be completed similar to those seeking initial admission to the medical school.

Applicants will be notified of a final decision no later than Jan. 31 of the year of transfer.

## Disability support services

Virginia Commonwealth University in agreement with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990 provides reasonable accommodation to any individual who advises us of a disability. We wish to provide new and current students who have a disability the opportunity to voluntarily identify themselves.

Early identification permits the Division for Academic Success the opportunity to acquire verification of the disability, if required, and the opportunity to get appropriate accommodations in place as soon as possible. All accommodations request are handled on an individual basis. Examples of some accommodations are; extended test taking time, alternative testing format, note takers, readers, scribes, quiet testing area, sign language interpreters, assistive technology and computer software programs which are located in the library for student use.

If you are an individual with a disability and wish to identify yourself as such, please contact the Division for Academic Success. It is important

to note that all disclosures are confidential and are released only with your permission. A comprehensive VCU Handbook for Students with Disabilities is available upon request. **Be sure to include your name, address and phone number if you write.** We also are available to answer questions about accommodations and services.

Mail: Director, VCU Division for Academic Success, Box 980124, Richmond, VA 23298-0124; phone: (804) 828-9782 or VTDD (804) 828-4608; FAX (804) 828-4609; or [das.vcu.edu](http://das.vcu.edu) (<http://das.vcu.edu>)

## C<sup>3</sup> curriculum

**Susan DiGiovanni, M.D.**

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The C<sup>3</sup> Curriculum was initiated with the matriculating class of 2017. The curriculum is competency-based, centered on the needs of learners and clinically relevant. The program for the M.D. degree is divided into four phases (a more detailed description of each follows):

- The Scientific Foundations of Medicine
- The Applied Medical Sciences
- The Clinical Concentrations
- The Advanced Clinical Concentrations

In addition, there are four longitudinal courses that run the expanse of the four years of medical school:

- The Practice of Clinical Medicine
- The Physician, Patient and Society
- Population Health and Evidence-based Medicine
- Patient Safety and Quality Improvement

The program for the M.D. degree will be divided into four phases:

**MS I: The Scientific Foundations of Medicine** – This course lasts one semester and is aimed at getting the students who come to medical school with a variety of backgrounds at the same point regarding foundational knowledge necessary for the practice of medicine. The course consists of five subsections:

- The Molecular Basis of Health and Disease
- Fundamentals of Physiology
- Principles of Autonomics and Pharmacology
- Infection and Immunity
- Foundations of Disease

**MS II: The Applied Medical Sciences** – This course is taught over the next two semesters. Using an integrated, organ-system approach, normal functioning is taught in tandem with disease and its treatment. This course includes four subsections:

- Marrow and Movement
  - Musculoskeletal
  - Hematology/Oncology
- Glands and Guts
  - Gastroenterology and metabolism
  - Endocrinology
  - Reproduction

- Cardiovascular, Pulmonary, Renal
- Pulmonary
- Renal/Genitourinary
- Mind, Brain and Behavior
  - Neurosciences
  - Behavioral Sciences
  - Neurology/Neurosurgery

**MS III/IV: Clinical Concentrations** – Covering the remaining two and one-half years, the clinical concentrations include traditional clinical clerkship training, electives and advanced clinical training in field(s) of interest. Scheduling flexibility permits students to intersperse elective opportunities immediately to promote exploration of career interests and maximize individual learning needs. Specialty-specific choices such as electives and advanced clinical training opportunities are selected with the guidance of a specialty adviser. All students complete seven core clerkships, two acting internships and a variety of electives as listed below:

- Core clerkships
  - Family medicine (4 weeks)
  - Internal medicine (8 weeks)
  - Neurology (4 weeks)
  - Obstetrics/gynecology (6 weeks)
  - Pediatrics (6 weeks)
  - Psychiatry (4 weeks)
  - Surgery (8 weeks)
- Advanced clinical training
  - Inpatient acting internship
  - Critical care acting internship
- Specialty-driven electives
  - Foundational
  - Advanced
  - Non-clinical

**The Practice of Clinical Medicine:** This longitudinal course begins the first week of medical school where students participate in an intensive “boot camp” to learn the essentials of obtaining a history and physical examination. The week culminates with students performing their first complete history and physical examination on a standardized patient. Throughout the first two semesters, students learn to develop communication skills, how to ask patients about specific types of historical information (e.g., sexual history) and detailed organ-specific examinations. Students practice these skills using standardized patients in our state-of-the-art simulation center. The third semester, students are placed with community preceptors to practice these skills with actual patients. The course continues in the clinical and advanced clinical concentrations as students rotate through seven clinical areas and begin assuming the responsibilities to prepare themselves for residency.

**The Physician, Patient and Society:** This course encompasses the humanistic, ethical and legal responsibility of physician to their patients and society. Topics covered include career and professional development, the physician-patient relationship, integrative/complementary medicine, palliative care, spirituality, health disparities, physician bias and cultural competency, and the practical application of ethics and law to the practice of medicine.

**Population Health and Evidence-based Medicine:** During the first three semesters, students develop an understanding of the determinants



of health such as socioeconomic, educational and environmental circumstances, the assessment and measurement of health status at the population level, the ability to effectively evaluate the quality of medical literature, and biostatistics. During the clinical concentrations and advanced clinical concentrations the course focuses on the application of prior knowledge in analyzing evidence which contributes to decision-making in patient care.

**Patient Safety and Quality Improvement:** This is an interprofessional course involving learners from the various health professions schools. Introductory course work encompasses topics such as team formation, defining quality, improving quality, leadership, complexity and error, measuring error, error-prevention tools and techniques, and an independent quality/safety improvement project. During the clinical and advanced clinical concentrations students will study and analyze in real time the impact of safety/quality improvement projects within the various health systems where clinical rotations are performed.

## U.S. Medical Licensing Examination

All students are required to pass the U.S. Medical Licensing Examination Step 1 prior to the start of the clinical concentrations.

All students are required to meet with the school designee(s) to prepare an individual study plan for Step 1. After the completion of the Applied Medical Sciences and prior to beginning a plan of study, students are required to take the practice-USMLE examination provided by the National Board of Medical Examiners to generate a baseline score. Students are required to report their results to the school designee(s). Subsequently, students will be required to repeat the examination and report results to the school designee(s). Students are responsible for the costs incurred to take the practice examinations. Students are not allowed to take the Step 1 examination until they have reported a passing practice examination score to the school designee(s). It is expected that students will have taken the Step 1 examination no later than March 30 following the Applied Medical Sciences or they will be dismissed. The school designee(s) advising students may grant an additional eight weeks for students who do not have a passing practice examination score, but thereafter all students must have taken the examination for the first time. Students who do not pass the examination on the first attempt will be placed on a leave of absence for up to one semester. During this time they will be allowed two additional attempts to pass the examination. Failure to pass the examination after three attempts will result in immediate dismissal. Students who fail Step 1 on the first attempt may request additional financial aid to take a commercial board preparation course. These funds will be granted one time only.

All students are required to take the USMLE Step 2 CK and CS for the first time after completion of their core clerkships (family medicine, internal medicine, neurology, ob/gyn, pediatrics, psychiatry and general surgery) or at least six months prior to the anticipated date of graduation. Failure to do so will result in dismissal. Students are required to pass USMLE Step 2 CK and CS for graduation. Students are allowed three attempts to pass Step 2 CK and CS. If they do not pass by the third attempt, they will be automatically dismissed. Students will be allowed up to an eight-week period in an independent study elective for preparation prior to both the second and third attempts of Step 2 CK. Students will be allowed up to a four-week period in an independent study elective for preparation prior to the second and third retakes of Step 2 CS. The last attempt for Step 2 CK and Step 2 CS must be at least a month prior to the anticipated date of graduation. Students who fail Step 2 CK or CS on the first attempt may request additional financial aid to take a commercial board preparation course. These funds will be granted one time only.

Time off from clerkships/elective rotations is not granted to take the Step 2 examinations. Students should plan to take this exam when clinical responsibilities have not been scheduled (e.g., spring break).

## Grading and promotions

### Background

There should be a fair process to review students' attainment of competencies and for students to appeal adverse actions related to advancement and graduation. The committee that makes decisions about remediation or dismissal of students should be composed of individuals who know the students well, are most familiar with the curriculum and are aware of the resources available to enhance student success. In a learner-centered curriculum, remediation plans must be individualized and take into account the totality of the student's performance, from the time of matriculation to the time of review, and consider the attainment of competencies in the following areas:

- **Professionalism:** The ability to understand and demonstrate the nature of professional and ethical behavior in the act of medical care. This includes respect, responsibility, accountability, excellence, honor, integrity, altruism, leadership, cultural competency, compassion, maintenance of professional boundaries and confidentiality.
- **Patient engagement and communication (interpersonal and communication skills):** The ability to engage and communicate with patients, their families and professional associates, using interpersonal skills to build relationships for information gathering, guidance, education, support and collaboration.
- **Application of scientific knowledge and method (medical knowledge):** The ability to discuss the biomedical, epidemiological and social-behavioral aspects of clinical science and apply this knowledge to patient care.
- **Patient care:** The ability to provide patient care that is appropriate and effective for the treatment of health problems and the promotion of health.
- **Putting care in practical context (systems-based practice):** The ability to provide clinical care within the practical context of a patient's age, gender, personal values, family, health literacy, culture, religion and social and economic circumstances. This goal includes consideration of relevant ethical, moral and legal perspectives, patient advocacy, public health concerns, and resources and limitations of the health care system.
- **Self-directed learning and self-assessment (practice-based learning and improvement):** The ability to assess and understand one's learning style, to self-identify areas of strength and weakness, to independently identify and evaluate resources to engage in lifelong learning, and to critically appraise the evolving body of medical knowledge.

### Policy: The Promotions/Advancement Committee shall consist of the following individuals.

- Voting members
  - Course master for the Scientific Foundations of Medicine
  - Course master for Marrow and Movement
  - Course master for Glands and Guts
  - Course master for Cardiovascular, Pulmonary and Renal
  - Course master for Mind, Brain and Behavior
  - One clerkship director from Family Medicine
  - One clerkship director from Internal Medicine



- One clerkship director from Neurology
- One clerkship director from OB/GYN
- One clerkship director from Pediatrics
- One clerkship director from Psychiatry
- One clerkship director from Surgery
- Representative from the Practice of Clinical Medicine
- Representative from the Patient, Physician and Society
- Representative from Population Health and Evidence-based Medicine
- Ex officio members:
  - Senior associate dean for medical education and student affairs (Chair)
  - Associate dean for student affairs
  - Associate dean for medical education, INOVA Campus
  - Assistant dean for the curriculum, MCV Campus
  - Assistant dean for pre-clinical medical education
  - Assistant dean for clinical medical education, MCV Campus
  - Assistant dean for clinical medical education, INOVA Campus
  - Assistant dean for student affairs, INOVA Campus
  - Representative from the Division for Academic Success
  - Representative from University Counseling Services
  - Representative from Student Outreach Programs
  - Representative from the Admissions Office

To constitute a quorum, at least two-thirds of the voting members need to be present. If a voting member cannot attend a meeting, he/she may send a proxy contingent upon approval of the committee chair.

Because the information discussed in the Promotions/Advancement Committee meeting is confidential, the meeting is closed to the university community and public. If a party not listed above wishes to attend, he/she must acquire prior approval from the committee chair.

The Promotions/Advancement Committee shall meet quarterly and review the progress of all students with an emphasis on any student who is not meeting the competencies of the School of Medicine as evidenced by:

- Grades of Competencies Not Achieved in the Scientific Foundations of Medicine and Applied Medical Sciences (for students in the old curriculum, any grade of competencies not achieved in the M1 or M2 year)
- Grades of Competencies Not Achieved in the Practice of Clinical Medicine, The Patient, Physician and Society, and Population Health and Evidence-based Medicine courses
- Any less than passing grades in required educational experiences in the clinical and advanced clinical concentrations (for students in the old curriculum, any grade of Marginal or failing grade in the required experiences of the M3 and M4 years)
- Any student for whom an early concern note has been sent to student affairs

The Promotions/Advancement Committee shall not promote/advance any student who has failed to meet the competencies of any segment of the curriculum, who demonstrates a consistent pattern of failure to achieve the competencies of the school or who appears unfit for the practice of medicine. In consideration of one's fitness for the practice of medicine and in recognition of the critical role of professionalism in being an effective physician, the Promotions/Advancement Committee shall

not promote/advance any student who has demonstrated a significant lack of either integrity or professionalism as outlined in the School of Medicine Standards of Professional Behavior and the competencies of the School of Medicine.

Any member of the committee who has been involved in assigning a student a grade of Competencies Not Achieved or less than passing grade in a required clinical clerkship may participate in the discussion of a student, but must recuse himself/herself in voting on decisions regarding the student.

Students who will be discussed by the Promotions/Advancement Committee for failure to make satisfactory academic progress shall be notified in advance of the meeting. They may not appear before the committee, but may prepare, if they desire, a written statement, which will be distributed to the committee members.

For each student reviewed, an individualized education plan for remediation shall be developed. The plan shall consist of the following components:

- Pertinent background information
- Required remediation
- Recommendations for assistance
- Consequences for failed remediation

Decisions of the Promotions/Advancement Committee shall be by majority vote.

The Promotions/Advancement Committee shall use the following guidelines for making decisions. These guidelines do not dictate a course of action, but represent the usual requirements for students who are not achieving the competencies of the curriculum.

**Scientific Foundations of Medicine:** For the Scientific Foundations of Medicine course, the student must achieve competencies in each division and have an overall course score of 70% to be promoted to the Applied Medical Sciences. If the student fails to obtain Competencies Achieved in one division, he/she will be allowed to take a new assessment in that division. The new assessment will occur upon return from the winter break. If the student scores 70% or higher on the new assessment, he/she will be allowed to advance to the Applied Medical Sciences. If a student has a score of less than 70% in more than one division, or the student fails a new assessment in a single division in which competency is not achieved, he/she will repeat the entire course the next academic year. Students must pass every division in a repeat semester or they will be dismissed.

**Applied Medical Sciences:** The Applied Medical Sciences is divided into two semesters with two courses scheduled each semester. Students must score 70% or higher in each division of each course and obtain an overall grade of 70% to receive Competencies Achieved in a course. If the student does not obtain Competencies Achieved in a single division, he/she will be allowed to take a new assessment at the end of that semester. If they score 70% or higher on the new assessment, they will receive Competencies Achieved for the course. If a student receives Competencies Not Achieved in one division that results in Competencies Not Achieved for the entire course, he/she will also be allowed to take a new assessment in the division with the low score. If a student does not score 70% on the new assessment, this will be considered a course failure. Failure of a course, failure of two or more divisions in a semester or failure of the new assessments will result in the student being required

to repeat the semester. Students must pass each division in a repeat semester or they will be dismissed.

**The Patient, Physician and Society; Population Health and Evidence-based Medicine; and The Practice of Clinical Medicine:** Students must receive Competencies Achieved per semester in each of these courses in order to be advanced. Failure to obtain Competencies Achieved in any of these courses will require remediation. The requirements for remediation will be set by the course masters of these courses and approved by the Promotions/Advancement Committee. Failure to successfully remediate will result in the student being required to repeat the entire segment.

**Clinical concentrations:** If a student earns a less than passing grade in a core clinical clerkship, he/she will be reviewed by the Promotions/Advancement Committee. The committee for each clerkship shall make recommendations to the Promotions/Advancement Committee regarding what is considered to be appropriate remediation. If a student has a fail in a clerkship, the student is required to repeat the entire clerkship. If a student has three less-than-passing grades after completing all core clinical clerkships, the student is required to repeat all clerkships. A student repeating all clerkship(s) is expected to achieve a grade of Pass in each or be dismissed. A Marginal grade is not a passing grade. If a student has four less-than-passing grades in core clinical clerkships, he or she will be dismissed.

If the requirement of the Promotions/Advancement Committee is that a student only repeat a shelf examination, and the student fails the repeat, he/she will be required to retake the clerkship in its entirety. Students may only remediate two shelf examinations. If a student has three or more failures on shelf examinations he/she will be required to repeat all clerkships. A student repeating all clerkship(s) is expected to achieve a grade of Pass in each or be dismissed.

If a student receives a less-than-passing grade in an elective or acting internship, he/she will be required to repeat the entire experience. If they do not pass the experience on the second attempt, they will not be graduated.

**Totality of circumstances:** The Promotions/Advancement Committee will dismiss any student who has demonstrated a consistent pattern of inability to achieve the competencies of the School of Medicine (e.g., Competencies Not Achieved in the Scientific Foundations of Medicine and Applied Medical Sciences and failure on Step 1 of the USMLE).

## The appeal process

Students may appeal decisions of dismissal, except for dismissals by the Honor Council (which should be appealed through the appropriate Judicial Affairs procedures). Students also may appeal decisions to repeat segments of the curriculum or to not be graduated. The Appeals Committee shall consist of department chairs elected by the faculty (one from the basic sciences, a second from the clinical concentrations and a third from the advanced clinical concentrations). The members of the Appeals Committee shall have staggering terms, none lasting longer than four years. One of these members shall be designated by the dean as the chair. If a member of the Appeals Committee has been involved in the assignment of a less-than-passing grade to a student, he/she shall recuse himself/herself from further participation and the dean will appoint a replacement. A student will be granted an appeal hearing only if two senior faculty members selected by the dean agree that any of these situations occurred:

- The Promotions/Advancement Committee process was conducted unfairly or without regard to prescribed procedure or protocol.

- There is new evidence or relevant information not available at the time of the Promotions/Advancement Committee meeting that if consequential, would have altered the decision of the Promotions/Advancement Committee.
- The original decision was not supported by substantial evidence.
- The remediation/consequences imposed were disproportionate to the gravity of the situation.

## Procedure

- A student must file an appeal in writing to the senior associate dean for medical education and student affairs within 14 calendar days of the date of the email notification of action of the Promotions/Advancement Committee. The date of the email marks the official start of the appeal process.
- The student's appeal will be reviewed by two senior faculty members who will decide if there are sufficient grounds to conduct an appeal hearing. This decision will be made within 14 calendar days of receiving the student's written appeal.
- If a hearing is warranted, the Appeals Committee will meet within 21 calendar days of the review by the senior faculty members.
- The appealing student has the right to appear before the Appeals Committee, but the time available to him/her may be limited by the Appeals Committee chair. The time limitation will not be less than one-half hour.
- The student may have anyone who would serve him/her as an adviser present during his/her presentation to the Appeals Committee. The adviser may participate in the student's presentation (within the time limits set forth above) and may address questions to the representative of the Promotions/Advancement Committee.
- The student may have an attorney present, but the attorney may not participate in this academic hearing nor serve as an adviser to the student.
- The appealing student has the burden of proof. The senior associate dean for medical education and student affairs will present the findings of the Promotions/Advancement Committee and describe their discussion to the Appeals Committee.
- The student, his/her representative(s) and the senior associate dean for medical education and student affairs are not present during the deliberations or voting of the Appeals Committee.
- All components of the appeal process are recorded except the deliberations. The recording represents the sole, official, verbatim record of the hearing and is the property of Virginia Commonwealth University School of Medicine.

The Appeals Committee will send its findings and recommendation, and the recorded vote to the dean of the School of Medicine who must act upon the recommendation within 14 calendar days. The dean's decision is final and may not be appealed. Students who have been dismissed may reapply to medical school as a matriculating student.

## Withdrawal

Students may withdraw after meeting with the senior associate dean for medical education and submitting a letter requesting withdrawal.

## Requirements for graduation

The degree of Doctor of Medicine will be conferred by Virginia Commonwealth University upon candidates who, in the opinion of the medical faculty, have:

- Attained the school's educational competencies as evidenced by satisfactory completion of prescribed courses, clerkships, clinical experiences and examinations, by proven clinical skills and responsibilities, and by ethical standards.
- Passed Step 1, Step 2CK and Step 2CS of the U.S. Medical Licensing Examination before graduation (May of the M4 year).
- Attended the School of Medicine for a minimum of two years, one of which must be an academic year of clinical rotations.
- Discharged all financial obligations to the university.
- The School of Medicine requires candidates to be present at both the VCU commencement exercises and the School of Medicine's own convocation exercises unless excused by the dean.

## Medicine, Doctor of (M.D.)/Doctor of Philosophy (Ph.D.) [combined]

The M.D./Ph.D. program seeks to train physician-scientists for careers that bridge basic and clinical science. Physician-scientists will translate laboratory discoveries into better patient outcomes. The program begins two months prior to the first year of medical school. Students arrive on campus for orientation and complete two laboratory rotations before the start of medical school classes. They complete the pre-clinical phase of medical school and, after taking the first part of the U.S. National Medical Licensing Examination, M3 orientation and eight weeks of clinical rotations, enter a Ph.D.-granting department or program as a graduate student. Graduate-level course work, examinations and research will be guided by the dissertation adviser and the dissertation committee, with oversight by members of the M.D./Ph.D. steering committee. The main undertaking at this phase is laboratory research that leads to the Ph.D. dissertation. After completion of doctoral degree requirements, students move to the clinical year of medical school. Students may begin the clinical year of medical school immediately after completion of Ph.D. requirements, regardless of the time in the calendar year, and, 14 to 16 months later, may complete their medical school requirements. These students are exempt from the major part of the fourth year of medical school.

Prospective students submit applications through the American Medical College Application Service. Upon review of the AMCAS documents, qualified applicants are sent supplemental admission materials, including an application for the M.D./Ph.D. program. Those invited to Richmond for interviews will spend one day in the standard interview for the School of Medicine and will spend a second day interviewing with members of the M.D./Ph.D. steering committee, as well as touring labs of faculty scientists.

Admission of medical students to the Ph.D. phase of training takes place formally following completion of the second year of M.D. training. A copy of the student file is transferred to the Office of Graduate Education in the School of Medicine, and the individual is formally accepted for Ph.D. training by the VCU Graduate School.

The requirements for a combined professional school/graduate school degree in the School of Medicine are equivalent to those required of students seeking a graduate degree alone and are determined by the individual program.

## VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (<http://www.graduate.vcu.edu>) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

**Visit the academic regulations section for additional information on academic regulations for graduate students.** (p. 8)

## Degree candidacy requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

**Visit the academic regulations section for additional information on degree candidacy requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/candidacy>)

## Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

**Visit the academic regulations section for additional information on graduation requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/graduation-info>)

## Other information

### School of Medicine graduate program policies

The School of Medicine provides policies applicable to all programs administratively housed in the school. Information on **doctoral programs** is available elsewhere in this chapter of the Graduate Bulletin.

**Apply online at** [graduate.admissions.vcu.edu](http://graduate.admissions.vcu.edu) (<http://graduate.admissions.vcu.edu>).

Prospective students submit applications through the American Medical College Application Service. Upon review of the AMCAS documents, qualified applicants are sent supplemental admission materials, including an application for the M.D./Ph.D. program. Those invited to Richmond for interviews will spend one day in the standard interview for the School of Medicine and will spend a second day interviewing with members of the M.D./Ph.D. steering committee, as well as touring labs of faculty scientists.

Admission of medical students to the Ph.D. phase of training takes place formally following completion of the M-II year of M.D. training. A copy of the student file is transferred to the Office of Graduate Education and the individual is formally accepted to Ph.D. training by the VCU Graduate School.

The requirements for a combined professional school/graduate school degree in the School of Medicine are equivalent to those required of students seeking a graduate degree alone and are determined by the individual program.

For additional information, please see the program website at [mdphd.vcu.edu](http://mdphd.vcu.edu) (<http://www.mdpd.vcu.edu>).

#### Graduate program director

Gordon L. Archer, M.D.

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#### Additional contacts

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Sandra Sorrell

Assistant to the director  
[ssorrell@vcu.edu](mailto:ssorrell@vcu.edu)  
 (804) 827-1469

**Program website:** [mdphd.vcu.edu](http://mdphd.vcu.edu) (<http://www.mdpd.vcu.edu>)

## Medicine, Doctor of (M.D.)/Health Administration, Master of (M.H.A.) [combined]

Advanced study in health administration and medicine is available through a dual-degree program co-sponsored by the Department of Health Administration and the VCU School of Medicine. The program leads to the awarding of the Doctor of Medicine and Master of Health Administration degrees. The objective of the M.D./M.H.A. program is to provide highly motivated medical students the expertise for management and leadership competency in complex health care organizations. Students may indicate their interest in the combined program prior to matriculation or during the first three years of the M.D. program. The program may be completed in five years. Applicants for this program are required to meet the admission requirements of each program.

For the combined degree program, course work for the M.H.A. is initiated following completion of the first two or three years of the M.D. program,

occupies a full academic year (fall, spring and summer) and extends into a second year, and is taken during a hiatus from the third or fourth year of the M.D. program.

Students interested in the program may contact the School of Medicine Office of Curriculum or the director of the M.H.A. program in the Department of Health Administration (College of Health Professions). For additional information refer to the School of Medicine handbook available on the school's website at [medschool.vcu.edu](http://www.medschool.vcu.edu) (<http://www.medschool.vcu.edu>).

## Degree candidacy requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

**Visit the academic regulations section for additional information on degree candidacy requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/candidacy>)

## Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

**Visit the academic regulations section for additional information on graduation requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/graduation-info>)

The M.H.A. curricular sequence of the M.H.A./M.D. degree is shown below. Students take a total of 43 credit hours of M.H.A. course work, which includes a three-credit hour internship.

Course	Title	Hours
Courses		
HADM 602	Health System Organization, Financing and Performance	3
HADM 606	Health Care Managerial Accounting	3
HADM 607	Financial Management in Health Organizations	3
HADM 610	Health Analytics and Decision Support	3
HADM 611	Health Care Law and Bioethics	3
HADM 612	Information Systems for Health Care Management	3
HADM 614	Health Care Marketing	3
HADM 615	Health Care Politics and Policy	3
HADM/ECON 624	Health Economics	3



HADM 646	Health Care Organization and Leadership	3
HADM 647	Management of Health Care Organizations	3
HADM 648	Strategic Management in Health Care Organizations	3
HADM 649	Human Resources Management in Health Care	3
HADM 682	Executive Skills I	1
HADM 693	Internship in Health Administration	3
Total Hours		43

## Total graduate credit hours required (minimum) 43

### Typical plan of study

Many students often end up taking more than the minimum number of hours required for a degree program. The total number of hours may vary depending upon the program, nature of research being conducted by a study or in the enrollment or funding status of the student. Students should refer to their program websites and talk with their graduate program directors or advisers for information about typical plans of study and registration requirements.

#### Graduate program director

Dolores G. Clement, Ph.D., FACHE

Professor and director, dual-degree programs

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Phone: (804) 828-5216

#### Additional contact

Chuky Spivey

Coordinator, M.H.A. program

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Phone: (804) 828-7799

**Program website:** [had.vcu.edu/prospective/mha](http://had.vcu.edu/prospective/mha) (<http://www.had.vcu.edu/prospective/mha>)

## Medicine, Doctor of (M.D.)/Master of Science (M.S.) [combined]

Medical students seeking to expand their competency in the conduct of research may choose the research-intensive, non-thesis curriculum for medical students in one of several master's-level programs within the School of Medicine. This curriculum builds on the core of disciplinary material embedded in the medical school curriculum in the first two years of training with additional exposure to specialized areas in basic science disciplines. The research experience leads to preparation of a report in the form of a manuscript suitable for publication. The program is designed to be completed within a period of 12 to 15 months.

Contact the graduate program director for additional information.

## VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all

graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (<http://www.graduate.vcu.edu>) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

**Visit the academic regulations section for additional information on academic regulations for graduate students.** (p. 8)

### Degree candidacy requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

**Visit the academic regulations section for additional information on degree candidacy requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/candidacy>)

### Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

**Visit the academic regulations section for additional information on graduation requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/graduation-info>)

### Other information

#### School of Medicine graduate program policies

The School of Medicine provides policies applicable to all programs administratively housed in the school. Information on **master's programs** is available elsewhere in this chapter of the Graduate Bulletin.

#### Graduate program director

Gordon L. Archer, M.D.

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#### Additional contact

Sandra Sorrell

Assistant to the director



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## Medicine, Doctor of (M.D.)/Public Health, Master of (M.P.H.) [combined]

### Program accreditation

Liaison Committee on Medical Education (M.D.)  
Council on Education for Public Health (M.P.H.)

To qualify as a dual-degree student in any of the training paradigms which appear in the Bulletin, a student must have evidence of having been simultaneously enrolled in one or more courses of both of the programs constituting the "dual degree" for at least one semester.

### Program goal

The Division of Epidemiology in the Department of Family Medicine and Population Health in the School of Medicine offers a program for VCU medical students to obtain a Master of Public Health degree in conjunction with their medical training. The M.D./M.P.H. combined-degree program provides an opportunity for medical students who wish to pursue a public health or research career to graduate from medical school trained in both clinical and preventive, population-oriented medicine. Graduates from this program are prepared for positions in preventive medicine, primary care, research, community-based health centers and state and local health departments. To meet degree requirements, students complete a minimum of 36 credit hours of M.P.H. course work that includes:

- 12 credits of core courses
- 12 credits of required courses
- Nine credits of electives
- Three credits of a capstone project

Note that some elective courses may not be available in certain years or may require instructor permission for registration.

The objective of the combined program is to provide high quality and in-depth training in public health to qualified medical students. The five-year program includes four years of medical school and one year of study in the M.P.H. program. Students enter the M.P.H. curriculum after the M-3 year. During the M.P.H. year, students take a minimum of 36 credit hours of course work. Students receive three credit hours for successful completion of the "Population Health" course in medical school and take a minimum of one public health elective during the M-4 year to satisfy the public health internship requirement.

**Note:** Enrollment in the dual-degree program requires admission into both the School of Medicine and the Graduate School. Students must successfully complete all required course work to receive both degrees at the end of the five years.

The mission of the M.P.H. program is to engage students in an experiential, learner-centered environment, collaborate with public health partners in Central Virginia to promote health equity and community wellness, and foster lifelong inquiry and discovery in interdisciplinary, translational research that improves human health.

The overall goal of the M.P.H. program is to educate students to become well-grounded in the essential knowledge, skills and attitudes of public health and demonstrate their ability to apply these essentials through course work, internships and the M.P.H. capstone project. This program

is designed to provide students with the skills required to advance to positions as public health practitioners in a broad spectrum of positions and settings and who can perform the following:

1. Administer public health programs
2. Collect, analyze and evaluate public health data
3. Plan, implement and evaluate public health interventions
4. Apply results of evaluations and data analyses to policy development as necessary
5. Promote public health through educational campaigns

The structure of the program provides a framework for the progressive development of a mastery of the current state of the subject matter of public health and an ability to synthesize and apply this information to the identification of key areas of practice and research in public health. Students will develop educational competencies outlined by the M.P.H. program. These competencies cover the foundational knowledge necessary for a public health practitioner to both communicate the core of public health knowledge and express the design, results and interpretation of various public health interventions, evaluations, and data collection and analysis efforts to a variety of potential audiences.

### Student learning outcomes

Student learning outcomes are monitored by the program faculty and center primarily around competencies for all students. Overall learning outcomes are as follows.

1. Integrated knowledge of public health: Students will demonstrate knowledge of the current elements of public health, at a level assessed by program faculty as competent or higher, according to the program rubric.
2. Demonstration of focused knowledge and skills: Students will demonstrate more detailed knowledge and applied skills in the individual area of scholarship, including familiarity with the research literature and the ability to evaluate and critique publications, at a level assessed by program faculty as competent or higher, according to the program rubric.
3. Development of competencies: Through program course work and applied experiences, students will develop competence in the discipline of public health as demonstrated through annual self-assessment of performance on the M.P.H. program competencies and faculty assessment of (1) student competence in semi-annual student reviews and (2) student performance in the program's integrated learning experience, the capstone project.
4. Training in appropriate public health skills/knowledge: Through didactic study and two separate applied experiences in professional public health settings, students will gain knowledge and skills required to perform as public health practitioners and/or researchers.

The M.P.H. program trains students to develop educational competencies established by the program's accrediting body, the Council on Education for Public Health. These competencies may be viewed at <http://familymedicine.vcu.edu/epidemiology/mp/competencies/>.

## VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the Graduate School website (<http://www.graduate.vcu.edu>) and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

**Visit the academic regulations section for additional information on academic regulations for graduate students.** (p. 8)

## Degree candidacy requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

**Visit the academic regulations section for additional information on degree candidacy requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/candidacy>)

## Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

**Visit the academic regulations section for additional information on graduation requirements.** (<http://bulletin.vcu.edu/academic-regs/grad/graduation-info>)

## Other information

The M.P.H. program student handbook is available upon request.

### School of Medicine graduate program policies

The School of Medicine provides policies applicable to all programs administratively housed in the school. Information on master's programs

(<http://bulletin.vcu.edu/graduate/school-medicine/graduate-programs/masters>) is available elsewhere in the Graduate Bulletin.

**For the M.P.H., apply online at [sophas.org](http://sophas.org)** (<http://www.sophas.org>). Submit a VCU supplemental application following the instructions available at [sophas.org](http://sophas.org).

## Admission requirements

Degree:	Semester(s) of entry:	Deadline dates:	Test requirements:
M.D. and M.P.H.	Fall	Applications strongly encouraged by Mar 15	MCAT (acceptable in lieu of GRE scores for this combined professional/academic degree program) TOEFL

**Note:** Students applying to the combined M.D./M.P.H. program should be accepted to the VCU School of Medicine prior to applying to the M.D./M.P.H. Program. Students must apply separately to each program. Applications to the M.P.H. program are made through [sophas.org](http://sophas.org).

In addition to the general admission requirements of the VCU Graduate School (<http://bulletin.vcu.edu/graduate/study/admission-graduate-study/admission-requirements>), applicants must present the following qualifications.

1. Prior degree: Students must hold a bachelor's degree from an accredited institution, with a minimum GPA of 3.0 on a 4.0 scale in all undergraduate and any other graduate study. Official copies of transcripts for all prior degrees earned must be submitted to the VCU Office of Graduate Admissions.
2. Test scores: The M.P.H. program normally requires GRE scores, but for the combined M.D./M.P.H., students may submit MCAT scores provided for admission to the School of Medicine in lieu of GRE scores.
3. TOEFL: International students must submit TOEFL or IELTS scores. Minimum TOEFL score is 600 (paper-based), 250 (computer-based) or 100 (Internet-based); IELTS minimum score is 7.0. Test score requirements may be waived for international students who have received a medical degree (M.D.) in the U.S. Contact the program coordinator for more information. The PTE is also accepted with a minimum score of 65.

Students must also submit the following materials with their applications:

1. Letters of recommendation from three individuals who can assess applicant qualifications for graduate school; at least one academic reference is required, but two are preferred. Most appropriate are letters from past professors or work supervisors.
2. Current version of curriculum vitae or resume. Include experience and/or education relevant to study in public health.
3. Personal statement addressing the following issues:
  - What applicant plans to do in the first few years after graduation
  - Why VCU's M.P.H. program best fits the student's public health interests
  - Description of applicant's particular areas of interest in public health (e.g., maternal and child health, epidemiology)

- How an M.P.H. degree will help the applicant achieve her/his career goals
- Why the applicant wishes to pursue an M.P.H. degree
- Description of the applicant's career goals

## Degree requirements

The Master of Public Health program prepares students committed to public health careers in the public, private or nonprofit sectors. Public health works to prevent health problems in populations before these problems occur. The M.P.H. provides a rigorous curriculum to help students develop the analytic and critical reasoning skills to improve population health. The program boasts experiential learning, a highly interactive environment, accessible and approachable faculty and student involvement in important projects.

In addition to general VCU Graduate School graduation requirements (<http://bulletin.vcu.edu/academic-regs/grad/graduation-info>), students are required to successfully complete minimum of 36 credit hours of formal course work and practicum, a 20-hour community-based learning experience, attendance at 12 public health seminars, and a capstone project. In addition, medical students will complete a public health elective during the M-4 year at a placement approved by the M.P.H. program director, in lieu of the required public health internship.

The M.P.H. program can be individualized to meet the varied needs and interests of students. The program offers many electives, allowing students to tailor the program to meet educational objectives, and it is flexible enough to accommodate students who enter the program with various backgrounds and experiences.

**Capstone project:** The culminating work in the M.P.H. program is the capstone project. The project is a practical experience that allows the student to apply what has been learned in the didactic components of the curriculum to a focused project. The goal is to enhance the student's academic experience through the application of public health concepts and skills in a supervised experience. Students are required to synthesize the literature; analyze, assess or evaluate quantitative or qualitative data; and in general apply theory and integrate knowledge gained and principles in situations that approximate some aspects of professional practice. With this mentored experience, students are able to both broaden their skills and hone their proficiency in a specific area of public health. The major product of this culminating experience is expected to vary depending on the educational goals of the student, but could include one of the following:

1. Manuscript suitable for publication in a peer-reviewed journal
2. Comprehensive disease-related report and analysis
3. Policy analysis report
4. Needs assessment for a specific population
5. Development, implementation, and analysis of target population surveys
6. Program evaluation

At a minimum, the capstone experience will require the integration of multiple major competencies used by a public health professional. In fulfilling the capstone requirement, each candidate must: (a) submit a formal written paper of sufficient depth and rigor and (b) satisfactorily complete a poster presentation of the project chosen as the basis for the written paper at an appropriate venue (e.g., research forum, refereed conference, etc.) approved by the M.P.H. program director.

## Noncurricular program requirements

In addition to course work, students are required to complete the following noncurricular requirements for the M.P.H. degree:

1. Attendance at 12 public health seminars
2. Twenty hours of community-based service-learning

## M.P.H. curriculum requirements for the combined M.D./M.P.H. program

Course	Title	Hours
<b>Core courses</b>		
BIOS 543	Graduate Research Methods I	3
BIOS 544	Graduate Research Methods II	3
EPID 547	Applied Data Analysis Lab I	1.5
EPID 548	Applied Data Analysis Lab II	1.5
EPID 604	Principles of Environmental Health	3
EPID 580	Public Health Ethics	1
EPID 593	Foundations of the Public Health Profession	2
EPID 594	MPH Practicum	2
HCPR 601	Introduction to Health Policy	3
OVPR 603	Responsible Conduct of Research	1
SBHD 605	Introduction to Social and Behavioral Health (Additional Program Courses)	3
<b>Additional program courses</b>		
<b>Electives</b>		
Select nine credit hours minimum from the following:		9
BIOS 549	Spatial Data Analysis	
BIOS 571	Clinical Trials	
CCTR 630	Design Implications in Clinical Trials	
CCTR 631	Adaptive Clinical Trials	
EPID 571	Principles of Epidemiology	
EPID 600	Introduction to Public Health	
EPID 601	Contemporary Issues and Controversies in Public Health	
EPID 603	Public Health Policy and Politics	
EPID 606	Epidemiologic Methods	
EPID 622	Maternal and Child Health	
EPID 624	Chronic Disease Epidemiology	
EPID 646	Epidemiology of Psychiatric and Substance Use Disorders	
EPID 692	Independent Study	
GRAD 614	Introduction to Grant Writing	
GRTY 501	Physiological Aging	
GRTY 510	Aging	
GRTY 603	Social Gerontology	
GRTY 604	Problems, Issues and Trends in Gerontology	
HEMS 505	Contemporary Issues in Health	
HEMS 550	Exercise, Nutrition and Weight Management	
HEMS 604	Nutrition for Health and Physical Activity	
HEMS 605	Psychology of Physical Activity	

HEMS 606	Psychosocial Aspects of Sport and Physical Activity
HGEN 501	Introduction to Human Genetics
HGEN 502	Advanced Human Genetics
HGEN 620	Principles of Human Behavioral Genetics
PSYC 660	Health Psychology
HSEP 601	Emergency Management: Response Planning and Incident Command
HSEP 603	Risk Assessment
HSEP 650	Public Health Preparedness
SBHD 609	Research Methods in Social and Behavioral Health I
SBHD 630	Theoretical Foundations of Social and Behavioral Health
SBHD 632	Health Disparities and Social Justice
SBHD 634	Patient-Provider Interaction
SBHD 636	Community-based Participatory Research
SBHD 637	Program Evaluation
SBHD 638	Applications in Qualitative Research Methods
SOCY 510	Domestic and Sexual Violence in Social Context
SOCY 524	Aging and the Minority Community
SOCY 603	Seminar in Population Studies
SOCY 607	Seminar in Racial and Ethnic Relations in America
SOCY 611	Studies in the Community
SOCY 620	Seminar in Criminology
SOCY 624	Community and Community Services for the Elderly
SOCY 632	Intimate Partner and Sexual Violence: Medical Practice and Policy
SOCY 633	Application of the Policy Process to Issues of Violence
SOCY 634	Social Contexts of Childhood and Violence
SOCY 635	Theorizing Gender Violence
SOCY 645	The Sociology of Health and Illness
URSP 521	Introduction to Geographic Information Systems
URSP 621	Introduction to Geographic Information Systems
URSP 622	Community Socioeconomic Analysis Using GIS
URSP 625	Spatial Database Management and GIS Modeling
Integrative program requirements	
EPID 694	MPH Capstone Project
	3

**Noncurricular program requirements**

In addition to course work, students must attend 12 public health seminars and complete 20 hours of community-based service-learning.

Total Hours 36

**Sample plan of study for combined program**

Fall semester		Hours
After M-3 training		
BIOS 543	Graduate Research Methods I	3
EPID 547	Applied Data Analysis Lab I	1.5
EPID 580	Public Health Ethics	1
EPID 593	Foundations of the Public Health Profession	2
HCPR 601	Introduction to Health Policy	3
OVPR 603	Responsible Conduct of Research	1
Electives (See list above)		6
Term Hours:		17.5
Spring semester		
After M-3 training		
BIOS 544	Graduate Research Methods II	3
EPID 548	Applied Data Analysis Lab II	1.5
EPID 594	MPH Practicum	2
EPID 604	Principles of Environmental Health	3
EPID 694	MPH Capstone Project <sup>1</sup>	3
SBHD 605	Introduction to Social and Behavioral Health	3
Electives (See list above)		3
Term Hours:		18.5
Total Hours:		36

1

Student may elect to complete 1-3 credits of EPID 694 in summer.

**Total graduate credit hours required (minimum) 36**

Selected course work completed during the M-1 and M-2 years of study for application toward the M.D. accounts for 9 credit hours toward the M.P.H. degree. This includes a substitution of training in population health in the M.D. curriculum for the core epidemiology course, EPID 571. The public health internship requirement is fulfilled through completion of a public health elective in the M-4 year, after the student completes the M.P.H. year. This elective occurs at a public health agency that is approved by the M.P.H. program director.

**Graduate program director**

Juan Lu, Ph.D., M.P.H., M.D.

Associate professor, Division of Epidemiology, Department of Family Medicine and Population Health

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(804) 828-9786

**Additional contact**

Lisa S. Anderson

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**Program website:** [familymedicine.vcu.edu/epidemiology/mph/dual-degrees/](http://familymedicine.vcu.edu/epidemiology/mph/dual-degrees/) (<http://familymedicine.vcu.edu/epidemiology/mph/dual-degrees/>)



# SCHOOL OF PHARMACY

The School of Pharmacy was established officially in 1898; the University College of Medicine had a school of pharmacy when it opened in 1893. The two-year curriculum gave way to a three-year program in 1925, and in 1932 the school required four years of college work and a Bachelor of Science degree was awarded. In 1960, the program lengthened to a five-year course leading to a Bachelor of Science in Pharmacy degree. In 1975, authority was granted to offer to selected students a six-year program leading to the Doctor of Pharmacy degree and this program was adopted as the only professional offering by the school in 1995. The School of Pharmacy currently enrolls students in a four-year professional Doctor of Pharmacy program curriculum following completion of at least 73 credits of pre-professional studies taken at VCU or elsewhere. In 1996 a part-time program was offered that permitted current Bachelor of Science in Pharmacy degree holders to earn the Doctor of Pharmacy degree in a nontraditional format requiring students to come to campus infrequently. This program was phased out in 2015 and no longer accepts students for enrollment. Since 1971, all pharmacy students have participated in a clerkship program (now referred to as advanced pharmacy practice experiences) during the final year of the curriculum. Beginning 2008, the school added introductory pharmacy practice experiences during the first three years of the program to gradually transition the student from the academic classroom setting into the practice arena. Students spend their final year in a variety of practice settings under the supervision of highly qualified faculty preceptors.

The authority to award graduate degrees in the pharmaceutical sciences was granted by the Graduate Council in 1952. Departments in the school have the responsibility for administering a graduate program leading to the M.S. and Ph.D. in Pharmaceutical Sciences. This program includes areas of specialization in medicinal chemistry, pharmaceuticals, pharmacotherapy and pharmacy administration. These programs provide the preparation and research experience for academic, governmental and industrial careers. Graduate degrees in pharmaceutical sciences do not provide eligibility for licensure as a pharmacist.

## Administration

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(804) 828-3000  
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pharmacy.vcu.edu (<http://www.pharmacy.vcu.edu>)

**Joseph T. DiPiro, Pharm.D.**  
Dean

**Cynthia K. Kirkwood, Pharm.D., BCPP**  
Executive associate dean for academic affairs

**Kelechi C. Ogbonna, Pharm.D., M.S.H.A., BCGP**  
Associate dean for admissions and student services

**Aron Lichtman, Ph.D.**  
Associate dean for research and graduate studies

**Phylliss M. Moret**  
Assistant dean for experiential education

**Victoria Savoy**

Assistant dean for finance and administration

**Michael J. Clarke, Pharm.D.**  
Assistant dean for INOVA Campus

**Rafael Saenz, Pharm.D.**  
Assistant dean for UVa campus

**Veronica P. Shuford**  
Director of educational innovation and assessment

**Ellen Carfagno**  
Director of development

**Brian A. Canaday**  
Director of academic technology

## Accreditation and Complainant policy

### Pharmacy (Pharm.D.) accreditation

The Doctor of Pharmacy degree program at the Virginia Commonwealth University School of Pharmacy is fully accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle St., Suite 4100, Chicago, IL 60603-4810. Accreditation standards are available in the school's Office of Admissions and Student Services and via the ACPE website at [acpe-accredit.org](http://www.acpe-accredit.org) (<http://www.acpe-accredit.org>). In 2015 accreditation was extended until 2023. Additionally, the school is a member of the American Association of Colleges of Pharmacy.

### Complainant policy

ACPE has an obligation to assure itself that any institution that seeks accreditation status for its professional degree program conducts its affairs with honesty and frankness. Students who have complaints about the school's ability to meet accreditation standards or adhere to ACPE policies and procedures shall be submitted in writing to the Associate Dean for Admissions and Student Services, VCU School of Pharmacy, 410 N. 12th St., Room 500, Richmond, VA 23298-0581. The complainant is welcome to make an appointment to meet with school administrators to discuss his or her complaints and options for resolution. If they are not satisfied with the response by the school's representative(s), then complainants may contact ACPE at 135 S. LaSalle St., Suite 4100, Chicago, IL 60603-4810 or [acpe-accredit.org/complaints](http://www.acpe-accredit.org/complaints) (<http://www.acpe-accredit.org/complaints>) with a complaint. A record of written complaints about the school's adherence to ACPE accreditation standards or policies and procedures will be maintained for ACPE to review at the time of an accreditation site visit.

## Statement of purpose

The School of Pharmacy at VCU exists to provide exceptional programs benefiting the commonwealth of Virginia and society by offering the highest quality education and training for the development of health care practitioners, scientists, professional leaders and responsible citizens. These individuals are committed to shaping the health care world of tomorrow while serving society's health care needs today.

## Mission statement

### Mission

To achieve excellence in professional and graduate programs through innovative education and leading-edge research. We will achieve our mission by graduating outstanding future pharmacists and scientists

who will improve human health, foster exemplary research and provide sustaining contributions to interprofessional patient care.

## Vision

A transformational leader in pharmacy education, clinical practice and clinical and pharmaceutical research.

## Core values

1. **Innovation**  
We encourage innovations and ideas that enhance the school's mission.
2. **Personal growth**  
We pursue professional growth and personal development that drives excellence.
3. **Integrity and respect**  
We demonstrate ethical behaviors, personal responsibility and respect for others.
4. **Collaboration**  
We embrace interprofessional and interdisciplinary collaboration in patient care, teaching, learning and research.
5. **Inclusive excellence**  
We promote an environment of engagement and inclusion that values the diversity and contributions of our students, staff, faculty and administrators.

## Philosophy

The School of Pharmacy has committed to developing progressive models of pharmacy practice while maintaining the foundational pharmaceutical sciences. In developing the curriculum of the school, the faculty recognizes that an educated person should be prepared to assume a responsible and rewarding role in society. The new paradigm of patient-centered, team-based care guides the school's curriculum committee and faculty in the design and implementation of the Doctor of Pharmacy curriculum. The curriculum is designed to provide a sound, scientific and professional background for both those who will enter the practice of pharmacy directly and those who wish to continue graduate education in the pharmaceutical sciences. It also includes courses in the arts and humanities in order to provide students with a broad educational base that will permit participation in community life, not only as a professional, but also as an informed, concerned citizen. The professional curriculum is rigorous and highly demanding of the student's time. The faculty has adopted educational outcomes for the curriculum that describe the knowledge, skills, behaviors, abilities and attitudes that promote holistic patient well-being expected of graduates to deliver the highest quality of direct patient care as an interprofessional team member.

## Facilities

The School of Pharmacy is located in the Robert Blackwell Smith Building at 12th and East Clay streets. This building — named in honor of a distinguished former dean of pharmacy, former president of the Medical College of Virginia and former provost of the MCV Campus — was completed in 1984 with the help of contributions from many alumni and friends of the School of Pharmacy. Additional classrooms, offices and laboratories are located in McGuire Hall and the Virginia BioTechnology Research Park, both located within a few blocks of the Smith Building.

Classes for students in pharmacy also are conducted in Sanger Hall, located between 11th and 12th streets on East Marshall Street,

and McGuire Hall, located at the corner of 12th and Clay streets. In conjunction with VCU Health, students receive clinical experience in the hospitals and clinics on the MCV Campus. Other facilities available for teaching include area hospitals and pharmacies. The major library holdings are in the Tompkins-McCaw Library for the Health Sciences at 12th and East Clay streets.

Location in a major health sciences center provides excellent opportunities for interdisciplinary research and access to clinical facilities. The school is well equipped for graduate research and provides leadership to the VCU Institute for Structural Biology, Drug Discovery and Development at the Virginia BioTechnology Research Park. The school also supports the Center for Compounding Practice and Research, the Center for Biomarker Research and Precision Medicine, and the Center for Pharmacy Practice Innovation.

## Department of Medicinal Chemistry

**Umesh R. Desai, Ph.D.**

Professor and chair

The Department of Medicinal Chemistry applies the latest strategies and concepts from several broad scientific disciplines including synthetic chemistry, molecular modeling, computational biology, structural genomics and pharmacology.

## Department of Pharmaceutics

**Douglas H. Sweet, Ph.D.**

Professor and chair

The Department of Pharmaceutics offers graduate study leading to the degrees of Master of Science and Doctor of Philosophy in Pharmaceutical Sciences. In addition, students may elect to pursue a joint Pharm.D./Ph.D. program. These programs provide the preparation and research experience for academic, federal and industrial careers.

## Department of Pharmacotherapy and Outcomes Science

**Donald F. Brophy, Pharm.D., FCCP, FASN, BCPS**

Professor and chair

The Department of Pharmacotherapy and Outcomes Science is the largest of the three departments at the VCU School of Pharmacy. The focus of the department is pharmacotherapy (the safe and effective use of drugs in humans) and pharmacy administration (evaluation of the social and economic impact of drug therapy in humans and in health care systems).

## Pharmacy, Doctor of (Pharm.D.)

The school offers the Doctor of Pharmacy degree as a professional degree program. Students must complete a minimum of three years of prerequisite course work prior to admission. The Doctor of Pharmacy degree is awarded after four years of study.

## Educational outcomes

Graduates will demonstrate competencies in foundational knowledge (i.e., biomedical, pharmaceutical, social/behavioral/administrative and clinical sciences), patient-centered care, medication use systems management, health and wellness, population-based care, problem-

solving, education, patient advocacy, interprofessional collaboration, cultural sensitivity, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism.

## Licensing and reciprocity

Applicants for the North American Pharmacist Licensure Examination must present evidence that their first-professional degree was granted by a school of pharmacy recognized by the board. This school is among those recognized. Applicants must also present evidence of completion of 1,500 hours of practical experience. Completion of the school's Pharm.D. program satisfies this requirement. APPE rotations completed outside of the United States may not be counted toward the 1,500-hour requirement.

Those students who intend to be licensed in Virginia should contact the Virginia Board of Pharmacy, 9960 Mayland Dr., Suite 300, Richmond, VA 23233-1463.

## Academic regulations

Matriculation in the School of Pharmacy implies a willingness on the part of students to comply with university rules and regulations and to conduct themselves in a manner befitting members of the profession the students seek to enter. The program of study and regulations regarding courses of study, student conduct, etc. are subject to modification without notice. All rules and regulations set forth in this bulletin, as well as other statements issued by administrative officers of the university, apply until further notice.

## Probation

Students may be placed on probation by either the Admissions Committee or the Academic Performance Committee. Probation is a status indicating that the student's scholarship is deficient and is expected to be improved to a level considered to be satisfactory by the faculty. Students who fail to meet probationary stipulations may expect to have their normal progress through school interrupted. They may be required to repeat a year or to withdraw. Students on probation during the first three years of the professional program are neither allowed to hold an elected office in a student association nor be eligible for nomination as an officer in a student association. Students are not permitted to represent the school in extracurricular activities (e.g., representation at a local, regional or national association meeting, or other professional event). All students on probation are expected to discontinue any outside employment during the academic year. Students are not eligible to pledge a professional fraternity. Students are encouraged to avail themselves of special tutoring and counseling services for improving their academic performance. Expiration of probationary status occurs following the equivalent of an academic year (i.e., two consecutive semesters of successful academic performance during the first three professional years) and upon the successful completion of all advanced pharmacy practice experiential rotations in the fourth year.

## Outside work

In general, the faculty believes that students should give first priority to their school work. Students able to maintain academic standing are not restricted with respect to outside employment. Students in academic difficulty will be advised to cease or drastically curtail any outside employment.

## Honor code

All students are governed by the honor code and regulations of the VCU Honor System. The VCU Honor System is based on the foundation

that Virginia Commonwealth University recognizes that honesty, truth and integrity are values central to its mission as an institution of higher education. In a community devoted to learning, a foundation of honor must exist if that community is to thrive with respect and harmony. Therefore, members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity. Additional information is available at [students.vcu.edu/studentconduct/students/honor-system](http://students.vcu.edu/studentconduct/students/honor-system) (<http://www.students.vcu.edu/studentconduct/students/honor-system>).

## Advising program

Students in the School of Pharmacy seek assistance with academic and personal problems through the school's Office of Admissions and Student Services. Students are provided with information about accessing resources within the school, university and professional community. Also, faculty members serve as mentors to students throughout the four year curriculum.

There is a faculty adviser to the Interfraternity Council as well as an adviser for each of the professional pharmacy fraternities. Each of the student chapters of professional pharmacy organizations within the school also has a designated faculty adviser.

## Attendance regulations

The following regulations apply specifically to students enrolled in the Doctor of Pharmacy program in all of their required and elective courses offered by departments in the School of Pharmacy.

1. The faculty considers class attendance at lectures to be an important component in the successful acquisition of knowledge and skills required of the Doctor of Pharmacy candidate. Students are strongly encouraged to attend all classes and conferences. An individual faculty member may require attendance in his or her course and establish penalties for those who are absent without an excuse from the dean's office.
2. Attendance at laboratory and prelaboratory classes is mandatory. Students must complete all laboratory assignments before a passing grade can be assigned. An excused absence from the dean's office is required for missing a laboratory or prelaboratory class with the ability to make up the work with credit. Students without an approved absence are still required to make up the work but will not receive credit toward their course grade.
3. Students must take tests (e.g., quizzes, laboratory practicals, examinations) and complete all other assignments at the time designated by the course coordinator. Students must recognize that faculty may give unannounced tests at any time during a course, consistent with documentation in a course syllabus. Students who miss any test in any course without an excused absence from the dean's office will receive a grade of zero for the specific test.
4. Attendance during each assigned clerkship period is mandatory. If a student is unable to attend to required clerkship responsibilities because of illness or other exceptional circumstances, the preceptor must be notified immediately. It is the responsibility of the student to also notify the clerkship director concerning a plan to make up the absence, with the approval of the preceptor. Documentation of the absence and approval to make up the absent time will be maintained in the student's record.
5. Absences may be excused under certain conditions. Requests for excuses for unavoidable absences must be submitted to the dean's office electronically within 24 hours of returning to the School of Pharmacy. The student must complete the Absence Record

form with an explanation for the absence. Further explanation, if necessary, may be provided to the associate dean for admissions and student services. It is a violation of the honor code to make false or misleading statements on the Absence Record form. In the event of an unexcused absence, the student is responsible for all work missed.

6. A guiding principle in determining whether or not an absence will be excused is that the absence is caused by circumstances beyond the student's control. The following are considered valid excuses for being absent from a class or clerkship.
  - a. Illness, a medical emergency, a dental emergency. The school normally accepts the student's judgment that the condition was serious enough to justify the absence from class; however, the school reserves the right to require a medical opinion, particularly if the period of absence is prolonged or is repetitive. The school will require a written medical opinion when a student is absent from taking a scheduled test or final examination. If the absence is a result of a medical emergency, the student will be required to sign a written release for the school to obtain documentation from their physician describing the exact nature of the illness or emergency. This record will be submitted to the associate dean for admissions and student services as a confidential document.
  - b. Death of a relative or friend. Students will be excused from class to attend funerals. Absence beyond the day of the funeral will be excused for periods of mourning required by a student's religious or cultural tradition, or when a student is too grief-stricken to return immediately to class.
  - c. Mandatory court appearance.
  - d. Mandatory religious observances. Students who anticipate absences from class because of religious obligations should submit a list of their anticipated absences at the beginning of each semester to the dean's office.
  - e. Failure of private, public or university transportation. Students are expected to take reasonable precautions to assure that the transportation method used is fully functional (e.g., maintaining personal automobile, avoiding the last possible return airline flight to Richmond). Proof of transportation failure will be required.
  - f. Attendance at professional meetings. Students in good academic standing may receive an excused absence from class to attend a meeting of a professional pharmacy organization. The student must complete an Absence Record form in advance of attending a professional meeting. A policy statement containing eligibility criteria is distributed to all students.

Tardiness is a form of absence that also may be excused using the criteria mentioned above. Students arriving late for a test may be given the test without an excused absence but will not be allowed extra time beyond the scheduled termination of the test. Once any student has completed the test and left the room, late-arriving students will not be permitted to take the test unless the absence is excused.

Absences that are not reported within 24 hours after the student returns to school will be considered unexcused. It is not the responsibility of a faculty member to determine whether an absence is excused. This determination will be made by the dean's office.

Students are expected to make every effort to keep abreast of their assignments during an absence. They should also be prepared to take tests upon their return to the school or at the discretion of the faculty member after considering the student's academic schedule. If, in the

opinion of the dean's office, the nature of a student's absence made it impossible for that student to prepare for a test, the student will be granted an extension for taking the test.

A faculty member should not give a make-up test before confirming that a student's absence has been excused. The faculty member usually provides an equivalent make-up test within a reasonable period of time. The type and format of the make-up exam will be determined by the faculty member. Within the framework of the honor code, it may be possible to administer the same examination no more than 48 to 72 hours after the originally scheduled examination. Any make-up examination should be scheduled as soon as possible to avoid impeding the student's academic progress.

## Academic progression

Attending pharmacy school is not a right acquired simply by conforming with the entrance requirements and paying tuition and fees. For this reason the dean and the Academic Performance Committee require that marginal or failing performance be improved or that the student withdraw from school. D grades are indicative of marginal performance. Careful consideration is given during the promotions process not only to the student's grades but also to his or her probity, industry and scholastic ability.

These guidelines delineate the course of action to be taken by the committee. Decisions regarding individual students will be made in accordance with these guidelines. Consideration will be given to pertinent information and extenuating circumstances for individual cases. The following statements present the prominent features of the promotions process.

### 1. Process for academic progression

- a. Students are evaluated for academic progression in the Doctor of Pharmacy degree program at the end of each semester by the Academic Performance Committee. At the end of the fourth year the entire faculty will decide whether or not students have satisfied all requirements for graduation. Promotion decisions are based on achievement during the year under review and on the student's overall progress.
- b. Students who have completed all course requirements each semester with minimum grades of C will progress to the next semester in the program.
- c. The Academic Performance Committee reviews the academic record of each student who fails to pass a course, receives a D grade, does not maintain a minimum GPA of 2.0 or is on academic probation, at the end of the fall or spring semester. When special circumstances require a review before scheduled meetings, the chair will convene a subcommittee to act on behalf of the full committee. Following each review, the committee may recommend a warning be given, promotion on a probationary basis, a repeat of any failed courses, a repeat of an entire semester, termination from the program or some combination of these academic sanctions.

### 2. Course-level performance criteria

- a. A, B, C, D and F grades will be awarded for courses with ordinal grading scales. Standardized criteria for performance scores will be A  $\geq$  90.00; B  $\geq$  80.00; C  $\geq$  70.00; D  $\geq$  65.00; F < 65.00 unless stated otherwise in the course syllabus. Students are directed to course syllabi for specific grading scales.
- b. P (pass), H (honors), HP (high pass) and/or F (Fail) grades will be awarded for courses with nominal grading scales. Students are



directed to course syllabi for specific scales for assigning grades.

- c. A student who receives a grade of F (Fail) in a required course is placed on academic probation. Students must repeat the failed required course and earn a passing grade to avoid additional academic performance sanctions.
  - d. Students who are on academic probation are deemed to be deficient in scholarship. They are neither allowed to hold an elected office in a student association nor eligible for nomination as an officer in a student association. Students are not permitted to represent the school in extracurricular activities (e.g., representation at a local, regional or national association meeting or other professional event). Students are expected to discontinue any outside employment during the academic year. Students are not eligible to pledge a professional fraternity.
  - e. Students repeating all or any portion of a failed course must register to retake the failed course with the same course number, title and credit hours. A student is allowed to retake a course only once. The timing of any course retake is at the discretion of the respective course coordinator and department chair.
  - f. A student who receives a grade of F (Fail) in an elective course is placed on academic probation. Students must repeat and pass the failed elective course to have it count toward meeting the electives requirement in the Doctor of Pharmacy degree program.
  - g. If a student retakes a course at a time other than the regular course semester offering (e.g., during the summer), the criteria for academic performance and assessments must be specified in advance of the offering and acknowledged by the student. Students may be required to pay additional tuition for courses retaken during the summer.
  - h. D grades are passing but considered indicative of marginal performance. A student receives an academic warning when achieving a grade of D in any required or elective classes. Additional grades of D or F will result in academic probation or other academic performance sanctions.
  - i. Students must receive passing grades for all required and elective courses in the Doctor of Pharmacy degree curriculum to avoid probation or other academic performance sanctions.
- 3. Across curriculum performance criteria**
- a. Some courses in the Doctor of Pharmacy degree curriculum occur over more than one semester and are subject to different policies than courses that are offered for only one semester. Students are directed to course syllabi for specific grading scales.
  - b. Students who fail a course prior to the start of an introductory pharmacy practice experience may proceed with the IPPE rotation.
  - c. No student may start an advanced pharmacy practice experience rotation until all P1-P3 course requirements are satisfactorily fulfilled. Students who successfully retake failed courses can begin their APPEs depending on site/preceptor availability.
- 4. Overall performance criteria**
- a. A student may fail no more than two courses during the P1-P3 years. A student failing more than two courses in the P1-P3 years will be dismissed from the program.
  - b. Students must have passing grades in eight APPE courses in the P4 year. A student who receives a failing APPE grade must repeat the APPE course at a site to be determined by the director of the Office of Experiential Education. Only one failing APPE course

grade is permitted. A second failing APPE grade will result in dismissal.

- c. All failing grades will be entered and retained in the student's transcript. Grades for courses that are repeated after failing and then passed will be added to but not replace the failing grade on the transcript. Failing grades for courses in the P1-P3 years will count in the calculation of student grade-point averages.
- d. A minimum cumulative grade point average of 2.0 must be maintained by students enrolled in the Doctor of Pharmacy degree program. A student with a GPA less than 2.0 at the end of any semester will be placed on probation.
- e. Students who fail to meet conditions of academic probation spelled out in the academic probation letter may be required to repeat a year in the program or may be dismissed from the program. Students will not be allowed to repeat more than one year of the curriculum.
- f. The sanction of academic probation is removed after students successfully meet the academic progression standards for two consecutive semesters of attendance.
- g. To be awarded the Doctor of Pharmacy degree, students must complete all required courses with a passing grade and achieve a minimum cumulative GPA of 2.0 within seven years from the date of enrollment in the program.

## Withdrawal

Students finding it necessary to withdraw from the School of Pharmacy must comply with the provisions for withdrawal set by the university.

The dean of the School of Pharmacy will not approve a request for withdrawal until the student has submitted a letter of resignation.

Students withdrawing without approval and failing to check out laboratory lockers will be assessed a fee and any charges resulting from the need to replenish the contents of the lockers.

## Readmission

Students seeking readmission to the School of Pharmacy will be evaluated on their total academic record. Applicants for readmission to the first professional year will not be given priority over new applicants but must compete with them on an equal basis. Readmission in advanced standing will be considered on a space-available basis.

## Graduation

Students are recommended and approved for the Doctor of Pharmacy degree by the faculty of the School of Pharmacy. Candidates must meet the following requirements:

1. Be of good moral character
2. Satisfactorily complete all the required work in a timely fashion, which will not normally exceed five years from the date of initial enrollment
3. Pay all fees
4. Complete the last year's work for the degree in residence in this school
5. Be present at the commencement-related exercises unless excused in writing and in advance by the dean
6. Satisfactorily complete the minimum number of required advanced practice experience rotations and demonstrate the attainment of minimum competencies



## Financial aid

See the Professional studies section of this bulletin.

## Courses of instruction

Enrollment in courses included in the Doctor of Pharmacy curricula summarized on the preceding pages requires the approval of the dean of the School of Pharmacy unless the student has been admitted to the Doctor of Pharmacy Program.

Applicants for admission to the School of Pharmacy must complete, at minimum, 73 semester hours or 109.5 quarter hours of course work taken at a U.S.-accredited college/university and complete the specified course requirements prior to admission..

Students planning to seek a degree in pharmacy upon high school graduation should plan their high school program to meet the requirements for admission in the college where they will take the prerequisite work for admission into the VCU School of Pharmacy.

The minimal admission requirements are listed. (Meeting these requirements does not, however, guarantee acceptance into the VCU School of Pharmacy.)

1. Three letters of reference are required. These include a reference from a science professor, a health professional (pharmacist preferred) and an employer.
2. An official transcript from the student's primary college and all colleges attended must be supplied. Applications are considered by the admissions committee only after transcripts on file show completion of no fewer than 60 semester hours or 90 quarter hours of college work. When offered, an acceptance is contingent upon satisfactory completion of specific work that may be in progress.
3. Applicants must present the required credits in the following subject areas for a minimum total of 73 semester hours.

Course	Title	Hours
General biology (lecture and laboratory)		8
College chemistry (lecture and laboratory)		8
Organic chemistry (lecture and laboratory)		8
Physics (lecture and laboratory)		4
Human anatomy <sup>1</sup>		3
Human physiology		3
Microbiology <sup>1</sup>		3
Biochemistry		3
English <sup>2</sup>		6
Calculus		3
Statistics		3
Communications course <sup>3</sup>		3
Biomedical science foundation and elective courses		18
<b>Minimum</b>		<b>73</b>

<sup>1</sup>

One hour of lab in these subjects is also preferred.

<sup>2</sup>

At least three semester hours of composition and rhetoric is required. Up to three semester hours can be fulfilled with documentation of a writing-intensive course.

3

Examples include public speaking, speech, introduction to communication, interpersonal communication skills. (Note: This course may **not** be taken online.)

4. Due to the importance of a strong biomedical science foundation for success in the Doctor of Pharmacy program, some or all of the courses listed below are recommended.

Course	Title	Hours
Genetics		3
Molecular biology		3
Immunology		3
Cell biology		3

Any of these four courses will count toward the minimum of 18 semester hours of general electives. All other general electives must be non-science or non-math. Highly recommended electives are computer science, economics, psychology and sociology.

5. The 18 semester hours of non-science/non-math general electives will be considered fulfilled if an applicant provides an official transcript documenting the completion of his or her baccalaureate degree prior to enrollment in the Doctor of Pharmacy degree program.
6. Credits earned through Advanced Placement Tests of the College Board or International Baccalaureate may be accepted for select courses. AP/IB credit may excuse a student from taking a specific non-science course such as English, but the credits must be made up through additional electives. The only science and math AP/IB courses that will be acceptable to meet prerequisite requirements are calculus and physics. Other AP/IB credits in science (e.g., biology, chemistry) may be made up with courses in kind. Generally this requirement is achieved by taking advanced-level courses in the same discipline (e.g., physical chemistry as a substitute for AP/IB credit in general chemistry).
7. Dual-credit courses taken during high school may be considered acceptable for transfer credit pending review of college transcripts.
8. Applicants must have earned a creditable average (C or better) overall, and in the courses specified, to meet minimum academic requirements for admission.
9. Applicants for admission must apply online through PharmCAS, a centralized application service for pharmacy schools. The PharmCAS website at [pharmcas.org](http://www.pharmcas.org) (<http://www.pharmcas.org>) provides further details.
10. An on-campus interview is mandatory for admission consideration.
11. Applicants are required to take the Pharmacy College Admission Test before admission.
12. Applicants whose first language is not English and who have not lived in the U.S. for at least 10 years should submit scores from the Test of English as a Foreign Language, the Test of Spoken English or other proof that their command of English is sufficient to allow successful completion of all requirements of the program.
13. Students are admitted only at the start of the academic year. An applicant must complete two full years of the academic prerequisites before an application can be reviewed. The Admissions Committee

begins reviewing applications during September of the year preceding admission. It is to the applicant's advantage to apply during the fall of the year before expected enrollment in the School of Pharmacy. Applicants are accepted pending satisfactory completion of all prerequisite courses. Notification usually occurs in early spring.

14. Prior to enrolling, successful applicants must meet the immunization requirements set forth in the "Professional study" section of this bulletin. Prior to entering the fourth professional year, students must satisfy all university and APPE site immunization requirements.
15. Applicants exercising the early decision option for admission to the VCU School of Pharmacy must submit their fee and official transcript from all postsecondary institutions ever attended to PharmCAS by the specified deadline. Applicants whose materials are not received or whose applications are incomplete by these deadlines will be ineligible for the early decision option, and they will be deferred to regular admission status. Applicants exercising the early decision option are expected to make a commitment to attend the VCU School of Pharmacy if accepted. If an acceptance offer is not made under the early decision option, the applicant is then moved to regular admission status and continues to be evaluated for admission during the remainder of the admission cycle. The applicant is then free to apply to other schools of pharmacy under the regular admission procedure.
16. Applicants pursuing "regular admission" to the VCU School of Pharmacy must submit the electronic application, letters of reference and transcripts to PharmCAS by the specified deadline. Applicants who do not meet these PharmCAS deadlines will be ineligible for admission to the VCU Doctor of Pharmacy degree program.
17. Applicants to the program must complete all prerequisites at a U.S.-accredited institution.

The following criteria are considered in judging applicants:

- College attended
- Academic workload carried
- College overall GPA
- Chemistry, biology and math proficiency
- Outside activities and achievements in high school and college
- PCAT scores
- Written and oral communication skills
- Extent of exposure to pharmacy practice
- Extent of exposure to other health disciplines
- Personal interview

Time demands for this full-time program are rigorous. In general, the first three years require a Monday to Friday (8 a.m.-6 p.m.) commitment for lectures, conferences, laboratories and off-campus visits to area pharmacy practice sites. The fourth year is devoted to experiential learning at sites located throughout Virginia. Students enrolling in the four-year professional degree program must agree to the possibility of being assigned to sites beyond the Richmond metropolitan area (e.g., eastern, northern or western Virginia). Candidates must assess personal obligations prior to seeking application.

VCU does not discriminate against qualified applicants for admission who have disabilities, and seeks to provide reasonable accommodation to applicants and admitted students who identify themselves as having disabilities. Academic requirements essential to the program or to directly related licensing requirements will not be substituted. Upon acceptance into the program, students in need of accommodation may

contact the MCV Campus coordinator for students with disabilities at (804) 828-9782 to discuss their needs.

Further information may be obtained by writing to the Chair, Admissions Committee, School of Pharmacy, Virginia Commonwealth University, P.O. Box 980581, Richmond, VA 23298-0581. Applicants also may call a toll-free telephone number, (800) 330-0519 for assistance.

## Curriculum

### P1 year

Fall		
IPEC 501	Foundations of Interprofessional Practice	1
MEDC 527	Basic Pharmaceutical Principles for the Practicing Pharmacist	3
MEDC 533	Pharmacognosy	2
PCEU 501	Pharmaceutical Calculations	1
PCEU 507	Pharmaceutics and Biopharmaceutics I	3
PHAR 509	Evidence-Based Pharmacy I: Introduction to Pharmacy Information Skills	1.5
PHAR 515	Continuous Professional Development I (continues)	1
PHAR 523	Foundations I	1.5
PHAR 545	The U.S. Health Care System	2
PHAR 652	Health Promotion and Communication in Pharmacy Practice	2.5
Term Hours:		17.5
Spring		
MEDC 553	Clinical Therapeutics Module: Introduction to Medicinal Chemistry <sup>1</sup>	1
PCEU 508	Pharmacokinetics	3
PCEU 509	Pharmaceutics and Biopharmaceutics II	3
PHAR 513	Contemporary Pharmacy Practice	2
PHAR 515	Continuous Professional Development I	1
PHAR 524	Foundations II	1.5
PHAR 526	Community Pharmacy Practice	2
PHAR 529	Clinical Therapeutics Module: Introduction to Special Populations <sup>1</sup>	2
PHAR 530	Introductory Pharmacy Practice Experience: Community Practice	4
PHTX 606	Introduction to Pharmacology of Therapeutic Agents <sup>1</sup>	1
Term Hours:		20.5

### P2 year

Fall		
MEDC 543	Clinical Chemistry for the Pharmacist <sup>1</sup>	1
PHAR 534	Foundations III	1.5
PHAR 541	Patient Assessment in Pharmacy Practice	2
PHAR 544	Clinical Therapeutics Module: Cardiovascular <sup>1</sup>	4.5
PHAR 555	Clinical Therapeutics Module: Endocrinology <sup>1</sup>	2.5
PHAR 565	Evidence-based Pharmacy II: Research Methods and Statistics <sup>1</sup>	2.5

PHAR 603	Clinical Therapeutics Module: Respiratory/Immunology <sup>1</sup>	3
PHAR 615	Continuous Professional Development II (continues)	1
PHAR 622	Epidemiology and Pharmacy Practice <sup>1</sup>	2

Term Hours: 19

### Spring

IPEC 502	Interprofessional Quality Improvement and Patient Safety	1
MEDC 542	Biotechnology-derived Therapeutic Agents <sup>1</sup>	1
PCEU 615	Applied Pharmacokinetics	2.5
PHAR 532	Introductory Pharmacy Practice Experience: Hospital Practice	3
PHAR 535	Foundations IV	1.5
PHAR 566	Evidence-based Pharmacy III: Drug Literature Evaluation	2
PHAR 604	Clinical Therapeutics Module: Infectious Diseases <sup>1</sup>	4.5
PHAR 606	Clinical Therapeutics Module: Nephrology/Urology <sup>1</sup>	2
PHAR 615	Continuous Professional Development II	1

Term Hours: 18.5

### P3 year

#### Fall

PHAR 540	Self-Care and Alternative and Complementary Treatments	2.5
PHAR 549	Personalized Medicine	1
PHAR 556	Clinical Therapeutics Module: Neurology <sup>1</sup>	4
PHAR 602	Clinical Therapeutics Module: Psychiatry <sup>1</sup>	3
PHAR 605	Clinical Therapeutics Module: Hematology/Oncology <sup>1</sup>	2.5
PHAR 640	Foundations V	1.5
PHAR 660	Community Pharmacy Practice Management II	2
PHAR 715	Continuous Professional Development III (continues)	1
Elective <sup>2</sup>		2-3

Term Hours: 19.5-20.5

### Spring

PHAR 533	Introductory Pharmacy Practice Experience: Patient Care	0.5
PHAR 607	Clinical Therapeutics Module: Dermatology/EENT <sup>1</sup>	2
PHAR 618	Clinical Therapeutics Module: Gastrointestinal/Nutrition <sup>1</sup>	2.5
PHAR 619	Clinical Therapeutics Module: Women's Health/Bone <sup>1</sup>	2
PHAR 620	Clinical Therapeutics Module: Critical Care/Toxicology and Complex Patients <sup>1</sup>	2.5
PHAR 621	Pharmacoeconomics	2
PHAR 645	Foundations VI	1.5
PHAR 715	Continuous Professional Development III	1
PHAR 724	Pharmacy Law	2.5

Electives 2-3

Term Hours: 18.5-19.5

### P4 year (over 45 weeks)

IPEC 561	IPE Virtual Geriatric Case	2
PHAR 730	Continuous Professional Development IV	0.5
PHAR 760	Acute Care Pharmacy Practice I	5
PHAR 761	Advanced Hospital Pharmacy Practice	5
PHAR 762	Geriatrics Pharmacy Practice	5
PHAR 763	Ambulatory Care Pharmacy Practice	5
PHAR 765	Elective I	5
PHAR 766	Elective II	5
PHAR 768	Advanced Community Pharmacy Practice	5
PHAR 773	Acute Care Pharmacy Practice II	5

Term Hours: 42.5

Total Hours: 156-158

1

Course will be taught as a module.

2

Students will complete five total credits of electives over the course of the year.

## Pharmacy, Doctor of (Pharm.D.)/ Aging Studies, Certificate in (Post-baccalaureate graduate certificate) [combined]

The Department of Gerontology, in cooperation with other programs at the university, provides students interested in working with elders or in gerontological settings with the opportunity to complete the Certificate in Aging Studies while also completing requirements for other degree programs. Students must apply separately to the participating programs and must meet all admission and degree requirements for both programs. In some cases, and with the approval of the advisers of both programs, course work in one program may be approved to satisfy a course requirement in another program.

In cooperation with the School of Pharmacy, the department provides an opportunity for students in the Doctor of Pharmacy program to complete the certificate. The 21-credit-hour program is designed to integrate the required independent study project in gerontology into the Pharm.D. curriculum's clerkship assignment.

## Curriculum requirements

Course	Title	Hours
GRTY 601	Biological and Physiological Aging	3
GRTY/PSYC 602	Psychology of Aging	3
GRTY 603	Social Gerontology	3
GRTY 692	Independent Studies	2
GRTY elective(s)		3
PHAR 529	Clinical Therapeutics Module: Introduction to Special Populations	2

PHAR 533	Introductory Pharmacy Practice Experience: Patient Care	0.5
PHAR 565	Evidence-based Pharmacy II: Research Methods and Statistics	2.5
PHAR 566	Evidence-based Pharmacy III: Drug Literature Evaluation	2
Total Hours		21

### Total graduate credit hours required (minimum) 21

Contact the respective departments for additional curriculum information.

#### Graduate program director

Jennifer Pryor  
Department of Gerontology  
Email: [pryorjm@vcu.edu](mailto:pryorjm@vcu.edu)  
Phone: (804) 828-1565

**Program website:** [chp.vcu.edu/gerontology](http://chp.vcu.edu/gerontology) (<https://chp.vcu.edu/departments/gerontology>)

## Pharmacy, Doctor of (Pharm.D.)/Business Administration, Master of (M.B.A.) [combined]

The Pharm.D./M.B.A. program seeks to prepare pharmacists for careers that encompass pharmacy and business theories and principles. The program is designed to take advantage of efficiencies and electives in both the Pharm.D. and M.B.A. programs. Students in the combined program can earn both degrees and save as much as one year or more over the time required for completing the programs separately.

Students may be admitted into the program after the first year of enrollment in the Pharm.D. program. Applicants must be enrolled in the Pharm.D. program, have demonstrated a good academic record and have successfully completed the Graduate Management Admission Test.

To obtain both degrees, students will take all pharmacy courses unless waived, the seven business foundation courses, the nine M.B.A. core courses and three elective courses. The elective M.B.A. courses may be taken from pharmacy administration courses at the 600 level and a combination of a business seminar course and an elective advanced pharmacy practice experience in pharmacy management. The business foundation courses can be taken during the first two years in the pharmacy program with summer session(s). The M.B.A. core courses can be taken during the third and fourth years in the pharmacy program. The business electives can be taken during the fourth and fifth years in the combined program.

**Apply online at** [graduate.admissions.vcu.edu](http://graduate.admissions.vcu.edu) (<http://www.graduate.admissions.vcu.edu>).

### Application to Pharm.D./M.B.A. program

Students interested in pursuing the Pharm.D./M.B.A. program must first obtain admission to the Pharm.D. program. At the end of the first year of pharmacy school and after receiving permission from the combined degree committee in the School of Pharmacy, Pharm.D. students may apply to the M.B.A. program. Upon admission to the M.B.A. program, a Pharm.D. student will be considered a dual-degree-seeking student. Students generally will register for a mix of School of Business courses

and School of Pharmacy courses in the fourth, fifth and sixth semesters of the pharmacy program.

A student categorized as a Pharm.D. student will be charged tuition and fees from the School of Pharmacy and will be eligible to receive financial aid awards as a Pharm.D. student. Students categorized as M.B.A. students will be charged tuition and fee rates as graduate students and be eligible to receive financial awards as graduate students.

#### Graduate program director

Austen Gouldman  
Director, graduate programs, School of Business  
Email: [gouldmana@vcu.edu](mailto:gouldmana@vcu.edu)  
Phone: (804) 828-4622

#### School of Pharmacy contact

Aron Lichtman, Ph.D.  
Associate dean for research and graduate studies, School of Pharmacy  
Email: [alichtma@vcu.edu](mailto:alichtma@vcu.edu)  
Phone: (804) 628-5233

**Program websites:** [pharmacy.vcu.edu](http://pharmacy.vcu.edu) (<http://www.pharmacy.vcu.edu>) and [business.vcu.edu/graduate](http://business.vcu.edu/graduate) (<http://business.vcu.edu/graduate.html>)

## Pharmacy, Doctor of (Pharm.D.)/Pharmaceutical Sciences, Doctor of Philosophy (Ph.D.) [combined]

The Pharm.D./Ph.D. program in the School of Pharmacy is a full-time program of professional education that offers an opportunity for advanced study in pharmaceutical sciences. The program recognizes the need for pharmacy practitioners with excellent research skills in clinical, academic, industrial and regulatory environments. The program is designed to take advantage of efficiencies in both the Pharm.D. and Ph.D. curricula and to allow Pharm.D./Ph.D. students to complete the Pharm.D. program requirements after four years and the Ph.D. program requirements within the next two to four years.

Pharm.D./Ph.D. students can focus on the following research areas within the School of Pharmacy: pharmacotherapy and health outcomes, pharmacokinetics/pharmacodynamics, biopharmaceutical analysis, pharmaceuticals/physical pharmacy, and medicinal chemistry. Students also may focus on pharmacology and toxicology within the School of Medicine. The choice of research area determines the required graduate course requirements.

During their P-2 through P-4 years, Pharm.D./Ph.D. students will complete the required Pharm.D. curriculum using graduate courses in lieu of required Pharm.D. courses and Pharm.D. electives. In addition, Pharm.D./Ph.D. students will engage in graduate research during the summer semesters following the P-2 and P-4 years. After the P-4 year and beyond (G-1 and G-2), Pharm.D./Ph.D. students will complete both their graduate course requirements and Ph.D. dissertation research project as full-time graduate students. Stipends and tuition reimbursement may be provided for Pharm.D./Ph.D. students serving as graduate teaching or research assistants.

**Note: Admission to this program has been suspended.**

**Apply online at** [graduate.admissions.vcu.edu](http://graduate.admissions.vcu.edu) (<http://www.graduate.admissions.vcu.edu>).

## Application to the Doctor of Pharmacy/Doctor of Philosophy program

Students may be admitted into the Pharm.D./Ph.D. program during the first or second year (P-1 and P-2) of enrollment in the Pharm.D. program. Applicants must demonstrate a good academic record, experience in research (e.g., during summer research fellowships after the P-1 year with one of the School of Pharmacy's graduate faculty) and successful completion of the Graduate Record Examination. Additionally, the application must be sponsored by a graduate faculty member as the prospective major graduate adviser. Appropriate progress of Pharm.D./Ph.D. students in the program will be assessed by the Pharm.D./Ph.D. subcommittee after each semester until successful completion of the comprehensive examinations.

### Graduate program director

Aron Lichtman, Ph.D.

Associate dean for research and graduate studies

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### Additional contact

Shakim Jackson

Education coordinator

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**Program website:** [pharmacy.vcu.edu \(http://www.pharmacy.vcu.edu\)](http://www.pharmacy.vcu.edu)

## Pharmacy, Doctor of (Pharm.D.)/Pharmaceutical Sciences, Master of Science (M.S.) [combined]

The School of Pharmacy offers a Pharm.D./Master of Science (M.S.) in Pharmaceutical Sciences as a graduate/professional degree program that teaches individuals to analyze and solve problems of interest to pharmacists. Students develop a broad range of skills by taking classes and working closely with faculty. Since the degree is offered concurrently with the professional pharmacy degree, certain efficiencies can be realized that permit students to graduate sooner than might be expected; although, this degree may require up to two years of study beyond the Pharm.D. program depending on the student's educational background and chosen area of study. Students will take the required Pharm.D. curriculum, with selected substitutions of required courses with graduate-level courses, in addition to the graduate curriculum.

In their first two years (P-1 and P-2), the Pharm.D./M.S. students will complete the required Pharm.D. curriculum while attending research seminars and possibly pursuing graduate courses as electives. After admission into the graduate program, students will take required graduate courses in lieu of Pharm.D. courses during the P-3 (G-1) year followed by graduate research during the summer. During the G-2 through G-4 years, students will complete the graduate course requirements and the required Pharm.D. clerkships and work on their graduate research projects. Stipends and tuition may be provided for students serving as graduate teaching or research assistants. During that period, the student will follow procedures prescribed for students in the pharmaceutical sciences.

Students can focus on the following research areas within the School of Pharmacy: pharmacotherapy, pharmacokinetics, biopharmaceutical analysis, pharmaceuticals/physical pharmacy, pharmacy administration

and medicinal chemistry. Also, students may focus on the following research areas within the School of Medicine: pharmacology and toxicology. The choice of research area determines the required graduate course work.

The Pharm.D./M.S. program in the School of Pharmacy is a full-time program of professional education that offers an opportunity for advanced study in pharmaceutical sciences. The program recognizes the need for pharmacy practitioners with excellent research skills in clinical, academic, industrial and regulatory environments. The program is designed to take advantage of efficiencies in both the Pharm.D. and the M.S. programs and allows students to complete the program requirements of both programs after five or six years. Both degrees are awarded at the same graduation ceremony.

**Apply online at** [graduate.admissions.vcu.edu \(http://www.graduate.admissions.vcu.edu\)](http://graduate.admissions.vcu.edu).

## Application to the Pharm.D./M.S. program

Students may be admitted into the program before or during their first two years of enrollment in the Pharm.D. program. Applicants must demonstrate a good academic record, experience in research (e.g., during summer research fellowships with the school's graduate faculty) and successful completion of the Graduate Record Examination. Additionally, each applicant must be sponsored by a graduate faculty member.

### Graduate program director

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### Additional contact

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Phone: (804) 628-4408

**Program website:** [pharmacy.vcu.edu \(http://www.pharmacy.vcu.edu\)](http://www.pharmacy.vcu.edu)

## Pharmacy, Doctor of (Pharm.D.)/Public Health, Master of (M.P.H.) [combined]

To qualify as a dual-degree student in any of the training paradigms which appear in the Bulletin, a student must have evidence of having been simultaneously enrolled in one or more courses of both of the programs constituting the "dual degree" for at least one semester.

The School of Pharmacy and the Division of Epidemiology in the Department of Family Medicine and Population Health in VCU's School of Medicine offer a dual-degree program through which students earn both Pharm.D. and M.P.H. degrees. This dual-degree program offers students the opportunity to achieve a Doctor of Pharmacy while also learning about research and the importance of population health. This five-year program requires students to spend the fourth year of the Pharm.D. program pursuing the M.P.H. degree, after which they transition back to pharmacy for advanced practice experiences.

Students are required to take a minimum of 36 credits in the M.P.H. curriculum. This includes 27 credit hours of core and required courses, a minimum of six credit hours of elective courses and a minimum of three credit hours of a capstone project that examines a relevant public health topic. Note that some elective courses may not be available in certain



years or may require instructor permission for registration. The M.P.H. internship requirement will be satisfied by Pharm.D. special advanced practice experiences in community health during the fifth year of the program.

The required M.P.H. capstone project will be completed in a community setting during the P5 year; it will involve a comprehensive project that serves the needs of a professional public health organization and typically involves the development of one or more deliverables. Examples include a disease surveillance project, a needs assessment or program evaluation, or analysis of survey data.

## VCU Graduate Bulletin, VCU Graduate School and general academic policies and regulations for all graduate students in all graduate programs

The VCU Graduate Bulletin website documents the official admission and academic rules and regulations that govern graduate education for all graduate programs at the university. These policies are established by the graduate faculty of the university through their elected representatives to the University Graduate Council.

It is the responsibility of all graduate students, both on- and off-campus, to be familiar with the VCU Graduate Bulletin as well as the **Graduate School website** and academic regulations in individual school and department publications and on program websites. However, in all cases, the official policies and procedures of the University Graduate Council, as published on the VCU Graduate Bulletin and Graduate School websites, take precedence over individual program policies and guidelines.

**Visit the academic regulations section for additional information on academic regulations for graduate students.**

## Degree candidacy requirements

A graduate student admitted to a program or concentration requiring a final research project, work of art, thesis or dissertation, must qualify for continuing master's or doctoral status according to the degree candidacy requirements of the student's graduate program. Admission to degree candidacy, if applicable, is a formal statement by the graduate student's faculty regarding the student's academic achievements and the student's readiness to proceed to the final research phase of the degree program.

Graduate students and program directors should refer to the following degree candidacy policy as published in the VCU Graduate Bulletin for complete information and instructions.

**Visit the academic regulations section for additional information on degree candidacy requirements.**

## Graduation requirements

As graduate students approach the end of their academic programs and the final semester of matriculation, they must make formal application to graduate. No degrees will be conferred until the application to graduate has been finalized.

Graduate students and program directors should refer to the following graduation requirements as published in the Graduate Bulletin for a complete list of instructions and a graduation checklist.

**Visit the academic regulations section for additional information on graduation requirements.**

## Other information

### School of Medicine graduate program policies

The School of Medicine provides policies applicable to all programs administratively housed in the school. Information on **master's programs** is available elsewhere in this chapter of the Graduate Bulletin.

**For M.P.H., apply online at** [sophas.org](http://www.sophas.org) (<http://www.sophas.org>) and complete a VCU supplemental application following instructions available at [sophas.org](http://sophas.org). **Pharm.D. applicants follow instructions on the School of Pharmacy website** (<http://pharmacy.vcu.edu/programs/pharmd/prospective/apply>).

Please review the admission requirements for each stand-alone degree (Master of Public Health and Doctor of Pharmacy) in the VCU Graduate and Professional Bulletins to learn the specific application requirements for each program.

## Curriculum requirements

### M.P.H. courses

Course	Title	Hours
<b>Program core</b>		
BIOS 543	Graduate Research Methods I	3
BIOS 544	Graduate Research Methods II	3
EPID 547	Applied Data Analysis Lab I	1.5
EPID 548	Applied Data Analysis Lab II	1.5
EPID 571	Principles of Epidemiology	3
EPID 580	Public Health Ethics	1
EPID 593	Foundations of the Public Health Profession	2
EPID 594	MPH Practicum	2
EPID 604	Principles of Environmental Health	3
EPID 694	MPH Capstone Project	3
HCPR 601	Introduction to Health Policy	3
OVPR 603	Responsible Conduct of Research	1
SBHD 605	Introduction to Social and Behavioral Health	3

### Additional program courses

<b>Electives</b>		
Select a minimum of six credit hours of elective course work selected according to an area(s) of interest in public health. These may include the following:		6
BIOS 549	Spatial Data Analysis	
BIOS 571	Clinical Trials	
CCTR 630	Design Implications in Clinical Trials	
CCTR 631	Adaptive Clinical Trials	
EPID 600	Introduction to Public Health	
EPID 601	Contemporary Issues and Controversies in Public Health	
EPID 603	Public Health Policy and Politics	
EPID 606	Epidemiologic Methods	
EPID 622	Maternal and Child Health	
EPID 624	Chronic Disease Epidemiology	

EPID 646	Epidemiology of Psychiatric and Substance Use Disorders
EPID 692	Independent Study
GRAD 614	Introduction to Grant Writing
GRTY 501	Physiological Aging
GRTY 510	Aging
GRTY 603	Social Gerontology
GRTY 604	Problems, Issues and Trends in Gerontology
HEMS 505	Contemporary Issues in Health
HEMS 604	Nutrition for Health and Physical Activity
HEMS 550	Exercise, Nutrition and Weight Management
HEMS 605	Psychology of Physical Activity
HEMS 606	Psychosocial Aspects of Sport and Physical Activity
HGEN 501	Introduction to Human Genetics
HGEN 502	Advanced Human Genetics
HGEN 620	Principles of Human Behavioral Genetics
HSEP 601	Emergency Management: Response Planning and Incident Command
HSEP 603	Risk Assessment
HSEP 650	Public Health Preparedness
PSYC 660	Health Psychology
SBHD 608	Health Communication
SBHD 609	Research Methods in Social and Behavioral Health I
SBHD 630	Theoretical Foundations of Social and Behavioral Health
SBHD 632	Health Disparities and Social Justice
SBHD 636	Community-based Participatory Research
SBHD 637	Program Evaluation
SBHD 638	Applications in Qualitative Research Methods
SOCY 510	Domestic and Sexual Violence in Social Context
SOCY 524	Aging and the Minority Community
SOCY 603	Seminar in Population Studies
SOCY 607	Seminar in Racial and Ethnic Relations in America
SOCY 611	Studies in the Community
SOCY 620	Seminar in Criminology
SOCY 624	Community and Community Services for the Elderly
SOCY 632	Intimate Partner and Sexual Violence: Medical Practice and Policy
SOCY 633	Application of the Policy Process to Issues of Violence
SOCY 634	Social Contexts of Childhood and Violence
SOCY 635	Theorizing Gender Violence
SOCY 645	The Sociology of Health and Illness

URSP 521	Introduction to Geographic Information Systems
URSP 621	Introduction to Geographic Information Systems
URSP 622	Community Socioeconomic Analysis Using GIS
URSP 625	Spatial Database Management and GIS Modeling

#### Noncurricular requirements

In addition to course work, students must attend 12 public health seminars and complete 20 hours of community-based service-learning.

Total Hours	36
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### Pharm.D. courses

Course	Title	Hours
IPEC 501	Foundations of Interprofessional Practice	1
IPEC 502	Interprofessional Quality Improvement and Patient Safety	1
IPEC 561	IPE Virtual Geriatric Case	2
MEDC 527	Basic Pharmaceutical Principles for the Practicing Pharmacist	3
MEDC 533	Pharmacognosy	2
MEDC 542	Biotechnology-derived Therapeutic Agents	1
MEDC 543	Clinical Chemistry for the Pharmacist	1
MEDC 553	Clinical Therapeutics Module: Introduction to Medicinal Chemistry	1
PCEU 501	Pharmaceutical Calculations	1
PCEU 507	Pharmaceutics and Biopharmaceutics I	3
PCEU 508	Pharmacokinetics	3
PCEU 509	Pharmaceutics and Biopharmaceutics II	3
PCEU 615	Applied Pharmacokinetics	2.5
PHAR 509	Evidence-Based Pharmacy I: Introduction to Pharmacy Information Skills	1.5
PHAR 513	Contemporary Pharmacy Practice	2
PHAR 515	Continuous Professional Development I	1
PHAR 523	Foundations I	1.5
PHAR 524	Foundations II	1.5
PHAR 526	Community Pharmacy Practice	2
PHAR 529	Clinical Therapeutics Module: Introduction to Special Populations	2
PHAR 530	Introductory Pharmacy Practice Experience: Community Practice	4
PHAR 532	Introductory Pharmacy Practice Experience: Hospital Practice	3
PHAR 533	Introductory Pharmacy Practice Experience: Patient Care	0.5
PHAR 534	Foundations III	1.5
PHAR 535	Foundations IV	1.5
PHAR 540	Self-Care and Alternative and Complementary Treatments	2.5

PHAR 541	Patient Assessment in Pharmacy Practice	2
PHAR 544	Clinical Therapeutics Module: Cardiovascular	4.5
PHAR 545	The U.S. Health Care System	2
PHAR 549	Personalized Medicine	1
PHAR 555	Clinical Therapeutics Module: Endocrinology	2.5
PHAR 556	Clinical Therapeutics Module: Neurology	4
PHAR 565	Evidence-based Pharmacy II: Research Methods and Statistics	2.5
PHAR 566	Evidence-based Pharmacy III: Drug Literature Evaluation	2
PHAR 602	Clinical Therapeutics Module: Psychiatry	3
PHAR 603	Clinical Therapeutics Module: Respiratory/Immunology	3
PHAR 604	Clinical Therapeutics Module: Infectious Diseases	4.5
PHAR 605	Clinical Therapeutics Module: Hematology/Oncology	2.5
PHAR 606	Clinical Therapeutics Module: Nephrology/Urology	2
PHAR 607	Clinical Therapeutics Module: Dermatology/EENT and Joint	2
PHAR 615	Continuous Professional Development II	1
PHAR 618	Clinical Therapeutics Module: Gastrointestinal/Nutrition	2.5
PHAR 619	Clinical Therapeutics Module: Women's Health/Bone	2
PHAR 620	Clinical Therapeutics Module: Critical Care/Toxicology and Complex Patients	2.5
PHAR 621	Pharmacoeconomics	2
PHAR 622	Epidemiology and Pharmacy Practice	2
PHAR 640	Foundations V	1.5
PHAR 645	Foundations VI	1.5
PHAR 652	Health Promotion and Communication in Pharmacy Practice	2.5
PHAR 660	Community Pharmacy Practice Management II	2
PHAR 715	Continuous Professional Development III	1
PHAR 724	Pharmacy Law	2.5
PHAR 730	Continuous Professional Development IV	.5
PHAR 760	Acute Care Pharmacy Practice I	5
PHAR 761	Advanced Hospital Pharmacy Practice	5
PHAR 762	Geriatrics Pharmacy Practice	5
PHAR 763	Ambulatory Care Pharmacy Practice	5
PHAR 765	Elective I	5
PHAR 766	Elective II	5
PHAR 768	Advanced Community Pharmacy Practice	5

PHAR 773	Acute Care Pharmacy Practice II	5
PHTX 606	Introduction to Pharmacology of Therapeutic Agents (Pharmacy)	1
Electives		5
Total Hours		156

## Total graduate credit hours required (minimum) 192

### Typical plan of study

Many students often end up taking more than the minimum number of hours required for a degree program. The total number of hours may vary depending upon the program, nature of research being conducted by a study or in the enrollment or funding status of the student. Students should refer to their program websites and talk with their graduate program directors or advisers for information about typical plans of study and registration requirements.

#### Graduate program directors

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#### Additional contact

Lisa S. Anderson

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**Program website:** [pharmacy.vcu.edu](http://pharmacy.vcu.edu) (<http://www.pharmacy.vcu.edu>) and [familymedicine.vcu.edu/epidemiology/mph/dual-degrees](http://familymedicine.vcu.edu/epidemiology/mph/dual-degrees)

# FIRST-PROFESSIONAL COURSES

## School of Dentistry

### Dental Biomedical Sciences (DEBS)

#### DEBS 501. Dental Gross Anatomy. 6.5 Hours.

Semester course; 4 lecture and 3 laboratory hours. 6.5 credits. A systematic dissection and study of the human body with clinical correlation and emphasis on the head and neck.

#### DEBS 502. Dental Neuroanatomy. 1 Hour.

Semester course; 1 lecture hour. 1 credit. Through this course, students will develop broad-level knowledge of neuroanatomical structures and principles and the role of the nervous system. Dental clinical correlations will be used to illustrate the future clinical necessity for and application of this scientific background.

#### DEBS 503. Infection and Immunology. 3.5 Hours.

Semester course; 3.5 lecture hours. 3.5 credits. Enrollment restricted to dental students in the first professional year; others admitted with permission of instructor. A course on the fundamentals of microbiology and immunology with aspects on disease and treatment of interest to dentistry.

#### DEBS 511. Microscopic Anatomy. 5 Hours.

Semester course; 2.5 lecture and 5.5 laboratory hours. 5 credits. A study of the normal tissues and organs of the human body at the microscopic level, with emphasis on the histological organization and development of the oral cavity.

#### DEBS 512. Physiology and Pathophysiology. 5 Hours.

Semester course; 5 lecture hours. 5 credits. A comprehensive study of the function of mammalian organ systems, designed primarily for dental students.

#### DEBS 513. Dental General Pathology. 6 Hours.

Semester course; 3 lecture and 6 laboratory hours. 6 credits. Instruction in the basic principles regarding alteration of structure and function in disease and in the pathogenesis and effect of disease in the various organ systems.

#### DEBS 601. Dental Pharmacology and Pain Control I. 4 Hours.

Yearlong course; 4 lecture hours. 4 credits. This course covers the study of the effects of chemical agents on the structure and function of living tissues, which may be normal or pathological. Provides a basic understanding of pharmacological principles and the basic concepts of currently accepted theories of pain mechanisms and provides a scientific basis for the use of therapeutic agents in order that the future dentist will be able to safely administer drugs to control pain by parenteral, oral or inhalation routes. Students receive CO grading in the fall and letter grade and earned credit in the spring.

#### DEBS 701. Dental Pharmacology and Pain Control II. 2 Hours.

Semester course; 2 lecture hours. 2 credits. Prerequisite: DEBS 601. The study of the effects of chemical agents on the structure and/or function of living tissues, which may be normal or pathological. Provides a basic understanding of pharmacological principles and the basic concepts of currently accepted theories of pain mechanisms and provides a scientific basis for the use of therapeutic agents in order that the future dentist will be able to safely administer drugs to control pain by parenteral, oral or inhalation routes.

#### DEBS 702. Dental Genetics. 1 Hour.

Semester course; 1 lecture hour. 1 credit. Enrollment is restricted to students in the D.D.S. program. Topics in human genetics with application to clinical dentistry.

### Dental Special Topics (DENS)

#### DENS 503. Introduction to Behavioral Science in Dentistry. 1 Hour.

Semester course; 16 didactic hours. 1 credit. Prerequisite: enrollment within a School of Dentistry degree program. Course consists of online lectures, discussion board activities, assigned readings and interactive activities centering on understanding health disparities and access to care issues as they relate to patient-centered care among diverse populations. Graded as pass/fail.

#### DENS 508. Dental Materials I. 1 Hour.

Yearlong course; 1 lecture hour. 1 credit. This is the first in a series of four courses that provide the scientific foundations for understanding the factors guiding the use of biomaterials in dentistry. The main objectives of this course are to provide the student with knowledge of the general nature and composition of dental materials; the relationship of dental materials with the oral structures; the physical, mechanical, chemical, biological and aesthetic properties of dental materials; and indications for and proper use of dental materials. Special emphasis will be on those materials used in operative dentistry. Graded as CO in the fall semester with a letter grade and credit awarded in spring.

#### DENS 513. Foundations of Effective Interpersonal Skills During Patient Interactions I. 1.5 Hour.

Semester course; 1.5 lecture hours. 1.5 credits. Enrollment restricted to students in a School of Dentistry degree program. Course consists of online and face-to-face lectures, skill-building activities, student role-plays and a standardized patient assessment. Students will work both individually and in small groups for discussion and role-plays utilizing foundational motivational interviewing techniques. Graded as Pass/Fail.

#### DENS 515. Clinical Skills I. 1 Hour.

Semester course. 1 credit. Provides didactic information and practice opportunities to familiarize first-year dental students with patient management and selected clinical skills. The course runs concurrently with courses in periodontics and operative dentistry to provide the basis for initial entry into the dental clinic and patient care.

#### DENS 516. Clinical Skills II. 3.5 Hours.

4 laboratory and 15 clinical hours. 3.5 credits. Prerequisite: DENS 515. The second in a four-part series of courses designed to prepare dental students for entry into the clinical training environment. Students' learning experiences include didactic lectures, clinical practice and observation, and simple patient-based interactions and/or procedures performed while assisting more senior dental students. Enrollment is restricted to admitted dental students.

#### DENS 524. Evidence-based Dentistry and Critical Thinking I. 1 Hour.

1 credit. The fundamentals of evidence-based dentistry will be taught. Students will gain the ability to identify, retrieve and critically appraise dental literature.

#### DENS 550. Update in Practice Administration. 1 Hour.

Semester course; 15 seminar hours. 1 credit. Lectures and seminar discussion on the business aspects of contemporary specialty dental practice, with emphasis on entry into practice, associateship contracts, financing arrangements, risk management and employee relations.

**DENS 580. Biostatistics and Research Design in Dentistry. 2 Hours.**

Semester course; 30 seminar hours. 2 credits. Must be taken for two consecutive semesters. Provides the advanced education student in dentistry an appreciation for the need for and uses of fundamental biostatistical methods in dental applications. Appropriate research designs for answering research questions of importance in dentistry will be examined. An array of biostatistical methods that are commonly used in the dental literature and by agencies such as the FDA to evaluate new dental products and methodologies are discussed.

**DENS 603. Foundations of Effective Interpersonal Skills During Patient Interactions II. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. Prerequisite: DENS 513. The two-semester course consists of online and face-to-face lectures, skill-building activities, student role-plays and a standardized patient assessment (spring). Students will work both individually and in small groups for discussion and role-plays of cases utilizing foundational motivational interviewing techniques. Students receive CO grading in the fall semester and a Pass/Fail grade upon completion.

**DENS 604. Selective Special Topics in Oral Research I. 0.5 Hours.**

Semester course; 0.5 lecture hours. 0.5 credits. Open to any dental student with a minimum GPA of 3.0 and in good academic standing. This introductory course will introduce students to the basics of research and innovation. Lectures will provide a framework for students to pose a research question, formulate a methodology and conduct experiments. Assignments will introduce students to analyzing and presenting research. Students will also learn the fundamentals of innovation protection. Graded as pass/fail.

**DENS 605. Selective Special Topics in Oral Research II. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: DENS 604 or permission of instructor. Enrollment restricted to dental students with a minimum GPA of 3.0 and in good academic standing. Students will be introduced to writing a fellowship proposal. Lectures and workshops will guide students through the process of applying for an AD Williams fellowship. Students will also begin their independent research. Graded as pass/fail.

**DENS 606. Selective Special Topics in Oral Research III. 0.5-2 Hours.**

Semester course; variable hours (3 research hours per credit). 0.5-2 credits. May be repeated for a maximum total of 16 credits. Prerequisite: DENS 605 or permission of instructor. Enrollment restricted to dental students with a minimum GPA of 3.0 and in good academic standing. Independent study and individual research experiences will be conducted under the guidance of a research mentor. Graded as pass/fail.

**DENS 608. Dental Materials II. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. The second in a series of four courses. These courses provide the scientific foundations for understanding the factors guiding the use of biomaterials in dentistry. The main objectives of this course are to provide the student with knowledge of the general nature and composition of dental materials; the relationship of dental materials with the oral structures; the physical, mechanical, chemical, biological and aesthetic properties of dental materials; and indications for and proper use of dental materials. Special emphasis will be on those materials used in prosthodontic dentistry. Graded as CO in the fall semester with a letter grade and credit awarded in spring.

**DENS 611. Introduction to Professionalism, Ethics and Ethical Decision-making. 1 Hour.**

Semester course. 1 credit. Provides a review of the foundation of ethical principles, concepts of professionalism, professional student behavior and responsibilities, ethical issues guiding dentistry, and the development of an ethical decision-making model.

**DENS 619. Evidence-based Dentistry and Critical Thinking II. 1 Hour.**

1 credit. The fundamentals of evidence-based dentistry will be taught. Students will gain the ability to identify, retrieve and critically appraise dental literature.

**DENS 621. Dental Occlusion. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Consists of lectures which expand on the basic concepts that were presented in the fundamentals of occlusion course. Focuses on the examination, diagnosis and treatment planning of various occlusal problems. The student will learn the skills needed to analyze the dental occlusion of patients and to plan successful occlusal therapy, including restorative procedures and fixed prosthodontics treatment.

**DENS 622. Dental Occlusion Lab. 1 Hour.**

Semester course; 3 laboratory hours. 1 credit. Consists of labs which expand on the basic concepts that were presented in the fundamentals of occlusion course. Focuses on the examination, diagnosis and treatment planning of various occlusal problems. The student will learn the skills needed to analyze the dental occlusion of patients and to plan successful occlusal therapy, including restorative procedures and fixed prosthodontics treatment. Graded as pass/fail.

**DENS 623. Clinical Skills IV. 7 Hours.**

Semester course; lecture and clinic contact hours. 7 credits. Fourth in the clinical skills series, this course is designed to develop students' familiarity with and confidence in the clinical setting prior to beginning clinical care of their own patient pool. Students will have the opportunity to assist more senior students within their practice group and to perform simple operative procedures.

**DENS 625. Clinical Skills III. 5 Hours.**

Semester course; lecture and clinic contact hours. 5 credits. Designed to evaluate the student's ability to perform specific clinical skills and to provide a variety of experiences to prepare for entry to the school's student clinical practice. Case-based, problem-oriented histories will provide the foundation for development of phased treatment plans and a series of mannequin exercises. Students will have simulated and patient-based experiences during assigned rotations in the school's patient care clinics. Experiences are provided to enhance the student's communication skills as an oral health professional functioning as a component of a health care team. Rotations are coordinated with the spring clinical skills IV course.

**DENS 628. Evidence-based Patient Care I. 1 Hour.**

1 credit. Students will learn to apply the fundamentals of evidence-based dentistry to practical application in patient care.

**DENS 630. Orthodontic-Periodontic-AEGD Conference. 0.5 Hours.**

Semester course; 8 seminar hours. 1 credit. Must be taken every semester of the program. Discusses treatment planning and analysis of patients requiring combined orthodontic, periodontic and restorative care. Presents topics of interest to orthodontists, periodontists and general dentists. Graded S/U/F.



**DENS 642. Fundamentals of Treatment Planning. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Open only to second-year D.D.S. students. Designed to build upon the student's prior exposure to discipline-based treatment planning concepts. Students will develop an integrated, multidisciplinary approach to urgent and oral disease control phase patient treatment planning. The course will also cover the use of information technology applications to document treatment plans and strategies for effectively communicating treatment plans to patients. Graded P/F.

**DENS 651. Preclinical General Practice Dentistry Lab. 5 Hours.**

Semester course; 200 laboratory hours. 5 credits. Admission into VCU International Dentist Program required. Designed to prepare and transition a class of internationally trained dentists into the third year of dental school at VCU. All aspects of preclinical dentistry will be covered in this basic preparatory laboratory course. Graded P/F.

**DENS 652. Preclinical General Practice Dentistry Lecture. 9 Hours.**

Semester course; 144 lecture hours. 9 credits. Admission into VCU International Dentist Program required. Designed to prepare and transition a class of internationally trained dentists into the third year of dental school at VCU. All aspects of preclinical dentistry will be covered in this basic preparatory lecture course. Graded P/F.

**DENS 653. Clinical General Practice Dentistry Lecture. 6 Hours.**

Semester course; 96 lecture hours. 6 credits. Admission into VCU International Dentist Program required. Comprises clinical experiences prior to the third year of professional study. This course is designed to enhance the student's clinical experience in patient management, treatment planning, utilization of dental auxiliaries, consultation with other health care professionals and referral to appropriate dental specialists. Specialty subjects and techniques will be combined to form a general dentistry model for patient care. Guidance from faculty will encourage the student to synthesize and integrate materials, methods and techniques from previous courses into a logical and systematic approach to the delivery of oral health care. Small-group seminars will be provided to enhance the student's transition to dental health care at VCU. Graded P/F.

**DENS 654. Clinical General Practice Dentistry Lab. 5 Hours.**

Semester course; 200 laboratory hours. 5 credits. Enrollment requires admission into the VCU International Dentist Program. Prerequisite: DENS 652. Comprises clinical experiences prior to the third year of professional study. This course is designed to enhance the student's clinical experience in patient management, treatment planning, utilization of dental auxiliaries, consultation with other health care professionals and referral to appropriate dental specialists. Specialty subjects and techniques will be combined to form a general dentistry model for patient care. Guidance from faculty will encourage the student to synthesize and integrate materials, methods and techniques from previous courses into a logical and systematic approach to the delivery of oral health care. Small-group seminars will be provided to enhance the student's transition to dental health care at VCU. Graded pass/fail.

**DENS 655. Preclinical General Practice Dentistry for Internationally Trained Dentists. 6 Hours.**

Yearlong course; 6 lecture hours. 6 credits. Designed to support the integration of a class of internationally trained dentists into the second year at the VCU School of Dentistry, this course addresses special topics of concern for this cohort. The course will cover core didactic material and laboratory activities and will strengthen areas that have been previously identified as opportunities for growth in this student population. Students receive CO grading in the fall and a pass or fail grade and earned credit in the spring.

**DENS 660. Interdisciplinary Care Conference. 0.5 Hours.**

Continuing course; 7 hours. 1 credit. Must be taken every year of the program. Provides a forum for formal presentation and group discussion of the diagnosis, treatment planning, delivery and prognosis of interdisciplinary dental care. Designed for continuing enrollment for two academic semesters; graded CO in the fall and a final grade of Pass or Fail in the spring.

**DENS 699. Thesis Guidance. 1-2 Hours.**

Semester course; 18-36 seminar hours. 1-2 credits. Must be taken every semester of the program. The graduate student selects a research project topic, conducts the necessary background literature review, develops a protocol, obtains the necessary materials, instruments and human/animal use approvals as necessary, collects and analyzes the data, presents the findings in the form of a master's thesis, and prepares a manuscript for publication.

**DENS 700. Basic Sciences and Graduate Dentistry. 3 Hours.**

First year; spring course; 45 hours. 3 credits. Advanced level survey of topic areas related to the principles and practices of dentistry including: oral pathology, biochemistry and physiology, infection and immunity, pharmacology, biomaterials and genetics.

**DENS 701. Remediation in Dentistry. 1-7 Hours.**

Semester course; variable contact hours. Variable credits. This course is not part of the core D.D.S. curriculum. Students who must remediate a course, for any reason, will be enrolled in this course during their remediation period and credit hours will be assigned consistent with the course being remediated. A grade of pass/fail will be assigned at the completion of the remediation period.

**DENS 702. Dental Clinics. 1-12 Hours.**

Semester course; variable hours, clinical contact. 1-12 credits. May be repeated for credits. Restricted to students enrolled in D.D.S. program. This course is designed for students who need to remediate clinical experiences, make up clinical experiences or are off cycle with clinical work for any other reason. Credit hours, learning objectives and exact expectations/responsibilities will be identified in an individualized education plan for each student as determined by the school's deans for clinical education and academic affairs. Graded pass/fail.

**DENS 703. Advanced Interpersonal Communications I. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. Enrollment restricted to students in a School of Dentistry degree program. This is a two-semester course which introduces third-year dental students to goal setting/change plans and advanced motivational interviewing techniques. The course consists of online and face-to-face lectures, skill-building activities, student role-plays and a patient assessment (spring). Students receive CO grading in the fall semester and a Pass/Fail grade upon completion.

**DENS 704. Academic Dental Career Exploration Elective. 1 Hour.**

Semester course; 3 laboratory hours. 1 credit. Exact contact hours will vary by student and their self-designed learning plan. Enrollment restricted to students in the D.D.S. program with permission of the course director. This is an elective course for D2, D3 or D4 dental students who are interested in learning more about academic dental teaching and/or research careers. The course matches each student with a faculty mentor who provides insight into the day-to-day life of an educator or researcher. This elective is modeled on the ADEA Academic Dental Careers Fellowship Program. Graded as Pass/Fail.

**DENS 708. Dental Materials III. 0.5 Hours.**

Yearlong course; 0.5 lecture hours. 0.5 credits. The third in a series of four courses. These courses provide the scientific foundations for understanding the factors guiding the use of biomaterials in dentistry. The main objectives of this course are to provide the student with knowledge of 1) the general nature and composition of dental materials; the relationship of dental materials with the oral structures; the physical, mechanical, chemical, biological and aesthetic properties of dental materials; and indications for and proper use of dental materials. Special emphasis will be on applying dental materials knowledge to clinical practice. Student-led seminars will be adopted, wherein students will be divided into groups and a specific topic will be assigned to each group. These kinds of seminars will improve the students in terms of critical-thinking, working in teams and presentation skills. Graded as CO in the fall semester with a letter grade and credit awarded in spring.

**DENS 713. Advanced Interpersonal Communications II. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. Enrollment restricted to students in a School of Dentistry degree program. This is a two-semester course for fourth-year dental students to integrate behavioral science content, advanced motivational interviewing techniques and emotional intelligence skills into professional practice. The course consists of online and face-to-face lectures, skill-building activities, student role-plays and a patient assessment (fall). Students receive CO grading in the fall semester and a Pass/Fail grade upon completion.

**DENS 718. Dental Materials IV. 0.5 Hours.**

Yearlong course; 0.5 lecture hours. 0.5 credits. The fourth in a series of four courses. These courses provide the scientific foundations for understanding the factors guiding the use of biomaterials in dentistry. The main objectives of this course are to provide the student with knowledge of the general nature and composition of dental materials; the relationship of dental materials with the oral structures; the physical, mechanical, chemical, biological and aesthetic properties of dental materials; and indications for and proper use of dental materials. Special emphasis will be on applying dental materials knowledge to clinical practice and helping students to make independent decisions on materials choice in clinical dentistry, thus preparing them for life after dental school. Graded as CO in the fall semester with a letter grade and credit awarded in spring.

**DENS 730. Dental Practice Management III. 1 Hour.**

Semester course; 1 credit. The third in a series of four courses required over the duration of the four-year DDS curriculum. The series will prepare the dental graduate for making decisions about the type of practice to pursue, planning to establish or purchase a practice and, ultimately, managing it once in operation. Topics covered are those appropriate to the third-year dental student and may include, but are not limited to, marketing a practice, selecting the right location, ergonomics and managing the dental office. Graded as P/F.

**DENS 735. Patient Management and Professional Conduct. 2.5 Hours.**

Semester course; clinical contact hours. 2.5 credits. May be repeated for credit. Designed for third-year dental students to understand and practice the concepts of ethical conduct, patient management, risk management and professional responsibility. This course is based upon the application of the VCU School of Dentistry Code of Professional Conduct, the ADA Principles of Ethics and Code of Professional Conduct, and the School of Dentistry's Patient Bill of Rights in the clinical setting and is designed to help the dental student strive to do what is right for their patients, now and into the future.

**DENS 740. Dental Practice Management IV. 1 Hour.**

Semester course; 1 credit. The fourth in a series of four courses required over the duration of the four-year DDS curriculum. The series will prepare the dental graduate for making decisions about the type of practice to pursue, planning to establish or purchase a practice and, ultimately, managing it once in operation. Topics covered are those appropriate to the senior dental student and may include, but are not limited to, writing a business plan and understanding the current economy and its impact on dental practice. Graded as P/F.

**DENS 745. Patient Management and Professional Conduct. 2.5 Hours.**

Semester course; clinical contact hours. 2.5 credits. May be repeated for credit. Designed for fourth-year dental students to understand and practice the concepts of ethical conduct, patient management, risk management and professional responsibility. This course is based upon the application of the VCU School of Dentistry Code of Professional Conduct, the ADA Principles of Ethics and Code of Professional Conduct, and the School of Dentistry's Patient Bill of Rights in the clinical setting and is designed to help the dental student strive to do what is right for their patients, now and into the future.

**DENS 752. Clinical General Practice Dentistry. 14.5 Hours.**

Yearlong course; 7-8 clinic sessions per week. 14.5 credits. Enrollment restricted to fourth-year dental students. Course encompasses all clinical patient care instruction within the School of Dentistry group practices. This course is designed to enhance the student's clinical experience in patient management, treatment planning, utilization of dental auxiliaries, consultation with other health care professionals and referral to appropriate dental specialists.

**DENS 762. Clinical Service-learning. 6 Hours.**

Yearlong course; 50 clinical sessions. 6 credits. A course-based, credit-bearing educational experience in which students participate in an organized service activity that meets community-identified needs. During the course, students are assigned rotations in clinical practice settings in underserved areas. In these settings, students are exposed to patients of varied ethnic, socioeconomic and demographic backgrounds, as well as special patient populations not typically encountered in the School of Dentistry clinics. Students have the opportunity to make oral health care more accessible to marginalized groups while continuing clinical education. Throughout this unique learning experience students are exposed to the benefits of potential practice in public health dentistry. Students will reflect on the service activity to increase understanding and application of course content and to enhance a sense of civic responsibility. Course graded as CO with no credit for fall semester; P/F and credit assigned for spring semester.

**DENS 780. Functional Occlusion: From TMJ to Smile Design Selective. 1.5 Hour.**

Yearlong course; 1 lecture and 1 laboratory hour. 1.5 credits. Enrollment restricted to selected D4 dental students and AEGD residents. The course consists of lectures and clinic/laboratory components, which expand on the basic concepts that were presented in core D.D.S. curriculum. Students receive CO grading in the fall and Pass/Fail grade and earned credit in the spring.

**DENS 790. Selective: Applications of 3D Printing in Dentistry. 1 Hour.**

Semester course; 1 lecture and .5 clinic hours. 1 credit. Enrollment restricted to students admitted to D.D.S. program and selected by course faculty. The course has three components: 1) an online self-learning module on basic principles of 3D printing and its applications in biological science and health science, as well as principle and workflow for implant-guided surgery, 2) a workshop on implant treatment planning using commercially available software and 3D printing of models and surgical guide and 3) a patient-based observation experience in implant-guided surgery. The course is designed for students to use the most up-to-date digital technology to diagnose and treat real clinical cases. Graded as Pass/Fail.

**Endodontics (ENDO)****ENDO 522. Introduction: Specialty of Endodontics. 2 Hours.**

Semester course; 96 laboratory hours. 2 credits. Restricted to first-year students. Utilizes laboratory exercises to review basic concepts and introduce the more complex technical procedures required to practice the clinical specialty of endodontics.

**ENDO 530. Advanced Oral Pathology. 1 Hour.**

Semester course; 13 seminar hours. 1 credit. Provides through a series of seminars, an in-depth knowledge of those specific areas of oral pathology that apply to endodontics.

**ENDO 532. Management of Medical Emergencies in the Dental Office. 1 Hour.**

Semester course; 20 seminar hours. 1 credit. Provides through a series of seminars, an in-depth level of knowledge in the management of medical emergencies in the dental office.

**ENDO 560. Endodontic Therapy Lectures. 3.5 Hours.**

Semester course; 58 lecture hours. 3.5 credits. Restricted to first-year students. Presents a series of lectures on clinical endodontic topics in order to familiarize the students with clinical endodontic procedures either in conjunction with or prior to the "Endodontic Topic Literature Reviews" on these specific clinical topics.

**ENDO 622. Principles of Endodontics. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Covers the basic principles of endodontics in preparation for clinical endodontics.

**ENDO 623. Principles of Endodontics Lab. 1.5 Hour.**

Semester course; 4 laboratory hours. 1.5 credits. This lab course teaches the basic technical skills of endodontics in preparation for clinical endodontics.

**ENDO 650. Endodontic Topic Literature Review. 3.5 Hours.**

Semester course; 58 seminar hours. 3.5 credits. May be repeated for credit. Must be taken every semester of the program. Reviews topic literature pertaining to the scientific basis for endodontic procedures and the materials and techniques utilized in the clinical practice of endodontics. Discusses content of the reviewed literature and critically evaluates by means of abstracts and study questions.

**ENDO 652. Endodontic Clinical Seminars. 1.5 Hour.**

Semester course; 28 seminar hours. 1.5 credits. May be repeated for credit. Must be taken every semester of the program. Requires students to present a seminar once each month in which difficult diagnostic cases, patient management problems and complex treatment cases are critiqued and treatment options discussed.

**ENDO 654. Endodontic Management of the Medically Compromised Patient. 1 Hour.**

Semester course; 14 seminar hours. 1 credit. Must be taken for two consecutive semesters. Provides students, through a seminar series, with an in-depth level of knowledge in the endodontic management of the medically compromised patient.

**ENDO 656. Endodontic Current Literature Review. 1 Hour.**

Semester course; 18 seminar hours. 1 credit. Must be taken every semester of the program. Provides a review of current journal literature that pertains to the scientific basis for endodontic procedures, materials and techniques currently being used in the clinical practice of endodontics. Discusses and critically evaluates the content of the reviewed literature. Requires written abstracts of all reviewed articles.

**ENDO 680. Clinical Endodontics. 1-5 Hours.**

Semester course; 153 clinical sessions. Variable for 1-5 credits. Must be taking both fall and spring of the first and second years of the program for 5 credits each semester. May be taken in additional semesters as needed to complete clinical training; credit will vary based on circumstances. Permits students to receive supervised training in every type of clinical endodontic procedure. Provides students with experience in the management and treatment of cases which are the same types of complex non-surgical and surgical cases treated in a specialty practice of endodontics.

**ENDO 700. Senior Selective in Advanced Clinical Endodontics. 1 Hour.**

Semester course; 4 clinical hours per week. 1 credit. Prerequisites: successful completion of ENDO 622 (sections .01 and .02), ENDO 731, ENDO 739 and permission of the course director. This clinical course is designed to develop advanced skills in treating endodontic cases beyond the scope of those expected in basic clinical competency of a dental student.

**ENDO 731. Endodontic Therapy. 1 Hour.**

Semester course; 1 lecture contact hour. 1 credit. An application course designed for the student to gain experience and demonstrate proficiency in the application of clinical endodontic knowledge to the diagnosis and management of complex clinical endodontic problems. Emphasis is placed on differential diagnosis and management of clinical endodontic problems. This course builds on the principles of diagnosis and treatment of disease of the pulp and periradicular tissues and injuries of the dental pulp. This course continues to place emphasis on the prevention of disease and maintenance of the normal pulpodentin complex.

**ENDO 739. Clinical Endodontics III. 1.5 Hour.**

Yearlong clinical course. 1.5 credits. Designed to develop clinical skills and provide experience in the diagnosis, treatment planning, treatment, prognosis, follow-up care and clinical patient management in cases involving the pulp and periradicular tissues. Emphasis is placed on the management of common clinical problems that may be encountered in the general practice of dentistry. This course emphasizes and elaborates on the rationale and treatment techniques presented in the D-2 didactic and laboratory course.

**ENDO 749. Clinical Endodontics IV. 1.5 Hour.**

Yearlong course; 1 clinic session per week. 1.5 credits. This course is designed to enhance the student's clinical experience in the field of endodontics, to include patient management, treatment planning, endodontic treatment modalities, consultation with other health care professionals and referral to appropriate dental specialists. Emphasis is placed on the management of common clinical endodontic problems that may be encountered in the general practice of dentistry. The course will run the spring and fall semester of the dental student's fourth year. Guidance from faculty will encourage the student to synthesize and integrate techniques taught in previous endodontic courses and labs into a logical and systematic approach to the delivery of quality endodontic care to the patients. Students receive CO grading in the fall and a pass or fail grade and earned credit in the spring.

**General Practice (GENP)****GENP 511. Dental Anatomy. 2.5 Hours.**

Semester course; 2.5 lecture hours. 2.5 credits. A lecture course designed to develop the student's knowledge of the morphology and anatomical features of the human adult dentition.

**GENP 512. Operative Dentistry Lecture. 4 Hours.**

Yearlong course; 67 lecture contact hours. 4 credits. Paired with GENP 513, the courses consist of lectures and laboratory exercises, including both virtual reality-based training and conventional mannequin simulation sessions. Information is presented regarding caries as a disease process, and students are presented with the knowledge and develop the skills necessary to treat the disease with both non-invasive and invasive operative treatment techniques. Extensive didactic instruction and laboratory simulation experience is provided in tooth preparation and restoration. Experience is also provided concerning properties, chemistry and manipulation of the various direct dental restorative materials used to restore teeth to their correct anatomical and functional form. Students receive a grade of CO for fall, with a grade and all credit hours earned in spring.

**GENP 513. Operative Dentistry Laboratory. 4.5 Hours.**

Yearlong course; 213 laboratory contact hours. 4.5 credits. Paired with GENP 512, the courses consist of lectures and laboratory exercises, including both virtual reality-based training and conventional mannequin simulation sessions. Information is presented regarding caries as a disease process, and students are presented with the knowledge and develop the skills necessary to treat the disease with both non-invasive and invasive operative treatment techniques. Extensive didactic instruction and laboratory simulation experience is provided in tooth preparation and restoration. Experience is also provided concerning properties, chemistry and manipulation of the various direct dental restorative materials used to restore teeth to their correct anatomical and functional form. Students receive a grade of CO for fall, with a grade and all credit hours earned in spring.

**GENP 514. Fundamentals of Occlusion. 2 Hours.**

Semester course; 1 lecture and 3 laboratory contact hours. 2.0 credits. Covers theories of occlusion, foundational concepts and fundamental lab skills essential for developing an understanding of occlusion. Through this course students begin to develop their working understanding of the concept of occlusion.

**GENP 521. Dental Anatomy Lab. 1.5 Hour.**

Semester course; 4.5 laboratory hours. 1.5 credits. A laboratory course designed to develop the student's knowledge of the morphology and anatomical features of the human adult dentition.

**GENP 552. Emergency Clinic. 1 Hour.**

Semester course; clinical hours. 1 credit. Part of the AEGD curriculum, students must enroll in this course for two consecutive semesters for a total of 2 credits. Students learn how to identify and manage emergency care needs of patients during evening and weekend hours when VCU dental practices are closed.

**GENP 558. General Dentistry Seminar. 1 Hour.**

Semester course; 1 seminar hour. 1 credit. Part of the AEGD curriculum, students must enroll in this course for two consecutive semesters for a total of 2 credits. Students will participate in discussions of resident patient cases and relative current literature.

**GENP 566. Specialty Lecture Seminar Series. 1 Hour.**

Semester course; 1 seminar hour. 1 credit. Part of the AEGD curriculum, students must enroll in this course for two consecutive semesters for a total of 2 credits. Covers a range of dental interdisciplinary topics and is designed to develop advanced critical thinking skills in AEGD residents.

**GENP 580. AEGD Clinic. 1-6 Hours.**

Semester course; clinical hours. 6 credits. Part of the AEGD curriculum, students must enroll in this course for two consecutive semesters for a total of 12 credits. Provides the core clinical patient care experience for residents in the Advanced Education in General Dentistry residency program.

**GENP 620. Cariology. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Designed to help students understand major aspects of cariology, which include the process of dental caries, diagnosis and detection, prevention and treatment, and clinical application.

**GENP 700. Selective in Aesthetic Dentistry. 1 Hour.**

Semester course; 16 seminar contact hours. 1 credit. Prerequisites: D4 standing and selection by course faculty. This course is designed to give the tools in understanding proper diagnosis, treatment planning and approaches in execution of the proposed treatment plan of more advanced multidisciplinary cases. Graded as pass/fail.

**GENP 739. Clinical Operative III. 5 Hours.**

Yearlong course; clinical contact hours. 5 credits. Will introduce dental students to the basic skills required for an entry-level general practitioner. This is a practical, hands-on two-semester clinical skill-development course where students learn to develop treatment plans for oral disease control in patients, restore teeth to form and function, manage emergency patients and manage an efficient recall system.

**GENP 742. Treatment Planning Seminar. 2 Hours.**

Semester course; 4 seminar hours. 2 credits. Designed to assist each D-3 student in the continual development of their treatment planning skills in particular and critical-thinking skills in general. The treatment planning seminar utilizes faculty-facilitated, case-based and problem-solving teaching strategies to provide each student with the opportunity to gain experience in developing and discussing treatment plans for both simulated and current clinical comprehensive care patients. The course will build on and solidify the concepts of diagnosis and treatment planning taught in the various D-1, D-2 and D-3 courses as well as augment student clinical experiences to date.

**Oral Diagnostic Sciences (ORPT)****ORPT 540. Clinical Pathology Conference. 1 Hour.**

Semester course; seminar hours. 1 credit. Through this course, students develop advanced skills in the diagnosis and treatment of common oral pathologic findings.



**ORPT 621. Dental Radiology. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Designed to provide the predoctoral dental student with an introduction to the theory, principles and techniques of diagnostic imaging and lay the groundwork for future studies in diagnostic interpretation.

**ORPT 622. Oral Pathology. 3 Hours.**

Yearlong course; 3 lecture hours. 3 credits. A problem-solving/critical-thinking experience emphasizing the more common oral abnormalities. The soft tissue and osseous pathologic entities will be discussed individually as well as within differential diagnosis cluster. By the end of the course the student should, when presented with an abnormality, be able to establish a differential diagnosis, discuss the salient features and present a logical sequential approach to discovering the final diagnosis and management.

**ORPT 700. Senior Selective in Oral Diagnostic Sciences. 1 Hour.**

Semester course; 50 clinical and 4 didactic hours. 1 credit. Prerequisites: D4 class status in good standing with above average grades in ORPT 621, ORPT 622, ORPT 732, and permission of the course director. This selective will allow the student to experience a variety of activities in oral and maxillofacial radiology, medicine, atypical facial pain and histopathology.

**ORPT 701. D4 Selective in Forensic Dentistry. 1 Hour.**

Semester course; .5 lecture and 1.5 clinical hours. 1 credit. Enrollment restricted to students in the D.D.S. program as selected by the course director. This course will give selected students with an interest in expanding beyond the normal curriculum the opportunity to experience a variety of dental forensic activities, including working with the chief medical examiner's office in Richmond in the proper identification of unidentified bodies. Graded as Pass/Fail.

**ORPT 732. Clinical Oral Pathology and Oral Medicine. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Designed to provide students with the knowledge to recognize, diagnose and treat the common diseases/conditions found in dental practice.

**ORPT 737. Radiology Rotation. 1.5 Hour.**

1.5 year course; clinical contact hours. 1.5 credits earned following completion of both ORPT 737 and OPT 747. This three-semester progressive clinical science course prepares the predoctoral dental student to be a competent practitioner of oral and maxillofacial radiographic technique and diagnostic interpretation.

**ORPT 747. Radiology Rotation. 1.5 Hour.**

1.5 year course; clinical contact hours. 1.5 credits earned following completion of both ORPT 737 and OPT 747. This three-semester progressive clinical science course prepares the predoctoral dental student to be a competent practitioner of oral and maxillofacial radiographic technique and diagnostic interpretation.

**Oral Surgery (ORSG)****ORSG 622. Introduction to Oral Surgery. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Designed to introduce the second-year student to basic principles in oral surgery. The course prepares the student for entry into the oral surgery clinical rotation.

**ORSG 700. Senior Selective in Oral and Maxillofacial Surgery. 1 Hour.**

Semester course; 46 clinical and 4 didactic hours. 1 credit. Prerequisites: successful completion of ORSG 622, 731, 733, 739, D4 class standing and permission of the course director. This elective will allow a qualified student the opportunity to observe and/or participate in a variety of activities in oral and maxillofacial surgery that extend beyond the standard undergraduate curriculum.

**ORSG 731. Medical Management of Emergency Care Dental Patients. 2 Hours.**

Semester course; 2 lecture contact hours. 2 credits. Students develop an understanding of systemic and medical conditions which may influence the provision of dental care by a provider. The course also is aimed at enabling students to incorporate the importance of medical conditions which directly impact dental treatment planning.

**ORSG 733. Principles of Oral and Maxillofacial Surgery. 1.5 Hour.**

Semester course; 1.5 lecture hours. 1.5 credits. A lecture series designed to provide a foundation of professional knowledge associated with the surgical skills to fully enable the student to diagnose, treat and, when necessary, refer oral and maxillofacial surgical problems encountered in general practice.

**ORSG 739. Clinical Oral Surgery III. 2.5 Hours.**

Yearlong course; 120 clinical hours. 2.5 credits. Entails clinical rotations through the OMS clinic. An entry-level clinical course designed to provide practical experience in basic oral surgery and observation of the more complex procedures performed by oral and maxillofacial surgeons. Students receive a grade of CO for fall, with a P/F grade and all credit hours earned in spring. Students receive a grade of CO for fall, with a P/F grade and all credit hours earned in spring.

**ORSG 749. Clinical Oral Surgery IV. 2 Hours.**

Yearlong course; 80 clinical contact hours. 2 credits. Provides the senior dental student with rotation-based clinical experience in which they further refine and develop their skills in clinical oral surgery and medical assessment of the patient for surgery. Cases treated by the senior student in this rotation are generally more complex (medically and surgically) than those treated in ORSG 739. Course graded as CO in the first semester with P/F grade awarded upon completion of second semester.

**Orthodontics (ORTH)****ORTH 532. Biomechanics: Theoretical Basis for Tooth Movement. 1 Hour.**

Semester course; 15 lecture/seminar hours. 1 credit. Introduces physical science of mechanics and engineering statics as applied to orthodontic force systems. Emphasizes equilibrium and the biological manifestation of force systems applied to the dentition and craniofacial skeleton.

**ORTH 620. Orthodontic Clinic for Non-orthodontic Graduate Students. 1 Hour.**

Semester course; 30 clinical sessions. 1 credit. Must be taken every semester of the program. Allows residents to diagnose and treat limited orthodontic problems with special emphasis on the primary and mixed dentitions. Includes, but is not limited to, anterior and posterior crossbites, space and tooth loss, transient or definitive crowding and tooth irregularities, oral habits, ectopic and other tooth eruption problems.



**ORTH 623. Orthodontics Lecture. 2 Hours.**

Semester course; 2 lecture contact hours. 2 credits. An introduction to orthodontics meant to provide second-year dental students with a basic understanding of the diagnosis and treatment of orthodontic problems. The emphasis will be on understanding basic, universally applicable orthodontic concepts rather than on learning specific details relating to particular treatment mechanisms or appliances. This is consistent with current trends in the specialty, which recognize that orthodontic solutions are often attainable by many routes, with a common goal of maximizing the functional, esthetic and stable end result. There will be an overview of growth and development, emphasizing how favorable or unfavorable growth may influence orthodontic diagnosis and treatment. A detailed description of the development of occlusion will also be presented with an emphasis on recognizing and diagnosing abnormalities related to tooth eruption and craniofacial growth.

**ORTH 650. Literature Review. 2 Hours.**

Semester course; 30 seminar hours. 2 credits. Must be taken every semester of the program. Reviews classical articles in areas of special orthodontic interest. Establishes the state-of-the-art and existing information base. Gives special attention to research methodology and conclusions reached.

**ORTH 652. Growth and Development. 2 Hours.**

Semester course; 30 lecture/seminar hours. 2 credits. Must be taken every semester of the program. Discusses the increases in size and complexity that occur in the craniofacial region including variations in proportionality and related variations in facial form and dental occlusion. Provides special emphasis on compensations in skeletal and soft tissue structures. Examines the basis for prediction of change.

**ORTH 654. Orthodontic Diagnosis and Treatment Planning. 2 Hours.**

Semester course; 30 seminar hours. 2 credits. Must be taken every semester of the program. Considers and discusses available and theoretical options for clinical management of variations in facial form and dental occlusion.

**ORTH 656. Current Literature. 2 Hours.**

Semester course; 30 seminar hours. 2 credits. Must be taken every semester of the program. Presents in a journal-club-format evaluation of current information in orthodontics and related disciplines. Includes special emphasis on research methodology and the contributions of current research to advances in orthodontics.

**ORTH 658. Analysis of Orthodontic Treatment. 1.5 Hour.**

Semester course; 22.5 seminar hours. 1.5 credits. Must be taken every semester of the program. Analyzes cephalometric and other objective measures of the outcomes of orthodontic therapy. Reviews treatment objectives with respect to actual changes effected in patients. Delineates changes resulting from therapy from normal variations in craniofacial development.

**ORTH 660. Orthognathic Conference. 1 Hour.**

Semester course; 15 seminar hours. 1 credit. Must be taken every semester of the program. Presents patients requiring coordinated orthodontic and oral surgery care. Emphasizes long- and short-term biologic stability of alterations in the structure and function of the craniofacial skeleton with increased emphasis on facial form and dental occlusion.

**ORTH 662. Craniofacial Anomalies. 1 Hour.**

Semester course; 15 lecture/seminar hours. 1 credit. Must be taken every semester of the program. Discusses the etiology and embryologic basis of congenital and acquired deformities in the craniofacial structures. Emphasizes syndromes with craniofacial manifestations and the diagnosis and treatment planning for patients with facial clefts.

**ORTH 680. Orthodontic Clinic. 1-6.5 Hours.**

Semester course; 195 clinic sessions. Variable for 1-6.5 credits. Must be taking both fall and spring of the first and second years of the program for 6.5 credits each semester. May be taken in additional semesters as needed to complete clinical training; credit will vary based on circumstances. Involves supervised experiences in treatment of a complete spectrum of normally occurring orthodontic problems in an environment simulating private practice. Graded P/F.

**ORTH 700. Senior Selective in Orthodontics. 4 Hours.**

Semester course; 4 clinical and 1 seminar hours per week. 4 credits. Prerequisites: successful completion of ORTH 623, ORTH 733, ORTH 739 and permission of the course director. A clinical and didactic course designed for students who wish to gain advanced knowledge of orthodontics in an environment simulating a practice setting. The course will include participation in seminars, clinical activities and hospital rotations for craniofacial patients. The course will extend over the fall and spring semesters and will provide an excellent preparation for students entering the private practice of dentistry or students seeking graduate education in the field of orthodontics. A maximum of four students will be chosen to participate in this selective each year. Graded CO for the fall semester and P/F for the spring.

**ORTH 733. Orthodontic Therapy. 1 Hour.**

Semester course; 1 lecture contact hour. 1 credit. Consists of didactic lectures, a continuation of ORTH 623.

**Pediatric Dentistry (PEDD)****PEDD 511. General Anesthesia Rotation. 3 Hours.**

Semester course; 40 clinical sessions. 3 credits. Teaches general anesthesia with special emphasis in pediatrics. Allows students to become knowledgeable in pre-operative evaluation, risk assessment, assessing the effects of pharmacologic agents, venipuncture techniques, airway management, general anesthetic induction and intubation, administration of anesthetic agents, patient monitoring, prevention and management of anesthetic emergencies, recovery room management, postoperative appraisal and follow-up.

**PEDD 512. Growth and Development. 1 Hour.**

Semester course; 16 lecture/seminar hours. 1 credit. Lecture format provides foundational knowledge on the growth and development of the head and neck to include oral embryology and development of the dentition.

**PEDD 514. Introduction to Pediatric Dentistry. 2 Hours.**

Semester course; 30 lecture hours. 2 credits. Introduces material in pediatric dentistry. Involves didactic, clinical and laboratory portions.

**PEDD 572. Pediatric Dental Emergency Service. 2.5 Hours.**

Semester course; 30 clinical sessions. 2.5 credits. Must be taken for two consecutive semesters. Graduate students are scheduled for emergency services on a weekly basis. Offers experience in the assessment and management of orofacial trauma, dental pain and infections.

**PEDD 612. Seminar Series: Pediatric Dentistry and Medicine. 2 Hours.**

Semester course; 30 lecture/seminar hours. 2 credits. Must be taken every semester of the program. Provides an arena for students to present seminars in either a clinical area or medical conditions of interest to pediatric dentists. Gives students practical experience in giving formal presentations and provides him/her with information related to clinical subject area(s) with medical conditions about which pediatric dentists should be knowledgeable.

**PEDD 620. Pediatric Medicine Rotation. 1.5 Hour.**

Semester course; 40 clinical sessions. 1.5 credits. Requires students to obtain and evaluate medical histories, parental interviews, system-oriented physical examinations, clinical assessments of healthy and ill patients, selection of laboratory tests and evaluation of data, evaluation of physical, motor and sensory development, genetic implications of childhood diseases, the use of drug therapy in the management of diseases and parental management through discussions and explanations.

**PEDD 640. Clinical Teaching. 2 Hours.**

Semester course; 25 clinical sessions. 2 credits. May be repeated for credit. Must be taken every semester of the program. Lectures and clinical instruction involving contact with third and fourth-year dental students. Provides teaching experience in diagnosis and treatment planning, restorative preparations and management of children's behavior.

**PEDD 650. Literature Review. 2 Hours.**

Semester course; 30 lecture/seminar hours. 2 credits. Must be taken every semester of the program. Reviews literature related to all aspects of the pediatric patient. Emphasizes the ability students to discuss the content of the articles and to critically evaluate it. Stresses the integration of new material with previously discussed literature and collateral material. Uses the reading list from the American Board of Pediatric Dentistry.

**PEDD 654. Treatment Planning Seminar. 1 Hour.**

Semester course; 16 lecture/seminar hours. 1 credit. May be repeated for a total of four credits. Must be taken every semester of the program. Provides diagnosis and treatment planning of the child, adolescent and special patient. Follows up on records on completed cases, which also are presented and evaluated. Discusses the techniques employed and the justification of the treatment.

**PEDD 656. Current Literature Review. 1 Hour.**

Semester course; 16 lecture/seminar hours. 1 credit. May be repeated for credit. Discusses articles from recent publications relating to all aspects of pediatric dentistry. Covers and critically reviews the Policies and Guidelines of the American Academy of Pediatric Dentistry.

**PEDD 680. Pediatric Dental Clinic. 1-4 Hours.**

Semester course; 120 clinical sessions. Variable for 1-4 credits. Must be taking both fall and spring of the first and second years of the program for 4 credits each semester. May be taken in additional semesters as needed to complete clinical training; credit will vary based on circumstances. Provides for the clinical management of pediatric dental patients. Provides experiences in the treatment of infants, preschool children, adolescent and special patients. Stresses pharmacological and non-pharmacological techniques and behavior management.

**PEDD 700. Senior Selective in Pediatric Dentistry. 1 Hour.**

Semester course; 4 clinical hours per week. 1 credit. Prerequisites: successful completion of PEDD 611 and PEDD 733 and permission of the course director. This is a clinical course that provides students with more advanced experiences and techniques in pediatric dentistry.

**PEDD 701. Selective in Special Care Dentistry. 1 Hour.**

Semester course; 4 clinical hours/week. 1 credit. Prerequisites: D4 standing and selection by course faculty. This course is designed to give the interested student clinical exposure to the comprehensive dental care of individuals who have special health care needs. Graded as pass/fail.

**PEDD 730. Special Care Dentistry. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Enrollment restricted to dental students with D3 standing. This course is designed to enhance the dental student's understanding of the complexities of providing care for individuals with special health care needs.

**PEDD 733. Advanced Pediatric Dentistry. 1 Hour.**

Semester course; 1 lecture contact hour. 1 credit. Designed to supplement and reinforce the student's knowledge of diagnosis, treatment planning and basic skills for management of the pediatric dental patient. This includes a review of basic pediatric clinical procedures and introduction to the treatment of pediatric patients with special needs.

**PEDD 739. Clinical Pediatric Dentistry III. 1 Hour.**

Yearlong course; 48 clinical hours. 1 credit. Clinical rotation course designed to introduce the student to the basics of clinical pediatric dentistry and to prepare the student for PEDD 749. Students receive CO grading in the fall semester and a letter grade upon completion.

**PEDD 749. Clinical Pediatric Dentistry IV. 0.5 Hours.**

Semester course; 29 clinical hours. 0.5 credits. Prerequisites: successful completion of all prior courses in pediatric dentistry and D4 class standing. This course is offered as a one-week clinical rotation during the senior year of the dental curriculum. Students will build upon and refine the skills developed during the D3 clinical experience. Pediatric dentistry is a unique experience because of the young patient population and psychological skills are centrally important to delivering patient care. The course has a strong emphasis on developing behavioral, communication and patient-management skills.

**Periodontics (PERI)****PERI 508. Physical Diagnosis. 2 Hours.**

Semester course; 30 lecture hours. 2 credits. Provides lectures and hands on experience in physical diagnosis, history taking, general physical examination and review of major organ systems.

**PERI 511. Anesthesiology Rotation. 1.5 Hour.**

Semester course; 45 clinical sessions. 1.5 credits. Provides students with experience in general anesthesia under the direction of the dental anesthesiologist. Emphasizes operating room procedures, airway management, intravenous technique, anesthetics and resuscitative procedures. Includes clinical management of conscious sedation cases.

**PERI 512. Conscious Sedation. 2 Hours.**

Semester course; 30 lecture/seminar hours. 2 credits. Reviews concepts of parental conscious sedation techniques to include anatomy and physiology of the respiratory, cardiovascular and central nervous system, drug pharmacology, intravenous technique, prevention, recognition and management of complications, management of emergencies, physiologic monitoring and equipment, basic life support and advanced cardiac life support.

**PERI 514. Introduction to Periodontics. 3 Hours.**

Semester course; 48 lecture/seminar hours. 3 credits. Provides students with an introduction to the clinical practice of periodontics. Emphasizes diagnosis, etiology, prognosis, treatment planning, initial therapy, therapeutic approaches, suturing techniques, oral hygiene and dental photography.

**PERI 515. Internal Medicine Rotation. 1.5 Hour.**

Semester course; 45 clinic sessions. 1.5 credits. Provides students with experience in internal medicine under the direct supervision of the Department of Internal Medicine. Emphasizes hospital procedures and management of the medically-compromised patient.

**PERI 520. Principles of Periodontics. 2 Hours.**

Semester course; 30 lecture/seminar hours. 2 credits. Must be taken for two consecutive semesters. Reviews the principles of the basic science of periodontology, including anatomy of the periodontium, classification, etiology, diagnosis, scaling and root planning, and treatment planning. Reviews the indications and contraindications for management of complex periodontal problems. Reviews the principles of non-surgical and surgical techniques.

**PERI 525. Diagnosis of Periodontal Diseases. 1 Hour.**

The first in a four-part series of didactic courses designed to prepare the dental student for the clinical diagnosis and management of periodontal diseases. Through this course, students will develop a fundamental understanding of how to assess patients for periodontal disease and how to develop a specific diagnosis. Enrollment is restricted to admitted dental students.

**PERI 526. Etiology and Pathogenesis of Periodontal Diseases. 1.5 Hour.**

1.5 credits. The second in a four-part series of didactic courses designed to prepare the dental student for the clinical diagnosis and management of periodontal diseases. Through this course, students will build upon their knowledge of diagnosis and develop their understanding of the causes, mechanisms and development of periodontal disease. Enrollment is restricted to admitted dental students.

**PERI 552. Implantology. 1,2 Hour.**

Semester course; 16 lecture/seminar hours. 1 credit. Covers the historical review of dental implants, including biologic principles, techniques and systems; diagnosis, interdisciplinary considerations, treatment planning and indications and contraindications for implants; wound healing for implants, including osseointegration, surgical techniques and implant maintenance. Provides a hands-on technique laboratory.

**PERI 619. Clinical Pathology Rotation. 0.5 Hours.**

Semester course; 21 clinic sessions. 0.5 credit. Provides instruction in patient assessment, biopsy technique, assessment of tissue preparations and review of oral histologic slide materials.

**PERI 627. Non-Surgical Periodontal Therapy. 1.5 Hour.**

The third in a four-part series of didactic courses designed to prepare the dental student for the clinical diagnosis and management of periodontal diseases. Through this course, students will add to their skill set a conceptual knowledge of non-surgical treatment options for periodontal disease. Enrollment is restricted to admitted dental students.

**PERI 630. Medicine: Oral Medicine Seminar. 1.5 Hour.**

Semester course; 26 seminar hours. 1.5 credits May be repeated for credit. Must be taken every semester of the program. Emphasizes diagnosis, pathogenesis, oral manifestations and management of systemic diseases. Reviews the management of the medically-compromised patient, including laboratory procedures, pharmacology, hematology and reviews of the cardiovascular, respiratory, endocrine and neurologic systems. Discusses and critically evaluates medical and oral medicine topics relative to management of the periodontal patient.

**PERI 650. Periodontal Literature Review. 3 Hours.**

Semester course; 48 seminar hours. 3 credits. Must be taken every semester of the program. Reviews the periodontal literature from early classic articles to current publications pertaining to the scientific basis for periodontal procedures. Reviews the concepts of diagnosis, etiology, epidemiology, pathogenesis, therapy, maintenance of periodontal diseases and implantology. Discusses content of the literature by means of abstracts and study questions.

**PERI 654. Treatment Plan: Case Presentations. 1 Hour.**

Semester course; 12 seminar hours. 1 credit. Must be taken every semester of the program. Emphasizes the interpretation the medical and dental histories, radiographic and clinical findings, diagnosis, etiology, prognosis, treatment planning, therapy and supportive periodontal care. Discusses the content of reviewed cases by written and oral presentations. Requires the student to assimilate and interpret clinical findings.

**PERI 656. Current Literature Review. 3 Hours.**

Semester course; 36 seminar hours. 3 credits. May be repeated for credit. Must be taken every semester of the program. Provides an in-depth review of contemporary periodontal literature. Discusses content of the reviewed literature by means of abstracts and discussion.

**PERI 680. Clinical Periodontics. 1-5 Hours.**

Semester course; 160 clinic sessions. Variable for 1-5 credits. Must be taking both fall and spring of the first, second and third years of the program for 5 credits each semester. May be taken in additional semesters as needed to complete clinical training; credit will vary based on circumstances. Provides supervised training in periodontics. Provides the student with the experience in the treatment and management of patients with various types and severities of periodontal diseases. Emphasizes diagnosis, treatment planning, prognosis, scaling and root planning, non-surgical and surgical techniques. Provides experience in the treatment of advanced periodontal cases and more complex surgical techniques including preprosthetic, orthodontic, periodontal plastic and mucogingival procedures, guided tissue regeneration, guided bone regeneration and implant surgical techniques. Graded P/F.

**PERI 700. Advanced Periodontal Selective. 1.5 Hour.**

Yearlong course; 15 seminar and 25 clinical hours. 1.5 credits. Prerequisites: successful completion of all prior courses in periodontics and permission of the course director. This course is offered to dental students who demonstrate high academic achievement and are interested in expanding their practical knowledge and experience in periodontal surgical procedures. It is designed to enhance the general dentist's knowledge regarding indications, diagnosis and treatment planning of periodontal surgical procedures and to provide hands-on experience in applying techniques of surgical periodontal procedures suitable for judicious use in general dental practice. Students receive CO grading in the fall and a pass or fail grade and earned credit in the spring.

**PERI 719. Specialty Practice Management. 0.5 Hours.**

Semester course; 22 seminar hours. 0.5 credit. Must be taken for two consecutive semesters. Provides the student with experience in office management. Requires visits to specialty offices to familiarize the student with contemporary modes of practice administration and patient management.

**PERI 733. Surgical Periodontal Therapy. 1 Hour.**

1 credit. The fourth in a four-part series of didactic courses designed to prepare the dental student for the clinical diagnosis and management of periodontal diseases. Through this course, students will complete their didactic exploration of periodontal diseases with a conceptual knowledge of surgical treatment options for periodontal diseases. Enrollment is restricted to admitted dental students.

**PERI 739. Clinical Periodontics III. 5 Hours.**

Yearlong course; clinical contact hours. 5 credits. The primary objective of the department is to provide an educational experience that will enable the dental student to meet the periodontal needs of present and future patients. These objectives necessitate student awareness of the biology of the periodontium and pathology of gingival and periodontal diseases; the ability to examine, diagnose and develop a treatment plan for the patient with significant periodontal disease; and an understanding of the implications of periodontal diagnosis and treatment on the oral and general health of the patient. The student should also be competent in plaque control, scaling, root planing and other procedures ordinarily included in presurgical phases of therapy. The student should be familiar with the entire scope of periodontal therapy, understanding the rationale and indications for surgical treatment and anticipated results.

**PERI 749. Clinical Periodontics IV. 1 Hour.**

Yearlong course; 1 clinic session per week. 1 credit. This final clinical course in periodontics provides competency assessment of the dental student as an entry-level dentist in the diagnosis and management of patients with periodontal diseases. Students receive CO grading in the fall and a pass or fail grade and earned credit in the spring.

**Prosthodontics (PROS)****PROS 622. Preclinical Fixed Prosthodontics. 2 Hours.**

Yearlong course; 1 lecture contact hours. 2 credits. Designed for the second-year dental student to introduce basic principles of fixed prosthodontics and gain experience with the fundamental steps necessary in rendering this type of care. This includes preparing teeth to receive fixed prosthodontic restorations, making impressions, making interim restorations and selected steps in fabricating a cast restoration. This course contains both a lecture and laboratory component with the skill development depending exclusively on the laboratory experience.

**PROS 623. Preclinical Fixed Prosthodontics Laboratory. 4 Hours.**

Yearlong course; 6 laboratory contact hours. 4 credits. Designed for the second-year dental student to introduce basic principles of fixed prosthodontics and gain experience with the fundamental steps necessary in rendering this type of care. This includes preparing teeth to receive fixed prosthodontic restorations, making impressions, making interim restorations and selected steps in fabricating a cast restoration. This course contains both a lecture and laboratory component with the skill development depending exclusively on the laboratory experience.

**PROS 624. Preclinical Removable Prosthodontics. 2 Hours.**

Yearlong course; 2 lecture hours. 2 credits. An introductory course in removable prosthodontics, including complete dentures and removable partial dentures. Presents the basic information, which is prerequisite for understanding the laboratory procedures and the diagnosis and treatment planning of patients requiring CDs and RPDs. Graded as CO in the fall semester with a letter grade and credit awarded in spring.

**PROS 625. Preclinical Removable Prosthodontics Lab. 4 Hours.**

Yearlong course; 4 laboratory hours. 4 credits. An introductory course in removable prosthodontics, including complete dentures and removable partial dentures. Presents the basic information, which is prerequisite for understanding the laboratory procedures and the diagnosis and treatment planning of patients requiring CDs and RPDs. This laboratory course provides hands-on skill development of these procedures. Graded CO in fall with a letter grade and credit awarded in spring.

**PROS 626. Clinical Principles of Dental Implantology Lecture. 1 Hour.**

Semester course. 1 credit. Enrollment restricted to admitted dental students. Offered in tandem with a laboratory course and providing didactic information on the same topic, this course is a preclinical experience for predoctoral students, designed to introduce necessary clinical skills for dental implantology.

**PROS 628. Clinical Principles of Implantology Lab. 1 Hour.**

Semester course; 48 lab contact hours. 1 credit. Enrollment restricted to admitted dental students. Offered in tandem with a lecture course and providing didactic information on the same topic, this course is a preclinical laboratory experience for predoctoral students, designed to introduce necessary clinical skills for dental implantology. Simulated activities include diagnosis and treatment planning, fabrication of a surgical guide, implant surgery, implant prosthodontic impression making, master cast fabrication, implant crown provisionalization, and implant overdenture treatment skills. Students will see demonstrations of cone-beam CT scan technology, computer-based software for implant surgical treatment planning and computer-based CAD-CAM design for custom implant abutments.

**PROS 700. Senior Selective in Advanced Clinical Prosthodontics. 4 Hours.**

Semester course; 3 clinical and 1 didactic hours per week. 4 credits. Prerequisites: Successful completion of PROS 623, PROS 624, PROS 731, PROS 735, PROS 739 and permission of the course director. This class is a two-semester clinical course designed to develop advanced skills in treating prosthodontic cases beyond the level of basic clinical competency required for graduation. Graded CO in the first semester and P/F in the second.

**PROS 731. Complete Denture Prosthodontics. 1.5 Hour.**

Semester course; 1.5 lecture hours. 1.5 credits. Designed to present the current concepts, principles and diagnostic techniques required to diagnose, treatment plan and predict the outcome of the treatment of edentulous patients and patients requiring a single denture against natural teeth. Acceptable clinical procedures are presented for the management of patients that fall into the above categories. Correlation of basic and clinical science is emphasized, as well as the prosthodontic ramifications of the mechanical and behavioral sciences.

**PROS 735. Removable Prosthodontics Diagnosis and Treatment. 1.5 Hour.**

Semester course; 1.5 lecture contact hours. 1.5 credits. Designed to prepare students to apply their preclinical removable prosthodontic knowledge and skill in the clinical setting. Focuses on the diagnosis and treatment planning aspects of clinical care.

**PROS 739. Clinical Fixed Prosthodontics III. 2 Hours.**

Yearlong course; 2 clinical contact hours. 2 credits. This course builds on technical skills developed in PROS 622 (D2 year) and applies them to patient care in the clinical setting. Graded CO in the fall semester with a letter grade and credit awarded in spring.

**PROS 740. Clinical Removable Prosthodontics. 3.5 Hours.**

Yearlong course; 3.5 clinical hours. 3.5 credits. Prerequisite: PROS 624. This course builds on technical skills developed in PROS 624 (D2 year) and applies them to patient care in the clinical setting. Graded CO in the fall semester with a pass/fail grade and credit awarded in spring.



**PROS 749. Clinical Prosthodontics IV. 7 Hours.**

Yearlong course; 3-4 clinic sessions per week. 7 credits. This capstone course provides clinical experience in basic fundamental prosthodontic procedures, including diagnosis, management and treatment of patients in need of reconstructive fixed, removable or implant prosthodontic care. The course also includes both technical and competency assessment of the dental student's skills as an entry-level general dentist. Students receive CO grading in the fall and a pass/fail grade and earned credit in the spring.

## School of Medicine

### Graduate Medical Education (GMED)

**GMED 600. Research for Residents and Fellows. 2 Hours.**

Semester course; 2 contact hours. 2 credits. Prerequisites: second year of medical training or beyond, plus approval of residency/fellowship program director. Course restricted to physician trainees (M.D., M.B.B.S., D.O.). This course is designed to be an introduction to research for medical residents and fellows. Teamwork activities will focus on the application of concepts so that participants get "hands on" experience with topics discussed in class: formulating a research question, selecting a study design, choosing appropriate biostatistical analyses, designing a survey, writing an IRB proposal and understanding the responsible conduct of research and protection of human subjects. The class will culminate in a required final assignment in the form of a capstone project.

### Medicine (MEDI)

**MEDI 694. Pediatric Psychology Practicum. 1-3 Hours.**

Semester course; one-half day per credit. 1-3 credits. Available only to graduate students in clinical or counseling psychology that are approved by the instructor. A series of training experiences designed to facilitate skill development in pediatric psychology and enhance effectiveness as a pediatric psychologist working within a medical setting. Trainees are given an opportunity to apply and practice diagnostic interviews, patient education, brief consultations and diagnostic and therapeutic skills with a pediatric population. Students will learn to effectively communicate and function as part of an interdisciplinary team in an academic medical setting. Careful supervision and evaluation of the student is provided.

**MEDI 695. Independent Study in Health Psychology. 1-3 Hours.**

Semester course; 1-3 contact hours. 1-3 credits. Approval from faculty member required. Provides the opportunity for students to explore a special topic of interest in the area of health psychology under the direction of a faculty member. A proposal for a topic of study and anticipated timeline for completion must be submitted to and approved by the faculty mentor; credits will be assigned commensurate with the complexity of the project. Arrangements are made directly with the appropriate faculty member. Graded as S/U/F.

## School of Pharmacy

### Medicinal Chemistry (MEDC)

**MEDC 526. Research Techniques in Medicinal Chemistry. 1-4 Hours.**

Semester course; 0-2 lecture and 2-8 laboratory hours. 1-4 credits. The theory and application of classical, instrumental, and computer techniques used in medicinal chemistry research are presented.

**MEDC 527. Basic Pharmaceutical Principles for the Practicing Pharmacist. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Examines basic science principles in organic chemistry and biological chemistry as specifically related to the pharmaceutical treatment of disease.

**MEDC 530. Bioinformatics and Genomics in Drug Research. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Covers the basic elements of cellular pathways and drug interactions, and how modern genomics comes into play. Presents bioinformatics principles being used every day in data-intensive fields of research. Introductory and concept-oriented, the course will prepare students for grasping how bioinformatics is being used in many areas of biomedical sciences. Geared toward students coming from a variety of backgrounds in biology, biochemistry and chemistry. While many of the analytical approaches are statistical in nature, there is no requirement for a background in statistics or mathematics. Each student will have the opportunity to design a small project applying bioinformatics concepts. Crosslisted as: BNFO 530.

**MEDC 532. Medicinal Chemistry for Nurse Anesthetists. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. A review of the principles of organic chemistry and bio-organic chemistry presented as a series of lectures covering the structure-activity relationships, metabolism, and mechanism of action of selected agents.

**MEDC 533. Pharmacognosy. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Designed to introduce the basic concepts of pharmacognosy that apply to crude drugs and semipurified and purified natural products that are typically available in pharmacies. The regulation of herbal products and evaluation of the purity and bioavailability of alternative and complementary medicines will be discussed.

**MEDC 541. Survey of Molecular Modeling Methods. 1 Hour.**

Semester course; lecture and laboratory hour. 1 credit. Introduces computational chemistry and molecular graphics with the current software used for drug design and small molecule/large molecule interactions. Computational chemistry problems will be emphasized in the laboratory.

**MEDC 542. Biotechnology-derived Therapeutic Agents. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Provides the fundamentals of biotechnology-derived biological agents including structure, manufacture, stability, analysis, formulation and usage. Selected examples of biological agents in current and future therapy may also be covered.

**MEDC 543. Clinical Chemistry for the Pharmacist. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. A study of the underlying principles and practical limitations of analytical procedures with emphasis on evaluation of over-the-counter analytical products currently sold or used in pharmacies and assays of organ pathophysiology used in hospitals.

**MEDC 553. Clinical Therapeutics Module: Introduction to Medicinal Chemistry. 1 Hour.**

Module course; variable lecture hours. 1 credit. Introduces topics in medicinal chemistry common to all drug classes, including structure activity relationships, principles of drug action, drug design and drug metabolism. Drugs acting on the autonomic nervous system are presented as a case study illustrating applications of the general principles.

**MEDC 555. Fundamentals of Drug Discovery I. 3.5 Hours.**

Semester course; 3.5 lecture hours. 3.5 credits. Students will work individually or in groups to learn the fundamentals of medicinal chemistry and drug discovery. The course utilizes formal lectures, informal group discussions, literature research and formal oral and/or written assignments to impart knowledge and practice of drug discovery. The course focus will be on molecular biology and pharmacological aspects of medicinal chemistry.



**MEDC 556. Fundamentals of Drug Discovery II. 3.5 Hours.**

Semester course; 3.5 lecture hours. 3.5 credits. Students will work individually or in groups to learn the fundamentals of medicinal chemistry and drug discovery. The course utilizes formal lectures, informal group discussions, literature research and formal oral and/or written assignment to impart knowledge and practice of drug discovery. The course focus will be on methodologies and techniques of medicinal chemistry.

**MEDC 591. Special Topics in Medicinal Chemistry. 3.5 Hours.**

Semester course; 1-3.5 credits. An elective course in which students may choose to participate in individual or group study in one or more areas of medicinal chemistry. The course can take the form of formal lectures, informal group discussions, literature research, and/or laboratory research. Students must have the permission of the individual instructor before registering for this course.

**MEDC 601. Advanced Medicinal Chemistry I. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. This course is designed to expose graduate students to the history and practice of medicinal chemistry with an emphasis on drug development, design, structure-activity relationship studies and their association with diseases to prepare students for future work in academia or industry.

**MEDC 609. Advanced Organic Synthesis: A Target-oriented Approach. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. A study of chemical transformations in organic chemistry, their mechanisms and their application to the synthesis of complex target molecules.

**MEDC 610. Advanced Medicinal Chemistry II. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Prerequisite: MEDC 601 or permission of instructor. Introduces concepts for understanding the medicinal chemistry of the central nervous system.

**MEDC 614. Research Techniques. 1-4 Hours.**

Semester course; variable hours. Variable credit. Credit will be given on the basis of 1 credit per 45 hours of laboratory time. Prerequisite: approval of research adviser. Provides new graduate student with the laboratory skills necessary to perform research in the chosen discipline. The training time required will depend upon the discipline. Graded as pass/fail. Crosslisted as: PCEU 614/PHAR 614.

**MEDC 620. Advanced Medicinal Chemistry III. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Prerequisite: MEDC 601 or the permission of the instructor. Reviews the concepts necessary for enzyme inhibitor design. Emphasizes the design of new agents to treat disease states by enzyme inhibition.

**MEDC 630. Theoretical Methods in Drug Design. 2 Hours.**

Semester course; lecture and laboratory hours. 2 credits. Prerequisites: MEDC 601, MEDC 610 or MEDC 620, or permission of instructor. A study of the theoretical methods of drug structure-activity analysis, including molecular orbital theory, topological indexes and physical property correlations. Computational chemistry problems will be emphasized in the laboratory.

**MEDC 642. Nucleoside, Nucleotide, Carbohydrate and Peptide Chemistry. 3 Hours.**

Semester course; 1 lecture hour. 1 credit. Surveys nucleoside, nucleotide, carbohydrate and peptide chemistry with emphasis on their synthesis.

**MEDC 643. Regioselective Drug Metabolism. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Surveys drug biotransformation reactions. Emphasizes the molecular aspects of Phase I and Phase II drug metabolism.

**MEDC 644. Asymmetric Synthesis. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Reviews the major asymmetric chemical transformations, including mechanisms, scope and synthetic utility.

**MEDC 645. Introduction to Heterocyclic Chemistry. 3 Hours.**

Semester course; 1 lecture hour. 1 credit. Introduces the chemistry of heterocyclic compounds. Emphasizes heterocyclic nomenclature and the reactions/reactivity of heterocyclic systems.

**MEDC 670. Advanced Molecular Modeling Theory and Practice. 3 Hours.**

Semester course; 3 lecture/laboratory hours. 3 credits. Prerequisite: MEDC 641 or permission of instructor. Examines the principles and application of computational chemistry and molecular graphics to current problems in drug design. Lectures focus on the application of specific computational methods and techniques to solve problems in drug/molecular design. Workshop sessions provide hands-on experience using state-of-the-art hardware and software for molecular modeling.

**MEDC 690. Departmental Research Seminar. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Reports presented by students, staff and visiting lecturers, current problems and developments in pharmaceutical and medicinal chemistry are discussed. Graded as PR in first semester of enrollment, with a letter grade assigned in the following semester.

**MEDC 691. Special Topics in Medicinal Chemistry. 1-4 Hours.**

Semester course; 1-4 lecture hours. 1-4 credits. Lectures, tutorial studies, and/or library assignments in selected areas of advanced study not available in other courses or as a part of the research training.

**MEDC 697. Directed Research in Medicinal Chemistry. 1-15 Hours.**

Semester course; 1-15 credits. Research leading to the M.S. or Ph.D. degree.

**Pharmaceutical Sciences (PSCI)****PSCI 607. Introduction to Pharmaceutical Sciences From Bench to Shelf. 1 Hour.**

Continuous courses; 2 credits offered: 1 credit hour each in fall and spring. These two courses will be run as if they were a single 2-credit course spanning two semesters. Students will be introduced to the drug discovery process, both conventional and contemporary, and learn about all the aspects of drug development from drug design to drug approval, production and marketing. Each topic will be introduced by either a faculty member or an expert from the pharmaceutical industry. Active discussion will be encouraged during each session. PSCI 607 graded as PR; PSCI 608 graded S/U/F upon completion.

**PSCI 608. Introduction to Pharmaceutical Sciences From Bench to Shelf. 1 Hour.**

Continuous courses; 2 credits offered: 1 credit hour each in fall and spring. These two courses will be run as if they were a single 2-credit course spanning two semesters. Students will be introduced to the drug discovery process, both conventional and contemporary, and learn about all the aspects of drug development from drug design to drug approval, production and marketing. Each topic will be introduced by either a faculty member or an expert from the pharmaceutical industry. Active discussion will be encouraged during each session. PSCI 607 graded as PR; PSCI 608 graded S/U/F upon completion.

**PSCI 691. Special Topics in Pharmaceutical Sciences I. 0.5-5 Hours.**

Semester course. 0.5-5 lecture hours. 0.5-5 credits. Subject matter is presented by lecture, tutorial studies and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training. Graded S/U/F.

**PSCI 692. Special Topics in Pharmaceutical Sciences II. 0.5-5 Hours.**

Semester course; 0.5-5 lecture hours. 0.5-5 credits. Subject matter is presented by lecture, tutorial studies and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training.

**Pharmaceutics (PCEU)****PCEU 501. Pharmaceutical Calculations. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. This course is designed in a student-centered learning format that supports self-directed learning. The course will help students develop the skill set needed to screen out the distractors from the determinant variables in a statement problem and guide their thought processes in sequential use of information to solve calculation problems seen in pharmacy practice.

**PCEU 507. Pharmaceutics and Biopharmaceutics I. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Designed to describe the physico-chemical and biopharmaceutical principles fundamental to the development of pharmaceutical dosage forms. Topics will include pharmaceutical calculations, solid-state properties, solubility, partitioning, solution properties, disperse systems, micromeritics, diffusion, dissolution and release rates, drug and dosage form stability and degradation, pharmaceutical manufacture, and compounding.

**PCEU 508. Pharmacokinetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: PCEU 507. Corequisite: PCEU 509. Major topics include the mathematical and physiological principles of pharmacokinetics related to the development and use of pharmaceutical dosage forms. Discussions will include compartmental modeling, physiological concepts of pharmacokinetics, and clearance and absorption concepts. Also includes material related to statistics.

**PCEU 509. Pharmaceutics and Biopharmaceutics II. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: PCEU 507. Designed to describe the biopharmaceutical principles fundamental to the development of pharmaceutical dosage forms, including parenteral products, solutions, disperse systems, semisolids, solids and novel drug delivery systems. The formulation, manufacture, control, biopharmaceutics and relevant patient-pharmacist interactions of the major dosage forms will be addressed and presented by route of administration.

**PCEU 604. Molecular Pharmaceutics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of course coordinator. The student's basic biochemistry and pharmacy education will be expanded with emerging molecular concepts in enzyme and transporter structure and function, roles in drug disposition, pharmacogenomics, biochemistry, molecular biology, and experimental techniques.

**PCEU 612. Advanced Physical Pharmacy and Biopharmaceutics. 3-5 Hours.**

Semester course; 3 credits. Phase equilibria and phase transfer kinetics related to biopharmaceutics will be covered. The relationship between physiochemical properties of a drug dosage form and drug absorption, along with the correlation between in vitro tests used to evaluate dosage forms and in vitro measures of drug absorption will be covered. The course assumes that the student has a basic understanding of pharmacokinetics, physical chemistry and statistics.

**PCEU 614. Research Techniques. 1-4 Hours.**

Semester course; variable hours. Variable credit. Credit will be given on the basis of 1 credit per 45 hours of laboratory time. Prerequisite: approval of research adviser. Provides new graduate student with the laboratory skills necessary to perform research in the chosen discipline. The training time required will depend upon the discipline. Graded as pass/fail. Crosslisted as: MEDC 614/PHAR 614.

**PCEU 615. Applied Pharmacokinetics. 2.5 Hours.**

Semester course; 2.5 lecture hours. 2.5 credits. Extends the concepts of pharmacokinetics as applied to dosage regimen design, pharmacokinetic variability, drug interactions and statistical strategies for individualization of drug therapy. Lectures and conferences take place throughout the semester.

**PCEU 621. Advanced Pharmaceutics and Drug Disposition. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Study at the advanced level of the relationships between the physiochemical properties of a drug and dosage form and the absorption, distribution, elimination and pharmacological effects of the drug. Current theory and methodology involved in solving problems at the research level are emphasized.

**PCEU 622. Clinical Pharmacokinetics. 3 Hours.**

Semester course; 2 lecture and 2 laboratory hours. 3 credits. The application of current pharmacokinetic theory to clinical problems involved in optimizing and monitoring drug use in patients. Particular attention is given to adjustment of drug dosage in individual patients with impaired drug elimination due to renal and hepatic dysfunction. (Nontraditional program).

**PCEU 624. Advanced Pharmacokinetics. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. An advanced treatment of the kinetics of drug absorption, distribution, and elimination utilizing mathematical models, and digital computers for analysis of linear and nonlinear biologic systems.

**PCEU 625. Pharmaceutical Analysis. 2 Hours.**

Semester course; 1 lecture and 1 laboratory hours. 2 credits. Theory and practice of selected analytical techniques for the quantitative analysis of drugs in body fluids and other matrices. Emphasis is on method validation, and immunoassay methodologies. Laboratory sessions will provide "hands on" experience with modern methods of drug analysis.

**PCEU 626. Pharmaceutical Analysis Laboratory. 1 Hour.**

1 lecture hour. 1 credit. Prerequisite: PHAR 625. A continuation of PHAR 625 with emphasis on providing advanced topics for analysis of drugs and metabolites.

**PCEU 690. Pharmaceutics Research Seminar. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Required of all graduate students in pharmaceutics. Research Seminar.

**PCEU 691. Special Topics in Pharmaceutics. 1-5 Hours.**

Semester course; 1-5 lecture hours. 1-5 credits. Presentation of subject matter is by lectures, tutorial studies, and/or library assignments in selected areas of advanced study not available in other courses or as part of the training in research.

**PCEU 697. Directed Research in Pharmaceutics. 1-15 Hours.**

Semester course; 1-15 credits. Research leading to the M.S., Pharm.D., or Ph.D. degree.

## Pharmacy (PHAR)

### **PHAR 509. Evidence-Based Pharmacy I: Introduction to Pharmacy Information Skills. 1.5 Hour.**

Semester course; 1.5 lecture hours. 1.5 credits. This is the first of a three-course series introducing students to information skills necessary for the practice of evidence-based pharmacy. Lecture topics include drug information resources, efficient information retrieval, assessment of drug information sources, relationship of pharmaceutical industry to drug literature, and basic laws and regulations associated with prescription processing. Class exercises will be used to promote the appropriate use of drug information resources in pharmacy practice.

### **PHAR 512. Health Promotion and Disease Prevention. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Introduction to the role of the pharmacist in health promotion and disease prevention. Skills for pharmacist involvement in implementing aspects of Healthy People 2010, educating patients and addressing health care disparities will be emphasized.

### **PHAR 513. Contemporary Pharmacy Practice. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. The goal of the course is to introduce students to basic principles of professional patient-centered pharmacy practice. The common thread between the various topics is the link between pharmacists' professionalism and effective medication use. Pharmacists who consistently engage in professional behaviors are better able to serve the health care needs of their patients.

### **PHAR 515. Continuous Professional Development I. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. This the first of four yearlong courses designed to advance students' professional development. The large- and small-group sessions and co-curricular activities encompass experiences that enhance self-awareness and professionalism in student pharmacists. Graded as CO with no credit for fall semester with a pass/fail and credit assigned for spring semester.

### **PHAR 523. Foundations I. 1.5 Hour.**

Semester course; 4.5 laboratory hours. 1.5 credits. This competency-based course is intended to give the first-year pharmacy student an introduction to the pharmacy profession, emphasizing the skills and values that are necessary to be a competent, caring pharmacist. It is the first in a six-semester practice-based course sequence that introduces the language and tools of contemporary pharmacy practice with an emphasis on calculations, communication, medical terminology, drug information, prescription processing, health promotion, patient assessment and problem solving.

### **PHAR 524. Foundations II. 1.5 Hour.**

Semester course; 4.5 laboratory hours. 1.5 credits. This competency-based course is the second in a six-semester practice-based course sequence with an emphasis on the preparation and dispensing of selected extemporaneous compounds including liquid, solid and semisolid preparations and the appropriate use of selected OTC point-of-care devices.

### **PHAR 525. Communications in Pharmacy Practice. 2 Hours.**

Semester course; 1.5 lecture hours and an average of 1 conference hour per week. 2 credits. A study of the theory and techniques of communication and counseling techniques related to pharmacy practice. Supervised practice in developing basic communication skills.

### **PHAR 526. Community Pharmacy Practice. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Helps students develop the necessary foundation for the management of activities in community pharmacy practice settings with many of the skills developed in this course being equally applicable to other practice settings. Focuses on financial management and managed care as it affects community practice.

### **PHAR 529. Clinical Therapeutics Module: Introduction to Special Populations. 2 Hours.**

Module course; 2 lecture hours. 2 credits. Introduction to issues affecting the pharmacotherapy of special populations such as pediatric and geriatric patients.

### **PHAR 530. Introductory Pharmacy Practice Experience: Community Practice. 4 Hours.**

Semester course; daily for 4 weeks. 4 credits. Students will meet with an assigned community pharmacist 5 days per week for 8 hours for 4 consecutive weeks at the end of the P-1 year. Students will practice pharmacy under supervision while learning about the medication use system in community pharmacy practice. Students will demonstrate core practice skills: communication, pharmacy calculations, ethics, medication safety, wellness and health promotion, informatics and critical thinking. Graded as honors, high pass, pass, fail.

### **PHAR 532. Introductory Pharmacy Practice Experience: Hospital Practice. 3 Hours.**

Semester course; 40 hours per week for three weeks. 3 credits. Students will meet with an assigned hospital pharmacist for a three-week (120 hours) experience at the end of the P-2 year to practice pharmacy in a hospital environment and learn about hospital pharmacy management and medication distribution systems. Students will demonstrate core practice skills: communication, calculations, ethics, medication safety, technology, informatics and critical thinking. Graded as honors, high pass, pass, fail.

### **PHAR 533. Introductory Pharmacy Practice Experience: Patient Care. 0.5 Hours.**

Semester course; 0.5 laboratory hours. 0.5 credits. Students will complete 20 hours of approved experiences under supervision. An orientation, reading assignments, mandatory class time and assessments will be conducted. Students will also prepare a reflection describing the benefits to the community when pharmacists engage in the health and education needs of the community. Students will develop a sense of personal responsibility for addressing the problems and needs of society. Graded as Pass/Fail.

### **PHAR 534. Foundations III. 1.5 Hour.**

Semester course; 1 lecture and 2 laboratory hours. 1.5 credits. This competency-based course is the third in a six-semester, practice-based course sequence with an emphasis on the clinical application of medications in the management of various disease states. The second-year pharmacy student will develop skills in the assessment and therapeutic monitoring of selected disease states and drug therapies. Topics include cardiovascular, endocrine and pulmonology therapeutics.

### **PHAR 535. Foundations IV. 1.5 Hour.**

Semester course; 1 lecture and 2 laboratory hours. 1.5 credits. This competency-based course is the fourth in a six-semester, practice-based course sequence. Introduces students to the skills required to practice in institutional settings such as hospitals and long-term care facilities and in home health care.

**PHAR 540. Self-Care and Alternative and Complementary Treatments. 2.5 Hours.**

Module course; variable lecture and conference hours. 2.5 credits. Introduction to the concepts of self-care and alternative and complementary treatments. Students will learn to distinguish treatable signs and symptoms of common diseases and exclusions for care that require referral to appropriate health care practitioners. Non-medication methods to alleviate and prevent self-care problems are reviewed. Patient cases, self-care consultations, lectures and conferences will be used to facilitate learning.

**PHAR 541. Patient Assessment in Pharmacy Practice. 2 Hours.**

Semester course; variable lecture and laboratory hours. 2 credits. Provides students with an introduction to patient assessment skills necessary in patient-centered pharmacy practice. Course topics include basic physical assessment techniques, interpretation of findings from laboratory tests or physical examinations and documenting findings from patient assessments. Laboratory time will be used to practice various assessment skills. The course will also build on communication and information skills presented in previous courses.

**PHAR 544. Clinical Therapeutics Module: Cardiovascular. 4.5 Hours.**

Module course; variable hours. 4.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with cardiovascular diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 545. The U.S. Health Care System. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Open to professional students only. Designed to introduce the student to the components of the U.S. health care system and the interrelationships among health care consumers and providers. It also presents the organizational framework and regulatory and reimbursement mechanisms which are the foundations of the U.S. health care delivery system. A unique feature of this course is the interdisciplinary teaching team.

**PHAR 547. Managing Professional Patient-centered Practice. 1.5 Hour.**

Semester course; 1.5 lecture hours. 1.5 credits. Introduces pharmacy students to the basic principles of managing a professional pharmacy practice. Students will learn patient-centered practices associated with effective medication use and positive patient outcomes. Instruction will be through lectures, case discussions and portfolio assignments.

**PHAR 549. Personalized Medicine. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Provides an introduction to personalized medicine as related to pharmacy practice. The course will be taught using lectures, individual work, small-group discussions and total classroom discussion using homework, in-class assignments and patient case scenarios.

**PHAR 550. Pharmacy Practice Research. 3 Hours.**

Yearlong course; 3 lecture hours. 3 credits. Focuses on the development of skills necessary for identifying issues and questions related to pharmacy practice, evaluating the literature to identify possible solutions, designing a feasible research project, developing a data analysis plan and a formal written proposal for the project. Students will ultimately present their research proposals to faculty and students. The course is graded as CO with no credit for fall semester with a letter grade and credit assigned for spring semester.

**PHAR 555. Clinical Therapeutics Module: Endocrinology. 2.5 Hours.**

Module course; variable hours. 2.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with endocrine diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 556. Clinical Therapeutics Module: Neurology. 4 Hours.**

Module course; variable hours. 4 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with neurological diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 565. Evidence-based Pharmacy II: Research Methods and Statistics. 2.5 Hours.**

Module course; variable hours. 2.5 credits. This is the second of a three-course series introducing students to the principles and practice of evidence-based pharmacy. Lecture topics include research methods, concepts and principles of study design, and appropriate use of statistics. Class exercises promote a working understanding of statistical principles and a general understanding of research methods.

**PHAR 566. Evidence-based Pharmacy III: Drug Literature Evaluation. 2 Hours.**

Module course; variable hours. 2 credits. This is the third of a three-course series introducing students to the principles and practice of evidence-based pharmacy. Lectures, outside readings, class discussions and exercises will be used to develop the skills necessary for the evaluation of biomedical literature and application to pharmacy practice.

**PHAR 602. Clinical Therapeutics Module: Psychiatry. 3 Hours.**

Module course; variable hours. 3 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with psychiatric illnesses are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 603. Clinical Therapeutics Module: Respiratory/Immunology. 3 Hours.**

Module course; variable hours. 3 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with respiratory and immunologic illnesses are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 604. Clinical Therapeutics Module: Infectious Diseases. 4.5 Hours.**

Module course; variable hours. 4.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with infectious diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.



**PHAR 605. Clinical Therapeutics Module: Hematology/Oncology. 2.5 Hours.**

Module course; variable hours. 2.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with hematologic diseases and cancer are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 606. Clinical Therapeutics Module: Nephrology/Urology. 2 Hours.**

Module course; variable hours. 2 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with kidney and urologic diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 607. Clinical Therapeutics Module: Dermatology/EENT and Joint. 2 Hours.**

Module course; variable hours. 2 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with diseases of the bone, skin, ears, eyes, nose and throat are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 614. Research Techniques. 1-4 Hours.**

Semester course; variable hours. Variable credit. Credit will be given on the basis of 1 credit per 45 hours of laboratory time. Prerequisite: approval of research adviser. Provides new graduate student with the laboratory skills necessary to perform research in the chosen discipline. The training time required will depend upon the discipline. Graded as pass/fail. Crosslisted as: PCEU 614/MEDC 614.

**PHAR 615. Continuous Professional Development II. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. This the second of four yearlong courses designed to advance students' professional development. The large- and small-group sessions and co-curricular activities encompass experiences that enhance self-awareness and professionalism in student pharmacists. Graded as CO with no credit for fall semester with a pass/fail and credit assigned for spring semester.

**PHAR 618. Clinical Therapeutics Module: Gastrointestinal/Nutrition. 2.5 Hours.**

Module course; variable hours. 2.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with gastrointestinal diseases are integrated in this course. Nutrition will be covered. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 619. Clinical Therapeutics Module: Women's Health/Bone. 2 Hours.**

Module course; variable hours. 2 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in women's health issues and patients with bone diseases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, non-prescription and complementary treatments will be reviewed.

**PHAR 620. Clinical Therapeutics Module: Critical Care/Toxicology and Complex Patients. 2.5 Hours.**

Module course; 2.5 lecture hours. 2.5 credits. The principles of medicinal chemistry, pharmacology, pharmaceuticals, pathophysiology and pharmacotherapy to the application of drug therapy in patients with critical care diseases, toxicology emergencies and complex cases are integrated in this course. The clinical presentation, course of illness, prevention and treatment of diseases using prescription, nonprescription and complementary treatments will be reviewed.

**PHAR 621. Pharmacoeconomics. 2 Hours.**

Module course; variable hours. 2 credits. Introduces the terms and processes of pharmaceutical economics and pharmacoeconomics. Students learn to assess the impact of economics on pharmaceutical use, evaluate pharmacoeconomic studies and make decisions on the cost effectiveness of therapeutic alternatives. Lectures, discussion and class assignments.

**PHAR 622. Epidemiology and Pharmacy Practice. 2 Hours.**

Module course; variable hours. 2 credits. Introduction to the principles of epidemiology and the relation to pharmacy practice. Emphasis on applications of epidemiologic principles in pharmacy. Lectures, outside readings, class discussions and exercises.

**PHAR 623. Patient Medication Safety. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Provides the fundamental background necessary to understand patient medication safety, including multidisciplinary responsibilities for medication safety and approaches to the management and prevention of medication errors. Current issues in medication safety and actual medication error cases will be used in the class.

**PHAR 626. Advanced Pharmacotherapy Research Methods. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of the instructor. This course focuses on research techniques used to assess the clinical response to drug therapy, including advantages and disadvantages of different techniques. Published clinical trials are evaluated to illustrate these concepts including statistical assessment. Recent FDA New Drug Applications are reviewed when appropriate to illustrate regulatory aspects of the evaluation of clinical trials.

**PHAR 631. Advanced Pharmacy Practice Management. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Classical, social, and systems views of management are introduced with emphasis on the uses of implicit control. The sociology of professions and the nature of professional work are explored; the management of the professional's work is discussed in detail. Design and operation of integrated drug information, drug distribution, and drug use control systems is explored. (Nontraditional program).

**PHAR 637. Introduction to Research Methods in Pharmaceutical Sciences. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. Assists practicing pharmacist managers and researchers in the development, implementation, monitoring and evaluation of programs for the delivery of pharmaceutical care and the practice of pharmacy. Introduces students to the empirical method and to provide them with a fundamental knowledge base for developing salient research questions that could lead to the articulation of testable research hypotheses, accomplished by addressing those research techniques and designs most commonly used in pharmacy and health services research.



**PHAR 638. Pharmaceutical Benefit Management. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. Addresses the need for pharmacy benefit management, the types of organizations that use pharmacy benefit management and the primary tools, techniques and practices used to manage the pharmacy benefit. Presents through lectures, readings, class discussions and a research paper.

**PHAR 640. Foundations V. 1.5 Hour.**

Semester course; 1 lecture and 2 laboratory hours. 1.5 credits. This competency-based course is the fifth in a six-semester practice-based course sequence with an emphasis on the clinical application of medications in the management of various disease states. The third-year pharmacy student will develop skills in the assessment and therapeutic monitoring of selected disease states and drug therapies. Topics include psychiatry, neurology and oncology therapeutics.

**PHAR 645. Foundations VI. 1.5 Hour.**

Semester course; 1 lecture and 2 laboratory hours. 1.5 credits. This competency-based course is the final installment in a six-semester, practice-based course sequence. It is intended to give the third-year pharmacy student opportunities to improve acquired skills and gain additional skills necessary to provide the highest level of patient-centered care by optimizing drug therapy outcomes.

**PHAR 651. Medical Access and Care for Underserved Populations. 3 Hours.**

Semester course; lecture and experiential hours. 3 credits. Provides an overview of the issues affecting medical access for underserved populations, with an emphasis on homeless patients. Topics covered include resources, unique barriers, health literacy, interdisciplinary models in safety net organizations and medication reconciliation. Students attend lectures and complete experiential exercises to reinforce these topics, as well as creating patient education materials.

**PHAR 652. Health Promotion and Communication in Pharmacy Practice. 2.5 Hours.**

Semester course; 2.5 lecture hours. 2.5 credits. An introduction to the role of the pharmacist in health promotion and disease prevention and building communication skills to help prepare students for practice. Supervised practice in developing basic communication skills. Skills for pharmacist involvement in implementing aspects of Healthy People 2020, educating patients and addressing health care disparities will be emphasized.

**PHAR 660. Community Pharmacy Practice Management II. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Helps students develop the necessary foundation for the management of activities in community pharmacy practice settings with many of the skills developed in the course being equally applicable to other practice settings. This course focuses on developing and marketing community pharmacy services.

**PHAR 661. Institutional Pharmacy Management. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Introduces students to the practice and management of pharmacy in institutional settings – hospitals, long-term care facilities, managed care settings and home health care. Students will learn issues unique to institutional practice and best practices for improving medication therapy in institutions. Faculty presentations, guest lectures, class exercises and outside assignments.

**PHAR 662. Leadership and Advocacy. 2 Hours.**

Semester course; 2 credits. Provides leadership and political advocacy development for students, including the officers of student organizations and those who wish to become leaders in the profession. Students will examine leadership as they explore current health care issues and gain direct experience in community action and the political advocacy process. From a broad perspective, all health care professions need effective leadership, and in turn effective political advocacy, to deal with the numerous issues facing the health care system. Many students are seeking new ways to understand and solve local and national problems, to demystify politics and to make concrete changes by having direct contact with public individuals. To meet these needs, the goals of this course are to strengthen the leadership ability of students and to enhance their potential for future leadership and advocacy roles within their profession and their communities. Graded H/P/F.

**PHAR 663. Advanced Diabetes Management. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. An in-depth study of the care of patients with metabolic syndrome and diabetes. The etiology, pathophysiology, clinical course, clinical manifestations, prevention and management of diabetes will be reviewed through the use of online didactic presentations, patient cases, self-directed learning and active participation in classroom discussion. Emphasis is placed on the use of data to optimize pharmacotherapy for patient scenarios.

**PHAR 666. Advanced Topics in Pharmacy. 1-3 Hours.**

Semester course; 1-3 lecture hours. 1-3 credits. Presentation of pharmacy subject matter by lectures, conferences or clinical site visits in selected areas of advanced study providing a discussion of topics beyond that provided in the required curriculum.

**PHAR 670. Geriatric Pharmacy Practice. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Students learn therapeutic aspects of providing health care to elderly people. Sociobehavioral aspects of aging related to pharmacotherapy outcomes also will be learned. Problems associated with drug use in the elderly and the importance of providing quality pharmaceutical care to ambulatory and institutionalized geriatric individuals will be emphasized.

**PHAR 671. Applied Pharmacoeconomics and Outcomes Research. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: permission of instructor. Presents theoretical and practical topics relating to pharmacoeconomics and health outcomes research. Students will learn to critically appraise and discuss pharmaceutical outcomes research through lectures, readings, class participation and projects. Requires students to plan, initiate and present an outcomes research project that considers both clinical and economic issues of product or service selection.

**PHAR 672. Advances in Mental Health Pharmacy Practice. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Students choose the topics for discussion in this elective course. They actively learn through small group discussions of the pharmacotherapy of psychiatric disorders. Students gain experience in patient rounds, practice-based projects, interpretation of clinical practice guidelines, use of the Internet and computer presentations.

**PHAR 673. Advanced Cardiovascular Pharmacotherapy. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Prerequisite: PHAR 544. Students will gain a broader knowledge and deeper understanding of the etiology, pathophysiology, clinical course, clinical manifestations, prevention and management of cardiovascular disorders through the use of online didactic presentations, videos, patient cases, self-directed learning and active participation in classroom discussion.

**PHAR 674. Advances in Community Pharmacy Practice and Therapeutics. 3 Hours.**

Semester course; 2 lecture and 1 conference hours. 3 credits. This course will enable students to enhance their community practice and patient care skills. It will address strategies for marketing and documentation of clinical services including disease management, wellness and screening programs pertinent to community pharmacy practice. Students will visit community pharmacies for the practice component of this course.

**PHAR 677. Infectious Diseases Pharmacotherapy. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. This course is designed to familiarize the student with principles of the rational treatment of human infectious diseases. Emphasis will be placed on learning the pharmacology, toxicology and pharmacokinetics/pharmacodynamics of antimicrobial agents; problems of antimicrobial resistance and the role of the pharmacist in combating resistance; the methods of obtaining and evaluating culture and susceptibility reports; and familiarity with infectious diseases literature. Students will attend daily consultation rounds with the infectious diseases service and will meet with the preceptor to discuss patients and plan for contributions to patient care.

**PHAR 678. Women's Health: Pharmacotherapeutic Issues and Controversies. 2.5 Hours.**

Semester course; 2 lecture hours. 2.5 credits. This course addresses the prevention and management of disease in women. It is designed to expand upon the women's health topics presented in the pharmacotherapy course series. Problem-based learning, student presentations and clinical projects serve as the primary teaching methods.

**PHAR 679. Critical Care Pharmacotherapy. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. This course consists of online recorded discussions and case presentations to familiarize the student with critical care pharmacotherapy. In addition to a discussion of various disease states, information will be provided about the critically ill patient, the environment of the intensive care unit and the role of the critical care pharmacist. The course is presented in a self-study, online format. Graded as H/P/F.

**PHAR 685. Contemporary Topics in Pharmacy. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Explores how pharmacists prepare for and respond to the issues that affect the practice of pharmacy. Contemporary issues that relate to major health care needs, government health care activities, views by health professionals, health policies, health care economics, pharmacist attitudes and behaviors, pharmacy laws and regulations, pharmacy traditional views and opinions will be examined. Discussion and debate on these issues will help to prepare students for their future in pharmacy practice.

**PHAR 686. Entrepreneurial Pharmacy and Independent Pharmacy Practice. 2 Hours.**

Semester course; 3 lecture hours/10 weeks. 2 credits. Provides a practical review of independent pharmacy practice from starting to running a pharmacy. Topics include financing, marketing, niche markets, store design and merchandising, technology, business relations, and contracts. The course will be taught through presentations/discussions by guest lecturers and a project.

**PHAR 687. Introduction to Research in Pharmacy. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. A broad overview of the types of research conducted in the profession of pharmacy with a focus on clinical research. Students will achieve a broad appreciation of the research opportunities available in pharmacy and guidance in pursuit of a career in research. Format will consist of lectures, interactive discussions and demonstrations. Graded P/R.

**PHAR 688. Applied Pharmacoepidemiology Research Methods. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisites: EPID 571 and BIOS 544 or permission of instructor. Provides an overview of the field of pharmacoepidemiology and its relationship to health care and research. Topics including selecting data sources, study design, data manipulation and analytical issues relevant to the conduct of pharmacoepidemiology research are covered. Students complete exercises to reinforce these topics, as well as prepare a formal project proposal. Research studies are also reviewed to help students develop skills in the critical evaluation of the pharmacoepidemiology literature.

**PHAR 689. Pharmaceutical Policy Analysis. 3 Hours.**

Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 500 or ECON/HADM 624, or permission of instructor. Examines a breadth of pharmaceutical policy issues pertaining to stakeholders in health care including the federal government, state governments, the pharmaceutical industry, pharmacies and pharmacists, and consumers. Using an economic approach to policy analysis, various competing thoughts and challenges to health care will be presented. Special attention will be paid to theoretical foundations and scientific rigor in approaching policy analysis.

**PHAR 690. Pharmacy Research Seminar. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Required of all graduate students in pharmacy. Research seminar.

**PHAR 691. Special Topics in Pharmacy. 1-5 Hours.**

Semester course; 1-5 lecture hours. 1-5 credits. Presentation of subject matter is by lectures, tutorial studies and/or library assignments in selected areas of advanced study not available in other courses or as part of the research training. Graded as honors, high pass, pass, fail.

**PHAR 697. Directed Research in Pharmacy. 1-15 Hours.**

Semester course; 1-15 credits. Research leading to the M.S., Pharm.D., or Ph.D. degree.

**PHAR 715. Continuous Professional Development III. 1 Hour.**

Yearlong course; 1 lecture hour. 1 credit. This is the third of four yearlong courses designed to advance students' professional development. The large- and small-group sessions and co-curricular activities encompass experiences that enhance self-awareness and professionalism in student pharmacists. Graded as CO with no credit for fall semester with a pass/fail and credit assigned for spring semester.

**PHAR 724. Pharmacy Law. 2.5 Hours.**

Semester course; 2.5 lecture hours. 2.5 credits. A study of federal and state laws, including statutes, regulations and cases, affecting the practice of pharmacy and the distribution of drugs. This course includes material on ethics.

**PHAR 730. Continuous Professional Development IV. 0.5 Hours.**

Yearlong course; 0.5 lecture hours. 0.5 credits. This is the fourth of four yearlong courses designed to advance students' professional development. The large- and small-group sessions and co-curricular activities encompass experiences that enhance student pharmacists. Graded as CO with no credit for fall semester with a pass/fail and credit assigned for spring semester.

**PHAR 760. Acute Care Pharmacy Practice I. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an acute care hospital setting. Students will actively participate in the delivery of patient care on a general medicine service. Students may participate in the following types of activities: rounding with a health care team, obtaining patient histories, identifying problems requiring therapeutic interventions, solving problems, consulting with physicians, monitoring patient outcomes and providing educational sessions for the professional staff. These services are expected to be integrated with the hospital pharmacy services. Graded as H/HP/P/F.

**PHAR 761. Advanced Hospital Pharmacy Practice. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a hospital pharmacy department. Students will actively participate in pharmacy operations and services relating to systems for drug distribution and drug control, scope of clinical services provided by the department, management of the department, and department relationships within the institution and health system. Graded as H/HP/P/F.

**PHAR 762. Geriatrics Pharmacy Practice. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a variety of settings with a predominately geriatric focus. These sites may include community pharmacies, specialty clinics, rehabilitation hospitals, skilled nursing facilities, home-based consult services and assisted living facilities. Students will focus on the unique medication-related needs of seniors and actively apply that special knowledge to provide quality pharmacy care to older adults. Graded as H/HP/P/F.

**PHAR 763. Ambulatory Care Pharmacy Practice. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an ambulatory care, multidisciplinary practice setting. These sites may include hospital-based clinics, physician group practices, safety net clinics and managed care facilities that provide health care directly to patients. Students will actively participate in obtaining patient medical and medication histories, evaluating drug therapies, developing pharmacy care plans, monitoring patients' therapeutic outcomes, consulting with physicians and non-physician providers and providing education to patients and health care professionals. Graded as H/HP/P/F.

**PHAR 764. Community Pharmacy Practice. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. In this course, students will participate in all facets of pharmacy practice in the community pharmacy setting. Students will be involved in dispensing, compounding, telephone consultation, patient counseling and nonprescription drug recommendations. Students also will be involved in patient assessment, monitoring intervention and follow-up care designed to improve the outcomes of drug therapy. Graded as H/HP/P/F.

**PHAR 765. Elective I. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. In this course, students will be able to participate in a variety of pharmacy practice settings. Graded as H/HP/P/F.

**PHAR 766. Elective II. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. In this course students participate in a variety of pharmacy practice settings. Graded as H/HP/P/F.

**PHAR 767. Clinical Selective I. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. Restricted to Pharm.D. dual-degree candidates. In this course students participate in a clinical rotation and may choose one of these pharmacy practice settings: ambulatory care, acute care, advanced community, institutional or geriatric. Graded as H/HP/P/F.

**PHAR 768. Advanced Community Pharmacy Practice. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in a community pharmacy setting. Students will focus primarily on patient care services and secondarily on patient-focused dispensing functions in these pharmacies. These services will focus on the identification, resolution and prevention of medication-related problems dealing with general medicine issues and medication therapy management. Students will actively participate in the following types of activities: interacting with patients, caregivers and prescribers; counseling, self-care consults and recommendations; administration of immunizations; and health and wellness screenings and information. Graded as H/HP/P/F.

**PHAR 769. Clinical Selective II. 5 Hours.**

Semester course; daily for 5 weeks (200 clinical hours). 5 credits. Restricted to Pharm.D. dual-degree candidates. In this course students participate in a clinical rotation and may choose one of these pharmacy practice settings: ambulatory care, acute care, advanced community, institutional or geriatric. Graded as H/HP/P/F.

**PHAR 771. Student Pharmacist Professionalism. 1 Hour.**

Continuing course; variable hours. 1 credit at end of four-year curriculum. Selected presentations and activities related to the development and enhancement of professional behavior in student pharmacists. Graded as CO until final semester, with pass/fail awarded on completion.

**PHAR 773. Acute Care Pharmacy Practice II. 5 Hours.**

Semester course; daily for 5 weeks. 5 credits. This course consists of 200 hours of advanced pharmacy practice experience in an acute care hospital setting. Students participate in the delivery of patient care in a general medicine or a medical specialty service. Students may participate in the following types of activities: rounding with a health care team, obtaining patient histories, identifying problems requiring therapeutic interventions, solving problems, consulting with physicians, monitoring patient outcomes and providing educational sessions for the professional staff. These services are expected to be integrated with the hospital pharmacy services. Graded as H/HP/P/F.

## Center for Interprofessional Education and Collaborative Care

### Interprofessional Education and Collaborative Care (IPEC)

**IPEC 501. Foundations of Interprofessional Practice. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Open to students enrolled in a professional health science degree program. An introductory study of the concept of interprofessional collaborative practice, this course includes units on health care systems, teams and teamwork, and professional roles and responsibilities. Students actively work within interprofessional student teams to apply course content during specific learning activities that build a foundation of the knowledge, skills and attitudes necessary for effective interprofessional practice in contemporary health care.

**IPEC 502. Interprofessional Quality Improvement and Patient Safety. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: IPEC 501. Course restricted to students enrolled in the schools of Medicine, Nursing and Pharmacy. A study of interprofessional quality improvement and patient safety, this course includes units on quality in the workplace, error in the health care system and improving health care. Students actively work within interprofessional student teams to apply course content to specific learning activities for interprofessional quality improvement and patient safety practice.

**IPEC 510. Interprofessional Communication and the Care Coordinator I. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Enrollment requires acceptance into the Care Coordination Certificate program. Defines the various roles of the care coordinator. Identifies all health care providers on the interprofessional team and what their responsibilities are to patient and family care. Focuses on development of effective interprofessional communication and leadership strategies by introducing concepts of teamwork. Explores strategies for conflict negotiation and patient engagement. Facilitates the sharing of individual perspectives and patient care experiences.

**IPEC 511. U.S. Health Care and Care Coordination. 2 Hours.**

Semester course; 2 lecture hours, delivered online. 2 credits. Enrollment requires acceptance into the Care Coordination Certificate program. Explores the overall infrastructure of the health care system and care delivery models. Introduces concepts of regulation. Examines how the effect of different settings and levels of care impact care transitions. Explores effective use of the electronic health record. Identifies the patient-centered care model as integral to improving outcomes. Describes the best ways to share information across health care settings during care transitions.

**IPEC 512. Health Care Payment Models and Care Coordination. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Enrollment is restricted to students accepted into the care coordination certificate program. Examines aspects of health care financing that affect the type of services the care coordinator can provide. Provides an overview of key points related to insurance coverage, including managed care, Medicare and Medicaid. Reinforces the utilization review process and compliance. Discusses an overview of current U.S. health policy with a special focus on vulnerable patients and the importance of population health management.

**IPEC 513. Ethical and Legal Considerations in Care Coordination. 2 Hours.**

Semester course; 2 lecture hours, delivered online. 2 credits. Prerequisite: IPEC 512; corequisite: IPEC 515. Focuses on applying ethical decision-making frameworks to analyze ethical dilemmas that occur with patient care and between members of the interprofessional team. Examines care coordinator role conflict between patient advocacy versus health system advocacy. Provides a framework for identifying potential liabilities while working in the care coordinator role. Examines issues surrounding access to care and social justice. Explores legal responsibilities of the care coordinator.

**IPEC 514. Hospital-based Care Coordination. 3 Hours.**

Semester course; 3 lecture hours (delivered online). 3 credits. Prerequisites: IPEC 510, IPEC 511 and IPEC 512. Enrollment restricted to students accepted into the care coordination certificate program. Explores care coordination in the hospital setting with a focus on discharge planning, medication reconciliation and effective care transitions out of the hospital. Addresses how to identify those patients who have high risk for excess utilization of hospital resources due to limited financial means, lack of insurance, chronic illness, and/or catastrophic injury. Addresses national recommendations for effective care coordination strategies to improve patient outcomes.

**IPEC 515. Interprofessional Communication and the Care Coordinator II. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. Prerequisite: IPEC 510. Reinforces roles and responsibilities of health care providers on the interprofessional team during care coordination and prepares students to assume a professional role. Applies effective interprofessional communication and leadership strategies by reinforcing concepts of teamwork. Explores strategies for conflict negotiation and patient engagement. Facilitates the sharing of individual perspectives and patient care experiences.

**IPEC 516. Community-based Care Coordination. 3 Hours.**

Semester course; 3 lecture hours, delivered online. 3 credits. Prerequisites: IPEC 514 and IPEC 515. Emphasizes the value of maintaining a primary care provider and connecting the patient with appropriate community resources. Emphasis will be on the patient-centered medical home model of health care delivery, which provides an environment conducive to direct coordination of a patient's primary care with a special focus on effective care transitions. Discusses concepts of advanced care planning, medication management and patient engagement from the outpatient perspective. Identifies how to differentiate high-risk patient populations and provide effective transitions of care within community settings. Introduces concepts of population health and the role of the family in care of the patient.

**IPEC 525. Mindfulness Practices for Health Care Professionals: Clinical Applications. 1 Hour.**

Semester course; 16 hours (lecture/seminar). 1 credit. Open to health care professional students in good standing (e.g. students in the schools of Dentistry, Nursing, Medicine, Pharmacy, Allied Health Professions or Social Work or in the programs of dental hygiene or clinical psychology). This course will allow a qualified health care professional student the opportunity to participate in a variety of mindfulness practices and learn their applications to clinical practice.

**IPEC 528. Global Health. 1 Hour.**

Semester course; 1 lecture hour. 1 credit. This course is designed for professional students in medicine, pharmacy and physical therapy traveling to the Dominican Republic, Honduras or Peru with the Humanitarian Outreach Medical Brigade Relief Effort. With a focus on clinical and research endeavors in Central and South American countries, this course provides a foundation in interprofessional teamwork and international health care for health professions students. Themes of cultural competency, determinants of health, clinical skills and ethical issues are interwoven throughout the course. Graded as Pass/Fail.

**IPEC 561. IPE Virtual Geriatric Case. 2 Hours.**

Semester course; 2 lecture hours (delivered online). 2 credits. Using a web-based interface, health professional students from multiple disciplines will collaborate to identify health care needs and plan care for an older adult patient. Contemporary theoretical concepts and evidence-based recommendations are integrated within a complex, unfolding case that crosses all settings and services of care: ambulatory, inpatient, post-acute, community-based and palliative/end-of-life. Patient- and family-centered care concepts are also emphasized throughout each module. Students who participate in this preceptor-supervised virtual case will make decisions based on their discipline-specific geriatric-gerontological competencies, reinforce understandings about the scope of practice for other health professions and expand working capacity for interprofessionalism and team-based care.

**IPEC 562. IPE Quality Improvement Project Practicum. 2 Hours.**

Semester course; 2 lecture hours. 2 credits. Prerequisite: IPEC 502 or HADM 609 or approval by course director. Enrollment restricted to students in the schools of Allied Health Professions, Medicine, Nursing and Pharmacy. This capstone course will provide interprofessional teams of students the opportunity to apply quality improvement processes and patient safety theories, models, methods, and tools in a health care setting to execute a quality improvement project in an organizational setting. Graded as Pass/Fail.

**IPEC 591. Interprofessional Special Topics. 1-3 Hours.**

Semester course; 1-3 lecture hours. 1-3 credits. May be repeated for credit. Explores specific topics in interprofessional education and collaborative care theory and practice. Sections may include lecture and/or clinical hours. See Schedule of Classes for topics offered each semester. Graded as pass/fail.



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