MARSHALL B. KETCHUM UNIVERSITY
Enrollment and Student Services

COMPREHENSIVE
2025 - 2026

MARSHALL B. KETCHUM
UNIVERSITY
1904

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UNIVERSITY CATALOG

Introduction

Vision, Mission, Core Values and Institutional Learning Outcomes

Vision

We seek to reimagine the future of health care education.

Mission

The mission of Marshall B. Ketchum University is to educate caring, inspired health care professionals who are prepared to deliver collaborative, patient-centric health care in an interprofessional environment.

Core Values

Marshall B. Ketchum University is guided by the iCARE values of:

* **Innovation** - We have the courage to dream and experiment with unique and creative ideas.
* **Caring** - We strive to address the needs of our University and the greater community by nurturing a spirit of inclusion and compassion.
* **Accountability** - We are committed to honesty, fairness and responsibility for our words and actions.
* **Respect** - We value the unique talents and diversity of people, strive to work collaboratively and inclusively, and honor the open exchange of ideas.
* **Excellence** - Consistent with our legacy, we are committed to achieving outcomes of the highest quality.

Marshall B. Ketchum University Institutional Learning Outcomes (ILOs)

Domain 1: Communication

MBKU graduates demonstrate competence in listening, reading, speaking, writing, and interpersonal skills.

Domain 2: Analytical Reasoning and Problem-Solving

MBKU graduates demonstrate competence in the assimilation, evaluation, and interpretation of evidence from multiple sources; and the application of that information to achieve optimal patient outcomes.

Domain 3: Interprofessional Health Education

MBKU graduates demonstrate competence as members of the healthcare team to provide quality health care services in an interprofessional environment.

Domain 4: Health Information Literacy and Lifelong Learning

MBKU graduates demonstrate ongoing competence to identify and analyze evidence-based health information in formulating successful outcomes for patients.

Domain 5: Professionalism

MBKU graduates demonstrate their professional competence with published standards of practice and codes of conduct as health care providers.

University Accreditations

Marshall B. Ketchum University is regionally accredited by the WASC Senior College & University Commission (WSCUC), 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501; 510.748.9001; Email: wascsr@wascsenior.org.

The Doctor of Optometry program at SCCO is accredited professionally and nationally by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association, 243 North Lindbergh Boulevard., St. Louis, MO 63141-7881. Phone: 800.365.2219; Email: accredit@theacoe.org (3Aaccredit@theacoe.org); Website: accredit@theacoe.org. (https://theacoe.org/)

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Marshall B. Ketchum University Physician Assistant Program** sponsored by **Marshall B. Ketchum University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **March 2029**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Marshall B. Ketchum University College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 190 S. LaSalle Street, Suite 3000, Chicago, IL 60603-3446; Phone: 312.644.3575; Fax: 866.228.2631; info@ (https://catalog.ketchum.edu/university-catalog/introduction/university-accreditations/info@acpe-accredit.org)acpe-accredit.org (http://www.acpe-accredit.org).

History

About Marshall B. Ketchum University

The health care university known today as Marshall B. Ketchum University evolved in response to the growing need to provide health care education in an interprofessional setting. Tracing our roots to the founding of the Los Angeles School of Ophthalmology and Optometry in 1904, we have become a new kind of health care university in response to changes in health care delivery. At MBKU, we focus not only on expert specialty training but also prepare practitioners to work in a multidisciplinary, collaborative practice environment.

Our Beginnings

The history of MBKU begins in 1904 with the founding of the Los Angeles School of Ophthalmology and Optometry that, over the years, became the Southern California College of Optometry (SCCO). As the third oldest school of optometry in the United States, SCCO has always been a leader in health care education. As the delivery of health care evolved to emphasize practitioners working together as a team, it was clear to the leadership of SCCO that the approach to health care education needed to change.

MBKU Founded

In 2013, the SCCO Board of Trustees approved a university structure that would allow for additional programs, naming it after the founder of SCCO, Dr. Marshall B. Ketchum. Soon after, under the leadership of President Kevin L. Alexander, a Physician Assistant (PA) program was added and later a College of Pharmacy. Our approach to health care education includes:

1. world-class education within each discipline,
2. interprofessional training opportunities and
3. learning that combines advanced clinical training with innovative teaching methods.

In short, at MBKU, we train you for the future of patient care.

Programs

Master's Programs

- Medical Science (MMS) (p. 30)
- Vision Science (MS) (p. 28)

Doctoral Programs

- Doctor of Optometry (OD) (p. 22)
- Doctor of Pharmacy (PharmD) (p. 37)

Continuing Education

The MBKU Department of Continuing Education promotes lifelong learning through presentation of current and clinically relevant broad-based continuing education to health professionals primarily directed at optometrists, PAs and pharmacists. MBKU continuing education programs encompass a full scope of health-related evidence based courses designed to enhance patient care. Programs are delivered in approved formats that include live, hands on and online education courses.

Honorary Degrees

Honorary degrees may be conferred by the MBKU Board of Trustees upon those who merit recognition for distinct contributions or outstanding service to society, the university and/or the profession. The honorary degrees granted are Doctor of Ocular Science, Doctor of Humane Letters and Doctor of Laws. Honorary degrees shall not be conferred in absentia, nor shall an honorary degree be awarded as an earned degree.

Compliance Statement

MBKU makes every effort to comply responsibly, and in a timely manner, with every state and federal government regulation involving the welfare of its students. Following are items of importance that address MBKU's ongoing efforts.

Use of the Catalog

The University Catalog is an annually published reference piece for prospective and matriculated students. The Catalog contains all programs offered by MBKU. Matriculated students will also be referred to the University Student Handbook and individual program student handbooks.

MBKU assumes no responsibility for errors in, misrepresentation of, or misinterpretation of these policies. Please read the information carefully and be sure to contact Admissions, if you are a prospective student, or University Student Affairs, if you are a current student, for clarification or more information.

Every effort has been made to verify the accuracy of information contained in our Catalog, however, Marshall B. Ketchum University reserves the right to change without notice degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any published information herein.

The information in the Catalog is intended to serve only as an announcement. The University Catalog should not be regarded as a contract.

Non-Discrimination Statement

MBKU is committed to providing an environment in which all individuals are treated with respect and professionalism. In accordance with applicable federal and state laws, it is University policy to prevent unlawful discrimination against students, applicants for admission, employees, applicants for employment and patients requesting treatment on the basis of race, color, national origin, sex, disability, age or any other characteristic protected by applicable law. The University also prohibits sexual harassment and harassment on any of the above bases (refer to the Prohibited Discrimination, Unlawful Harassment & Sexual Misconduct Policy).

Inquiries regarding the University's equal opportunity policies should be directed to the Vice President for Enrollment and Student Services at StudentAffairs@ketchum.edu for students and the Vice President for Human Resources at HumanResources@ketchum.edu for employees.

For further information on notice of non-discrimination, please contact The Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the office that serves your area, or by calling 1-800-421-3481.

Prohibited Harassment and Retaliation Policy

The University is committed to being a community in which individuals, including students, faculty, staff, and administration, are free of prohibited harassment. The University will not tolerate any type of harassment against individuals on the basis of race, color, national origin, ancestry, sex (including pregnancy, childbirth, related medical conditions, and breastfeeding), gender, gender identity, gender expression, sexual orientation, age, religion (including religious dress and grooming practices), physical or mental disability, medical condition, marital status, military or veteran status, genetic information, citizenship, primary language, or immigration status, or any other basis protected by applicable federal, state, or local law ("a protected category"). The University also prohibits harassment based on the perception that an individual has the characteristics of someone in a protected category or is associated with a person who has or is perceived as having the characteristics of someone in a protected category. Violence, or intimidation by threat of violence, because of political affiliation, position in a labor dispute, or on account of a protected category is prohibited as well. This policy applies at all University locations, University-sponsored social or other events, as well as activities at which individuals represent the University.

Harassment includes expressly or impliedly conditioning a benefit (or the absence of a detriment) on sexual favors, or the creation of a hostile university environment through visual, verbal, or physical conduct. Prohibited conduct includes any of the following when related to a protected category: making slurs, innuendos, or potentially offensive comments or jokes; the display of potentially offensive cartoons, posters, or other materials; distributing potentially offensive pictures or words in written, pictorial, or electronic form; touching, or other unwanted attention; threats, intimidation, or other abusive behavior.

Harassment is prohibited if it is related to a protected category, is unwelcome, and is severe or pervasive enough to create an intimidating, hostile, or offensive environment that alters conditions at the University. The University does not allow anyone to harass University students,
employees, applicants, independent contractors, or volunteers on the basis of a protected category.

Additionally, the law prohibits unlawful harassment (and discrimination and retaliation) (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act, Unruh Civil Rights Act, Ralph Civil Rights Act). Harassment can be a form of unlawful discrimination. To report prohibited harassment and/or unlawful discrimination, please contact the MBKU Title IX Coordinator (titleix@ketchum.edu or 714.449.7423) or use the "Report a Concern" form found on the Community Tab of my.ketchum.edu (https://my.ketchum.edu).

Student Right-to-Know and Campus Security Act

MBKU continuously strives to provide a safe and secure environment for classroom, work, study, and after-hours activities at all university-owned facilities. In accordance with Public Law 101-524, MBKU maintains and provides a complete record of all crimes committed on University and Security-owned property. More information is available on the University's website, ketchum.edu (http://www.ketchum.edu/), along with the Annual Safety Report.

Privacy of Records

MBKU complies fully with the Family Educational Rights and Privacy Act of 1974, which protects the privacy of students' education records, establishes the right of students to inspect and review their education records, and provides guidelines for the correction of inaccurate or misleading data through informal hearings. Students also have the right to file complaints with the U.S. Department of Education, Washington, D.C. 20202, concerning alleged failure by the university to comply with the Act, Education Code, Section 94312 (f). Any questions or problems concerning this institution which have not been satisfactorily answered or resolved by the institution should be directed to the Superintendent of Public Instruction, State Department of Education, Sacramento, CA 94244-2720.

Complaint Disclosure Notice

MBKU is committed to addressing student complaints timely and effectively, in accordance with the University's Student Grievance Procedures. If a student believes that the University's procedures have not adequately addressed their concerns, students may also file external complaints with the agencies identified below.

Bureau for Private Postsecondary Education

A complaint may be filed by writing or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

For more information see How to File a Complaint (https://www.bppe.ca.gov/enforcement/complaint.shtml/).

An alternative avenue for filing a Complaint is to utilize the California Department of Consumer Affairs' (DCA) online Complaint Form (https://www.bppe.ca.gov/enforcement/complaint.shtml/). The DCA will forward the Online Complaint to the Bureau.

Anyone may file a complaint if they believe an approved institution has violated the laws governing the institution's operation. Complaints are most often received from students, their families, other members of the private postsecondary education industry, law enforcement agencies, and other regulatory agencies.

University Policies and Procedures

Academic Policies

The objective of MBKU is to provide a premier educational experience with emphasis on the needs of the students as individuals while they pursue a rigorous course of study. In addition to the academic learning opportunity, it is expected that the faculty, staff, curriculum, and atmosphere will combine to foster the growth of the student, as a person, with understanding and maturity as well as technical expertise. Students are admitted with the expectation that all academic and clinical requirements will be completed within the Program's timeframe. All faculty and staff embrace the responsibility for educating, supporting, and assisting students whenever possible and within reason.

Graduation requirements as well as academic standing/progression vary according to the Program and may be found in each Program Student Handbook. For student support type services offered, please see the University Student Handbook and Program Student Handbook.

Academic Integrity

Academic integrity is simply defined as honest work. As aspiring health care providers, you have already made a commitment to upholding yourself to high standards. As a student practitioner, you will take a student oath and commit yourself to your profession and future patients. Honest academic work is essential to quality patient care. Academic integrity maintains the high value in the educational process and ultimately to your degree and professional license.

Faculty shall work to enhance a culture of academic integrity at the University. Faculty members shall state in their course syllabus that the course will adhere to this Academic Integrity Policy and the Student Conduct.

Course instructors may choose to address academic integrity as it applies to their course components, such as homework, written assignments, lab work, group projects, quizzes, and exams. Course instructors shall decide which course components will use an honor code commitment. For those course components, the course instructor shall provide the opportunity for students to sign an affirmative honor code commitment. The honor code commitment shall include one of the following statements and may be expanded according to instructor, department, or college practices and policies:

Honor Code Commitment

I have not given and will not give, receive, or use any unauthorized assistance. I will hold myself and others accountable for upholding this commitment.

Academic misconduct (see Student Conduct (p. 77)) undermines the educational experience at MBKU, reduces confidence in the quality of education, and negatively affects the faculty-student relationship.

Faculty/Instructors are expected to use reasonably practical means of preventing and detecting academic misconduct.

Any student found responsible for having engaged in academic misconduct will be subject to academic penalty and/or University disciplinary action, up to and including suspension or expulsion.

Students are encouraged to positively impact the academic integrity culture of MBKU by reporting incidents of academic misconduct.

Instructors shall follow the following procedures when they feel academic misconduct has occurred:

- If faculty members have evidence that a student has engaged in an act of academic misconduct in their course, prior to assigning any academic penalty, the course instructor shall notify the student of the concern and include the college's Conduct Officer. The program Conduct Officer shall follow the procedures outlined in the Student Conduct chapter (p. 77) of the University Student Handbook.

Academic Probation or Dismissal

Rules for academic probations and dismissals vary according to the academic Program and may be found in the Program Student Handbooks. Students who are not making satisfactory progress may not be eligible to receive loan monies through programs of the federal

government (refer to the Financial Aid Policies (p. 18) section of the catalog for more detailed information).

Attendance

Marshall B. Ketchum University expects regular attendance at all lectures, laboratory, and clinic sessions to which the student is assigned. Each program determines the specific attendance policy and procedures (see Program Student Handbook). The record of attendance is the responsibility of each individual instructor. Permission to be absent must be obtained from the Dean/Director of the program or the Program designee. Instructors are not obligated to provide special consideration in the case of unexcused absences. Repeated unexcused absences may result in a student being placed on professional probation. In addition, students wishing to participate in off-campus meetings during the academic year must receive academic approval from the Dean/Director and may not be on academic probation.

The academic credits at MBKU are described in terms of quarter credit hours. One credit hour represents one hour per week in the classroom during a 10-week quarter, two hours per week devoted to the laboratory, or four hours per week of clinical work or equivalent contact hours.

Examinations are held in each course and are required of all students taking the course. All students must take all examinations, including final examinations, at the assigned time, unless prior arrangements have been approved by the Instructor of Record. Each Program determines the procedures for reporting if a student must miss an exam because of an emergency (see Program Student Handbook). All missed exams must be made up as specified by the Program. Course grades are assigned by the instructor of record.

Occasionally students may need to miss scheduled assignments due to special circumstances or minor illnesses. This type of time off request is reported to the student's Program through their procedures, which may be found in the respective Program Student Handbook/course syllabus. Specific request procedures/forms vary by Program. Make up for time-missed assignments/examinations will be at the discretion of the course Instructor.

The amount of time away from both the didactic and clinic portions of the curriculum varies by Program. The Dean/Director, in consultation with the appropriate faculty, will evaluate student absences on an individual basis. Decisions regarding the necessity for an extended absence (p. 11) will depend upon the quantity and quality of material missed during the absence.

Audit Policy

Auditing a course typically occurs when a student is either encouraged to repeat courses that were successfully completed or has a personal desire to repeat these courses. The intent to audit courses is to review course information to enhance one's proficiency in the curriculum.

To audit a course, students must meet the following eligibility criteria:

- The student must be an active student with the University. If the student is on Withdraw with Intent to Return (WIR) or Leave of Absence (LOA), then the student is still considered an active student with the University. Students are not eligible to audit classes if they have been suspended, dismissed, or expelled for academic or disciplinary reasons.
- The student must have completed all required prerequisites.

- The audit request must be approved by the Program and Instructor of Record (IOR).
- Pay the audit fee of $50 per audited course up to $250 per term.
- The audit course(s) has no academic credit assigned and the transcript will show the course grade as 'AUD' as passing the audited course or 'AUX' for not passing the audited course.

Students enrolled in an audit course(s) are not eligible to receive financial aid. Please contact financialaid@ketchum.edu if there are any questions.

Students may audit a course only with the Instructor of Record (IOR) and Program consent. Students may not audit a course if they have not completed the prerequisites or if they have previously failed the course. Student participation is at the discretion of the IOR. Enrollment status in that course may not be modified (i.e., changing from auditing the course to receiving credit for the course).

Students who audit a course agree to do the same amount of work as a fully enrolled student without having to take the exam(s) at the end of the term.

To audit an eligible course, the student must complete the Audit Form and submit to Registration & Records at registrar@ketchum.edu for approval.

Course Delivery Method Definition

Course Delivery Method Definition

A course may be classified as a distance education course, a hybrid education course, or a face-to-face education course:

- A distance education course is defined as 50% or more of the credit hours are taught through distance delivery.
  - Distance delivery means that the student and instructor are not both physically present at the same time and place. Examples are course activities offered through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing.

- A face-to-face education course is defined as 70% or more of the credit hours are taught through face-to-face delivery.
  - Face-to-face delivery means that the student and instructor are both physically present at the same time and place.
- A hybrid education course is one in which there is a blend of distance delivery and face-to-face delivery methods. The course meets neither the distance education nor the face-to-face definition.

Per the United States Department of Homeland Security, only one class or three credits during each term may count toward a full course of study for an F-1 student if the class is taken online or through distance learning. If you are unsure which courses count toward the requirements for a full course of study, talk to your designated school official (DSO) to verify your schedule meets the requirements to maintain your status.

Course Drop and Withdraw Policy

Due to the nature of the curriculum, students do not have the option of dropping or withdrawing from courses in the required curriculum. The Program may drop or withdraw students from a course.

Students may, with special permission, drop or withdraw from an elective course determined by Program policy. Please note, COP does not allow

students to withdraw from elective coursework because they are a degree requirement. The Program will alert its students of the electives offered and will notify the Registration and Records Office of the elective courses and student enrollment. Once the Registration and Records Office has received notice from the Program, the student is considered enrolled in the course, regardless of when the course starts. If the student wishes to drop the course, the student is required to contact the instructor and obtain the necessary approval. Program policies will determine if the student will be allowed to drop the elective course and will designate if the drop is permitted and if it is to be recorded as a "drop" or "withdraw."

A "drop" means the student is no longer enrolled in the course and there is no indication of registration on the student's transcript. A "withdraw" means the student is no longer enrolled in the course; however, the course is on the student's transcript and a "W" is noted in place of a grade, indicating the student withdrew from the course. This does not affect a student's GPA.

Per University policy, no student may drop an elective course after the 2nd week in the quarter and no student may withdraw from the course after the 10th week in the quarter, unless the student is withdrawing from the University.

Elective Curriculum

Electives provide options to enhance student learning and allow for more individualized (self-directed) professional development. Some Programs may require completion of a certain number of elective courses to complete degree requirements. Elective courses have administrative requirements for development and delivery that include both minimum and maximum enrollment numbers and early registration dates. Generally, students apply to the course instructor for approval/admittance into an elective course. The University Registrar will enroll approved students in elective courses.

Students that complete an elective course will receive a grade on their transcript. Grades may be pass/fail or a letter grade, with the course instructor determining the grading criteria. Elective courses can only use one grading modality (i.e., the instructor cannot grade some students on a P/F basis and other students on a letter-graded basis). There is no credit associated for auditing a course. Credit hours acquired during the completion of elective courses will add to the cumulative units in the Program. Failing grades may/may not affect the student's cumulative GPA, depending on whether the elective was given as a P/F or letter-graded course.

General admittance criteria:

- Programs may require students to be in good academic standing to enroll in optional elective coursework. In addition, individual instructors may set specific GPA standards.
- Prerequisites are determined by individual faculty and may include (but are not limited to) general course grades, course grades in an individual track, and student motivation (possibly assessed by a statement of interest and/or an interview).

Elective Course Drop and Withdraw Policy

Due to the nature of the curriculum, students do not have the option of dropping or withdrawing from courses in the required curriculum. Students may, with special permission, drop or withdraw from an elective course determined by program policy. Please note, COP does not allow

students to withdraw from elective coursework because they are a degree requirement.

The Program will alert its students of the electives offered and will notify the University Registrar of the elective courses and student enrollment. Once the Registrar has received notice from the Program, the student is considered enrolled in the course, regardless of when the course starts. If the student wishes to drop the course, the student is required to contact the instructor and obtain the necessary approval. Program policies will determine if the student will be allowed to drop the elective course and will designate if the drop is permitted and if it is to be recorded as a "drop" or "withdraw."

A "drop" means the student is no longer enrolled in the course and there is no indication of registration on the student's transcript. A "withdraw" means the student is no longer enrolled in the course; however, the course is on the student's transcript and a "W" is noted in place of a grade, indicating the student withdrew from the course. This does not affect a student's GPA.

Per University policy, no student may drop an elective course after the 2nd week in the quarter and no student may withdraw from the course after the 10th week in the quarter, unless the student is withdrawing from the University.

Emergency Contact and Address Update

Every student must update an "Emergency Contact Information" form and "Student Address Update Form" within the first two weeks of Fall quarter each year whether the information changed or not; however, if the information changes during the year, it can also be updated on the Online Forms (https://my.ketchum.edu/ICS/Online_Forms/) tab of the portal.

Enrollment Status

Professional program students enrolled in 10 or more credit hours per quarter are considered full time. For a Master of Science in Vision Science, eight or more credit hours per quarter is considered full time.

Examination Review Policy

Examinations are part of a student's record (see Education Records (p. 15)); therefore, students have access to review their examinations. Students must follow the procedures outlined by their respective Program and/or faculty instructor for the course. In general, students are expected to attend examination review sessions if they are offered by a faculty member. If a formal exam review is not offered, students may schedule an appointment with the faculty member to review the examination. It is expected that students will not copy or replicate any part of the examination. Nor will students distribute any information from the examination to other students either in the form of actual test questions or in the form of tips or study guides. Any such action is considered a violation of the Student Code of Conduct (p. 79). It is expected that faculty will make reasonable appointments available to students and allow students ample time to review their examinations in their entirety. Examination review provides students an opportunity to learn from their mistakes. While asking for explanations is expected, it is not appropriate to challenge the validity of the question. Appeals on exam questions should follow the Program-specific appeals process.

Extended Absence

During academic work or clinical training, a student may need to take a leave from studies for a variety of reasons. There are two types of extended absences: 1) Withdraw with Intent to Return (WIR) and 2) Leave of Absence (LOA). A typical extended absence is for one term or one academic year. An extended absence must be requested in writing to the Program Dean/Director one month in advance. It must include the reason for the time away and the dates involved. In the case of unforeseen circumstances, for example, a personal or family emergency, the student must submit a request in writing as soon as they are able to do so (See downloadable forms (https://my.ketchum.edu/ICS/Office_of_Registrar/Forms__Calendars.jnz) on the portal). Extended time away form the program may lead to a delayed graduation date. Depending on the program curriculum, extended absences during the didactic portion may result in a student taking a break from school for an entire year until the time when those courses are offered again. Extended absences during the clinical portion of the program are evaluated on a case-by-case basis. Program requirements including examination policies, remediation and deceleration policies, and training time differ for each Program. The maximum allowed time away from school must not exceed the completion time set by each program. Please consult your Program Student Handbook and/or the Program Dean/Director.

Students on extended leave may not participate in class or clinical activities at MBKU, perform research at MBKU, work at MBKU, or participate in student life or other campus events. Unless expressly stated in writing, students on extended absences may retain their Student ID/Access Card, University email, access to online resources, and the library. There will be a notation on their transcript listing the beginning and end dates of absences. International students (F1 visa holders) planning on an extended absence must speak with a Designated School Official (P/DSO) regarding their visa status before requesting an extended absence.

Regardless of the length of an extended absence or reason for a student departure from the University, students are responsible for their financial obligations. Tuition will be prorated according to the Tuition Refund Policy (https://www.ketchum.edu/course-catalog/student-accounts-services-policies/) Students are *not* eligible to receive financial aid (Title IV) while on an extended absence. Student loans will enter repayment/grace status effective the date they last attended. If the extended absence exceeds 180 days, student loans may enter repayment status and the borrower must begin making repayments unless they are granted a deferment/forbearance by the student loan service provider. It is the students'/borrowers' responsibility to discuss their options with their loan service provider while on extended absence.

Students are responsible to pay any outstanding tuition and/or fee charges prior to returning, to remain in good financial standing with the University. Once a student returns from their approved extended absence, they will regain financial aid (Title IV) eligibility provided they are enrolled at least half-time and are meeting Satisfactory Academic Progress (SAP) standards (https://www.ketchum.edu/course-catalog/mbku-course-catalog/financial-policies/).

Students who are not in good financial standing due to unpaid student balances may be denied registration upon their return until their student account is paid in full.

For more information, please refer to the "Financial Aid Policies (https://www.ketchum.edu/course-catalog/mbku-course-catalog/financial-policies/)" and "Student Account Services (https://catalog.ketchum.edu/university-catalog/university-policies-procedures/student-account-services/)" in the University catalog.

Attendance at Congresses, Conferences & Extracurriculars

During the academic year there are several congresses, conferences, and other extracurricular meetings and events. If a student desires to attend any of these functions during scheduled classes or clinic assignments, the student must obtain prior permission in writing according to the protocol outlined in the respective Program Handbook. The responsibility for making up missed assignments, lectures, tests, labs, etc. lies completely with the student.

Medical Extended Absence Policy

MBKU is committed to the health, safety, and well-being of our campus community. Students that experience situations that significantly limit their ability to function successfully or safely should consider requesting an extended leave of absence. An extended leave of absence permits students to take a break from the University and their studies, so that they may address the issues that led to the need for the leave and later return to the University to achieve their educational goals.

The policies and procedures described below establish a process for the voluntary and involuntary medical extended absence for students for mental or physical health concerns. The procedures also provide guidance for requesting return after being away from MBKU on a medical extended absence.

MBKU provides equal access to all participants in University processes, including students with disabilities. Students with disabilities should contact Disability Services to request accommodations (https://www.ketchum.edu/student-life/student-disability-services/). Information about support services and appropriate documentation for accommodations are located on the Portal (https://my.ketchum.edu/ICS/Students/Students.jnz?portlet=Free-form_Content_2017-09-26T14-01-38-902).

Voluntary and involuntary student medical extended absence decisions are made by the respective Dean/Director. After, Student Disability Services evaluates medical and other relevant documentation and recommends either eligibility for voluntary extended absence, or in the case of involuntary extended absence, recommends such action be undertaken. Information from academic departments, faculty, and the Campus Assessment, Response, and Evaluation (CARE) Team will be incorporated into the process as applicable. In addition, students will be informed of the resources of Student Disability Services.

A student on voluntary or involuntary medical extended absence may not participate in classes or clinical activities, perform research, work, participate in student life or other campus events, or utilize other MBKU facilities. Unless expressly prohibited in writing, students on leave may retain their MBKU email address. Voluntary and involuntary medical extended absences are noted on the student transcript as a WIR or LOA depending on the length of the absence. Consistent with MBKU's Tuition Refund Policy (p. 21), students who leave the University before the end of a term may be eligible to receive refunds of portions of their tuition. Nothing in this policy relieves a student of any financial obligations to the University that were in place prior to the medical extended absence.

Medical extended absence is not intended to be a way of shielding a student from unsatisfactory progress or any other academic concern. In

addition, a medical extended absence may not be used when disciplinary or other academic responses are appropriate, and the student's circumstances should be addressed through those responses.

At any time during the leave process, the Vice President for Enrollment and Student Services (ESS) may notify a student's parent, guardian, emergency contact, or other individual, consistent with the law, if notification is deemed appropriate.

Voluntary Medical Extended Absence
CRITERIA
A voluntary extended absence may be granted when a decision is made that, due to mental or physical health reasons, a student is unable to participate in campus life, including but not limited to an inability to complete or make satisfactory progress toward academic requirements.

PROCESS
Any student may make a request for a voluntary medical extended absence. Appropriate medical documentation shall be provided for such a request. This request should be done in consultation with Student Disability Services. Medical extended absence requests by a student should be made to the Disability Services Coordinator, who shall facilitate the review of such requests with the Dean/Director.

Involuntary Medical Extended Absence
CRITERIA
Where current knowledge about the individual's medical condition and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of a member of the university community a student may be place on an involuntary absence. MBKU's CARE Team or ESS will determine whether a student is unable or unwilling to carry out substantial self-care obligations and poses a significant risk to their own safety and where a student's behavior severely disrupts the University environment. If the student does not want to take a voluntary extended absence, the CARE Team or ESS has the authority to place a student on an involuntary extended absence with the consent of the Dean/Director.

In addition, a student may be placed on involuntary extended absence for medical reasons if a student does not cooperate with efforts deemed necessary by MBKU to determine if the student poses a significant risk to the health and/or safety of self or others. Before placing any student on an involuntary extended absence, the CARE Team will conduct an individualized assessment, also considering if there are reasonable accommodations that would permit the student to continue to participate in the University community without taking an extended absence. When possible and appropriate, reasonable efforts shall be made to allow a student to take a voluntary extended absence under appropriate procedures before placing a student on involuntary extended absence status.

PROCESS
A representative from the CARE Team will issue a notice to the student, in writing, that an involuntary extended absence is under consideration. The written notice will include the reason(s) why the student is being considered for an involuntary extended absence, contact information for Disability Services, which can provide information about accommodation, and a reference to this policy. In the written notice, the student will be encouraged to respond before a decision regarding an extended absence is made and will be given a specified time within which to do so. The CARE Team will determine if a student meets the criteria of an involuntary extended absence using risk rubrics, individualized assessments, and consultation from CARE Team members, including the Director of

Student Counseling Services and the Disability Services Coordinator/Assistant Coordinator. The CARE Team may consider information from the student's healthcare provider(s) regarding issues relevant and appropriate to the circumstance.

All information gathered will be used to understand the nature, duration, and severity of the risk or disruption; the probability that the risk or disruption will actually occur; and whether reasonable modifications of policies, practices, or procedures will adequately mitigate the risk or disruption so as to eliminate the need for an involuntary extended absence.

The decision to place a student on involuntary extended absence status shall be provided in writing to the student after notifying the student's Dean/Director and the University President. The written notice shall include an explanation of the reasons for placing a student on involuntary extended absence status, the details of the extended absence, and the conditions for requesting return. The written notice of decision will include information about the student's right to appeal and to reasonable accommodations during the appeal process. The review and notice of the decision under this policy should be done in a reasonably, timely manner. Where students have been asked to remain away from the University while the review is underway, the CARE Team will make every effort to reach a decision within one week, provided the student responds in a timely manner to requests for information and, if appropriate, evaluation.

If an involuntary extended absence is not warranted, the CARE Team may impose conditions and/or requirements under which the student may remain at the University.

In situations involving an imminent or ongoing threat of harm to the student or any other member of the University community, the CARE Team, in the exercise of their reasonable judgment, may require a student to be immediately prohibited from entering campus or facilities utilized for university programs or activities while the individualized assessment and review are taking place. Such students will receive written notice as quickly as possible.

PROCESS FOR APPEAL OF DECISION
A student who is placed on involuntary medical extended absence may write to the Vice President for Academic Affairs (VPAA) to seek a review of the decision. The decision is in effect despite a request for review of the decision. To be timely, the VPAA should receive any such request for review within five business days of the decision, unless they agree to accept a late review request due to exceptional circumstances.

The written request for appeal must specify the substantive and/or procedural basis for the appeal and must be made on grounds other than general dissatisfaction with the decision of the CARE Team. The review by the VPAA will be limited to the following considerations:

- Lack of proper facts and criteria used for the decision.
- New information not previously available to the student that may change the outcome of the decision making process.
- Procedural irregularities that materially affected the outcome of the matter to the detriment of the appellant.
- Given the proper facts, criteria, and procedures, the decision was not reasonable.

The VPAA shall review the student's appeal and may affirm, overturn, or modify the decision within ten business days from the date of receipt of request for review or an agreed extended time. The VPAA may meet with the student, if needed, or may consult with others whom they

determine is reasonable to review the appeal. The VPAA's decision shall be communicated to the student in writing and shall be considered final. No other appeals or grievance procedures are available.

Process for Requesting Return

A student who has been on voluntary or involuntary medical extended absence and who wishes to request to return should provide appropriate medical documentation to comply with any conditions of the return process including documentation of ongoing treatment to address the specific medical reasons that supported the medical leave. Both the status of the mental and physical health of the student and their ability to resume full-time participation in campus academic and student life are central to the determination of whether the student may be approved to return. Successful follow-through on recommendations made in the notification of medical extended absence decision may weigh heavily in the consideration of the student's request to return. The decision whether to approve a student's request to return shall be made after evaluating relevant documentation and shall be within the sole discretion of the Dean/Director of the Program, in collaboration with the MBKU CARE Team. After review, the CARE Team or Dean/Director may require additional conditions for return.

Generally, a student will not be allowed to return until one full quarter has elapsed or until the leave period in the involuntary extended absence notification has elapsed, and all conditions and/or requirements are met. Given the nature of the curriculum, students may need to remain on extended absence until they can re-enter the curriculum.

A student will not be allowed to return until the leave period in the involuntary extended absence notification has elapsed, and all conditions and/or requirements are met. Given the nature of the curriculum, students may need to remain on extended absence until they can re-enter the curriculum.

All returning students must meet the essential eligibility requirements and any technical standards of the University and the relevant Program, with or without reasonable accommodations. Students returning from a voluntary or involuntary medical extended absence are encouraged to meet with the Student Disability Services Coordinator to discuss reasonable accommodations.

A student who has been on voluntary or involuntary medical extended absence for more than two years may be considered withdrawn from the Program. If a student seeks to return after two years, the student should reapply for admission to restart the Program.

If the Program Dean/Director, in collaboration with the CARE team, is not satisfied that the student is ready to return to the University, the student will be made in writing of the decision, including the reason for the decision, within a reasonable time after the student has submitted a request for re-enrollment and required documentation. A student not permitted to return may appeal the decision to the Vice President of Academic Affairs.

PROCESS FOR APPEAL OF DECISION

A decision not to approve a student's request to return may be reconsidered only if substantial new information has become available after the decision has been made. A request for reconsideration along with the new information and the student's Program committee on academic standing/progress may reconsider the decision.

Personal Leave of Absence (LOA)

Students who need to leave their studies for less than 180 days may request a leave of absence (LOA) (https://my.ketchum.edu/ICS/Office_of_Registrar/Forms__Calendars.jnz) from the Program. The 180 days includes holiday and educational breaks within a 12-month period. Reasons for a LOA are due to personal or medical conditions (see medical leave of absence), not for academic reasons.

An extension to a LOA may be requested from the Dean/Director of the program if the request to extend is received prior to the LOA end date. If the LOA extension request is denied, and the student does not return by the approved date, the program will determine whether to place the student on a Withdraw with Intent to Return (see below) or withdraw the student from the University.

Military Deployment Leave of Absence (LOA)

A student may request a leave of absence for military deployment. When a student in the Reserves or in the National Guard is called to active duty, the student must notify their Program, the Office of Registration and Records as well as the VA certifying official and provide proof of deployment prior to being deployed. The proof may be faxed, mailed, or hand delivered.

When a student is activated for military duty during the quarter, MBKU will:

- Excuse tuition for that quarter; any payment made will be credited to the student's account.
- Expunge the student's record of registration so that the student is not penalized for being called to active duty.
- If a student is called to active duty near the end of the quarter, the student and faculty members may determine that incomplete (I) grades are more appropriate. In this case, tuition will not be waived.

Approved Withdrawal

A student may request to withdraw from the University for any reason, at any time. Requests will be reviewed by the Program Dean/Director to ensure that the student is in good standing. All completed academic work will be noted on the transcript. Request for a withdraw does not shield a student from being dismissed based on academic standing or student conduct.

Unapproved Withdraw

Any student who is absent for more than 10 academic days without submitting a written request in accordance with the regulations for a LOA or WIR, will be considered to have withdrawn from the University. As an unexcused/unapproved withdrawal, the student may forfeit any rights to return to the Program pending administrative decision.

Withdraw with Intent to Return (WIR)

Students who need to leave their studies for more than 180 days may request a Withdrawal with Intent to Return (WIR). The student who has been on a the WIR may request additional time away from their Program if it is within the maximum time allowed by each program. This does require Program approval.

Grading

Abbreviated course descriptions are presented in this Catalog. At the start of each course, students are provided a course syllabus indicating the course objectives and goals, a listing of required and recommended readings, the methods used, an examination given to assess learning and grading policies, and a statement of classroom attendance requirements. Please note, examination policies differ by program. Students should refer to their respective Program Student Handbook.

Course Failures

All course failures in required coursework must be successfully remediated or repeated according to the student's Program policy for program progression.

- **Remediation**
  Students receiving an F grade must satisfactorily repeat the course or a remediation program. Successful completion of a remediation program will result in a grade change of FP, FC, or FD, depending on the Program (see Program Student Handbook).

- **Repeated Courses**
  The initial grade of F remains on the student's record and the repeated course grade earned will also be on the transcript. Both credit hours and grades are computed in the grade point average.

Deadline for Final Grades and Grade Changes

Final course grades must be submitted to the Registration and Records Office by the course instructor no later than one week (6 calendar days) after the end of the quarter. All changes of a final grade after this time must be submitted by the course instructor within thirty (30) days of posting of grades by the Registration and Records Office. The exception to this rule is in the case of course remediation completion (see Program Student Handbook for details on course remediation, if offered). Change of Grade Request Forms must be filed by the course instructor.

Grade Definitions

A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of units attempted. No grade points are assigned for courses that were incomplete, courses audited by the student, or any Pass coursework. If a course is taken more than once, the original grade remains on the student's record; both units and grades are computed in the GPA. However, the newer grade is the standing grade used to determine requirement completion.

Definitions of other grades/notations used:

- "Audit" indicates that a student was granted permission to attend lectures in a class for no credit. Students may not audit laboratories or clinical assignments.
- And "incomplete" indicates that assignments have not yet been completed. It does not refer to the adequacy of the performance.
- The student's Program determines if course remediation is an option for the student. Successful completion of remediation will result in a grade change to FP, FC, or FD (see Program Student Handbook). A fee to remediate deficiencies and for make-up examinations may be changed.
- "Pass" indicates credit given for satisfactory completion of a pass-fail course.

- "High-Pass" indicates credit given for outstanding competency completion of a pass-fail course, typically a clinical course.
- Some courses are taken over the course of a year, thus repeated each quarter. These In-Progress courses will be designated by an "IP" until the final course is completed.
- "Withdraw" indicates that the student withdrew from the course.

Grade Disputes

All course instructors are expected to publish their grading criteria at the beginning of the course and to notify students if there are changes during the course. A student with a grade dispute should seek satisfactory settlement with the instructor teaching the course. If this is not successful, they may follow the Student Grievance Procedures (p. 70) listed in the University Student Handbook.

Grade Posting

The University does not permit unauthorized disclosure of grades. Official course grades may be accessed via the My Records (https://my.ketchum.edu/ICS/My_Records/) tab of the portal.

Grading System

The following grades are used:

Grade	Grading Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F (Failure)	0.0
P (Pass)	0.0
HP (High Pass)	0.0

Symbols

Symbol	Definition
AUD	Courses Audited without Credit
AUX	Unsatisfactory Audited Course
IP	In-Progress Course
W	Withdraw
E or I	Incomplete
R	Repeated Course

Incomplete Grade

An incomplete grade indicates that assignments have not yet been completed. It does not refer to the adequacy of performance. An incomplete grade for failure to complete assignments must be removed at a time designated by the Instructor of Record; but no later than three weeks following the completion of the quarter or it will automatically be changed to failure unless an extension is granted by the Program Dean/Director. A student receiving an incomplete grade in a clinical course may have the completion of the work deferred for a period longer than three weeks subject to the written approval of the Instructor of Record.

Repeating Coursework or Modified Curriculum

Students may not repeat a course in which a passing grade of "pass" or a "C" or better was achieved. Repeating coursework is only allowed if the program directs to repeat coursework previously taken and successfully completed. In the event that students are required to repeat course(s), tuition will be assessed, and the student may be eligible to receive financial aid assistance.

The repeated course will appear on the transcript and a grade will be recorded. While both grades will remain on the transcript and computed in the grade point average, the newer grade will be considered the standing grade used to determine requirements for graduation. Even if a previous attempt was a passing grade, if a subsequent attempt results in failure, the F grade stands as the current grade for the course. Please consult the program requirements as this may result in academic standing implications.

All students on a modified program are required to have a signed agreement on file with Registration and Records.

Teach Out Policy

In accordance with 34 CFR 602.24(c) of the Secretary's Recognition of Accrediting Agencies from the Department of Education, the MBKU Teach Out Policy is designed to protect the interests of all students. In the unlikely event of a Program closure or loss of accreditation, the University has resources in place to ensure that each Program can complete the education for each student who has formally matriculated into the Program. Should a Program be discontinued, the University and Program's accrediting agency shall develop a Teach Out Plan/Agreement which should allow each matriculated student to complete the respective Program of study.

Student Records Policies and Procedures

In compliance with Section 438 of the "General Education Provisions Act" (as amended) entitled "Family Educational Rights and Privacy Act (FERPA)," the following constitutes the institution's policy which instructs the student in the procedures available to provide appropriate access to personal records and seek an amendment to those records while protecting the privacy rights of students.

Terms Defined

For the purposes of this policy, MBKU uses the following definitions of terms.

1. Student – any person who is attending or has attended MBKU and whose records are in the files maintained by the University. Attendance begins with the first day of classes of the first professional year.
2. Education record – any document (records, files, emails, and other material) maintained by MBKU or an agent of the University, which is related to a student, except:
   a. A personal record maintained by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record. Records

in the sole possession of instructional, supervisory, and administrative personnel (e.g., advising notes).
   b. An employment record of an individual, whose employment is not contingent on the fact that the individual is a student, provided the record is used only in relation to the individual's employment. Records of employees who are not also in attendance.
   c. Records maintained by MBKU's Campus Safety Office, if the record is maintained solely for law enforcement purposes, are revealed only to law enforcement agencies of the same jurisdiction, and the Unit does not have access to education records maintained by MBKU.
   d. Records maintained by the University Eye Centers if the records are used only for the medical treatment of a student and made available only to those persons providing the treatment.
   e. Physician, psychiatrist, or psychologist treatment records for eligible students.
   f. Alumni records that contain information about a student after the student is no longer in attendance at MBKU and which do not relate to the person as a student.

Annual Notification

1. Students are notified of their FERPA rights annually by publication in the MBKU University Catalog;
2. Students are provided with annual notification of FERPA rights via email and posted announcement on the MBKU online portal.

Directory Information

MBKU designates specific items in the student record as Directory Information. The University may disclose any of these items without prior written consent unless the student notifies the University by emailing the completed "FERPA Information Disclosure Update" form to registrar@ketchum.edu.

Category I includes Directory Information that may appear in University and Program publications (e.g., White Coat Ceremony and Commencement programs):

- Student name
- Degree program
- Graduating Class Year
- Degrees and awards earned
- Hometown/state
- Participation in officially recognized activities

And Directory Information that may be shared within the MBKU community:

- Address
- Telephone number
- University email address
- Student ID number
- Degree program
- Awards received
- Dates of attendance
- Enrollment status (full or part-time enrollment)
- University ID photo

Category II includes photographs taken on-campus or at officially recognized MBKU events. These may appear on the University website, University social media platforms, and other print and non-print University communication materials (See "Student Photographs at Campus Events (p. 77)" policy).

Release of Student Names

To protect the privacy of its students, it is the policy of MBKU not to release the names of students to any outside organizations. Any organization wishing to distribute materials to students may submit copies to the respective Program administrator. Students do not have on-campus mailboxes so any viable materials/documents will be posted online for student viewing and/or added to publicly viewed campus bulletin boards.

Disclosure

1. MBKU will disclose information from a student's education record only with the written consent of the student. The written request must include the specification of the records to be released, the purpose of disclosure, and the party to whom disclosure may be made. The "Enrollment and Degree Verification Form (https://my.ketchum.edu/ICS/Office_of_Registrar/Diploma__Verification.jnz)" is found on the portal. Unofficial copies of records may be provided to the student in cases where the purpose of the disclosure and/or the party to whom disclosure is to be made are not provided.

   The "Recommendation Release Form" is also found on the Faculty (https://my.ketchum.edu/ICS/Faculty/) tab ("Forms" section) of the portal. This form is completed and submitted by a student prior to any MBKU faculty or staff submitting a recommendation on their behalf. On the form, the student will indicate which types of non-directory information to include in the recommendation, along with waiving or retaining their right to review the recommendation submitted by the faculty/staff member. After submission, the form is automatically sent to the student, faculty/staff member, and the MBKU Registrar. Once received, the faculty/staff member is permitted to write a recommendation for the respective student.

2. Information may be released without the student's consent in the following instances:
   a. School officials who have a legitimate safety and/or educational interest in the records. The determination of a "legitimate need to know" will be made by the person responsible for the maintenance of the record based on the criteria below.

   A school official is:

   - A person employed by the University in an administrative, supervisory, academic, research, or support staff position.
   - A person elected to the Board of Trustees.
   - A person employed by or under contract to the University to perform a special task, such as the attorney or auditor.

   A school official has legitimate safety and/or educational interest if the official is:

   - Performing a task that is specified in their position description or by a contract agreement.
   - Performing a task related to the student's education.
   - Performing a task related to the discipline of the student.
   - Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.
   - Officials of another school, upon request, in which a student seeks or intends to enroll.

   b. Certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally-supported education programs.
   c. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid or to enforce the terms and conditions of the aid.
   d. If required by a state law requiring disclosure that was adopted before November 19, 1974.
   e. Organizations conducting studies for or on behalf of the University making the disclosure for the purpose of administering predictive tests, managing student aid programs, and/or improving instruction.
   f. A school official with legitimate access to student records may strip the records of any identifying information and provide the data to a researcher to use for research-related purposes. Aggregate data from student records may be used in publications (no individual student record will be shared without written consent).
   g. Accrediting organizations to carry out their functions.
   h. Parents of an eligible student who is a minor (under the age of 18).
   i. Complying with a judicial order or a lawfully issued subpoena.
   j. Appropriate parties in a health or safety emergency.
   k. An alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

3. Identifiable information, such as name or social security number, will not be used for posting results of academic achievement. Individual instructors may assign an identification number unique to their course for the purpose of posting select achievements.

4. The University reserves the right to refuse to provide copies of materials received as part of the admissions process (other college or high school transcripts or letters of recommendation) to a third party.

5. MBKU will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the parents if the student is a minor or has signed a FERPA waiver.

6. Documents submitted as part of the admissions process are the property of the University and will not be returned. In accordance with AACRAO guidelines, the University separates the academic, disciplinary, and health records of students. Transcripts contain information about academic status and some disciplinary notes (see Code of Conduct (p. 79)).

Information from disciplinary or counseling files are not available to unauthorized persons on campus, or to any person off campus without the expressed consent of the student involved except under legal compulsion or in cases where the safety of persons or property is involved. No records are kept which reflect the political activities or beliefs of students. Administrative staff and faculty members should respect confidential information about students that they acquire in the course of their work.

Education Records

The following is a list of the types of records the University maintains, their locations, and custodians:

Type of Record	Location	Custodian
Academic Progress	Program	Academic Affairs
Admissions	Admissions	Admissions
Cumulative Academic Records	Enrollment and Student Services	Registration and Records
Financial Aid	Financial Aid	Financial Aid
Health Records	Ketchum Health	Clinic Directors
Disability Records	Enrollment and Student Services	Enrollment and Student Services
Student Conduct	Enrollment and Student Services	Student Conduct Designee
Student Finances	Student Accounts Services	Student Accounts
Title IX Records	Enrollment and Student Services	Title IX Designee

1. Students may inspect and review their records upon request to the FERPA Compliance Officer or appropriate record custodian. This includes quizzes, exams, and other graded materials. Each Program maintains its own policies as to how and when a student may view graded materials.

   A student should submit to the FERPA Compliance Officer, or an appropriate University employee, a written request which identifies as precisely as possible the record or records the student wishes to inspect. The FERPA Compliance Officer, or appropriate employee, will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. When a record contains information about more than one student, the student may inspect and review only the records which relate to the student.

2. MBKU reserves the right to refuse to permit a student to inspect the following records:
   a. the financial statement of the student's parents;
   b. letters and statements of recommendation for which the student has waived their right of access, or which were placed in the file before January 1, 1975;
   c. records connected with an application to attend MBKU if that application was denied; **and/or**
   d. those records which are excluded from the FERPA definition of "education records."

3. MBKU reserves the right to deny copies of records not required to be made available by FERPA in any of the following situations:
   a. the student lives within commuting distance of MBKU;
   b. the student has an unpaid financial obligation to the MBKU;
   c. the student has defaulted on any loan owed to MBKU; **and/or**
   d. an unresolved disciplinary action against the student.

4. The fee for copies of records will be 50 cents per page.

Correction of Records

Students have the right to ask to have records, other than course grades, corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The procedures for the correction of records are listed below.

1. A student may ask the FERPA Compliance Officer to amend a record. The student should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading, or in violation of their privacy or other rights.

2. The FERPA Compliance Officer may or may not comply with the request. If it decides not to comply, the FERPA Compliance Officer will notify the student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of their rights.

3. Upon request, the FERPA Compliance Officer will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing.

4. The hearing will be conducted by the FERPA Compliance Officer, unless the FERPA Compliance Officer has a direct interest in the amendment. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's records.

5. The FERPA Compliance Officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If the FERPA Compliance Officer decides that the challenged information is accurate, not misleading, or not in violation of the student's right to privacy, they will notify the student that they have a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7. The statement will be maintained as part of the student's education records if the contested portion is maintained. If MBKU discloses the contested portion of the record, it must also disclose the statement.

8. If MBKU decides that the information is inaccurate, misleading, or in violation of the student's right to privacy, it will amend the record and notify the student, in writing, that the record has been amended.

Students who believe their rights have been abridged may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education at:

Family Policy Compliance
U.S. Department of Education
400 Maryland Avenue SW

Washington, D.C. 20202-5901

Record Retention Policy

It is the policy of MBKU to record academic information (e.g., course registration, final course grades, etc.) in a data management system (i.e., Jenzabar). A file may be created during enrollment to store academic records (e.g., University correspondence, academic standards letters, disclosure requests, etc.). Most of these records are retained for 5 years after graduation or departure from the University. However, transcripts, grade change forms, and dismissal letters are kept permanently. Please see the Student Record Retention Schedule table below for additional information.

Student Record Retention Schedule for enrolled students:

Type of Record	Retention Schedule	Destruction/ Storage	Responsible Party
Admissions Record	3 years post-graduation/ departure	Shred/Purge electronically	Admissions Personnel
Academic Record	permanent	Shred/Purge electronically	Registration and Records
Health Records	150% of program length	Shred/Purge electronically	Clinic Directors
Disciplinary Record	permanent	Shred/Purge electronically	Enrollment and Student Services
Title IX Record	7 years post-graduation/ departure	Shred/Purge electronically	Title IX Coordinator
Financial Aid	4 years post-graduation/ departure	Shred/Purge electronically	Financial Aid

Financial Aid Policies

Student financial aid includes all resources used to finance education (other than those provided directly by students and their families). It includes scholarships, grants, work-study, and Federal, private, and institutional educational loan programs.

For general and program-specific Financial Aid information, visit the Financial Aid (https://my.ketchum.edu/ICS/Financial_Aid/) tab of the MBKU portal.

In packaging financial aid, MBKU does not discriminate on the basis of race, color, national origin, sex, disability, or age.

Contact Information

Email:

financialaid@ketchum.edu

Phone:

714.449.7448

Location/Hours:

MBKU Fullerton Campus
Building D #226
Monday - Friday
8:00 A.M. - 4:00 P.M.

FAFSA School Code:

001230

Address:

Marshall B. Ketchum University
ATTN: Financial Aid
2575 Yorba Linda Blvd.
Fullerton, CA 92831-1699

Eligibility and Application Process

Financial aid is packaged on an annual basis. Students must apply for financial aid each academic year of attendance by submitting the Free Application for Federal Student Aid (FAFSA) at studentaid.gov (https://studentaid.gov/) (School Code: 001230).

Satisfactory Academic Progress (SAP)

The U.S. Department of Education requires all universities to develop and enforce an internal system to monitor the academic progress of financial aid recipients. A student must maintain Satisfactory Academic Progress (SAP) in order to remain eligible for all financial aid programs, including student loans. The academic progress of financial aid applicants and recipients is reviewed upon initial application to the University and then annually, following spring quarter each year.

SAP Standards

MBKU's SAP policy contains two components students must meet to maintain eligibility for financial aid:

1. **Minimum Cumulative Grade Point Average (GPA)**[1]
   SCCO Students must maintain a *minimum* cumulative GPA of 2.5 or higher
   College of Pharmacy students must maintain a *minimum* cumulative GPA of 2.0 or higher

2. **Maximum Time Frame**
   Students must complete their educational program within 150% of the minimum number of curriculum units required to complete their degree. Example: a program requires 100 units minimum to graduate, students may receive financial aid for up to 150 units.

   All quarters of enrollment (including summer) will count toward the maximum time frame as well as any transfer credits (if applicable), including enrollment in terms in which no financial aid is received.

[1] Students enrolled in the School of Physicians Assistant Studies are graded on a pass/fail basis and as such are not measured for SAP on GPA.

Financial Aid Disqualification

Students who fail to meet any of the above minimum standards of the financial aid SAP Policy are no longer eligible to receive financial aid at MBKU. Students may appeal their disqualification; see the Appeal Process section below.

Regaining Financial Aid Eligibility

Students who have lost eligibility for financial aid due to not meeting the University's SAP standards can be reinstated by successfully completing sufficient units to again meet all University SAP standards. SAP is evaluated for all students at the end of spring quarter.
If a student believes they have regained eligibility prior to the

posting of spring grades, the student should contact Financial Aid, financialaid@ketchum.edu to be considered for reinstatement.

Appeal Process

If extenuating circumstances apply, students who are not meeting SAP are encouraged to appeal their disqualification. To appeal, the student must contact Financial Aid, financialaid@ketchum.edu.

If a student's SAP appeal is approved, they will be placed on financial aid probation during the next quarter. The student's progress will be reviewed once grades for the following quarter are posted. To continue receiving financial aid the student must be following and making positive progress on their specific academic plan for improvement. Student's remaining on financial aid probation will have their grades reviewed at the end of each quarter until they are again meeting the University's SAP standards.

Academic Disqualification

Students who are academically disqualified from the University are no longer eligible to receive financial aid. A student who is academically reinstated to the University, or who is placed on academic probation, will have the conditions of their probation and academic plan reviewed by Financial Aid in order to be considered for Financial Aid reinstatement.

If you have questions regarding SAP, please contact financialaid@ketchum.edu.

Financial Aid Disbursements

Financial Aid funds are disbursed through Student Accounts Services. The total amount of financial aid for the academic year is divided among quarters for which the student is enrolled, as reflected in the financial aid package notification.

Students must meet all eligibility requirements before financial aid is disbursed. Eligibility requirements include, but may not be limited to: being officially admitted to MBKU, enrolling in the minimum number of units for aid eligibility, maintaining satisfactory academic progress (SAP), and completing all necessary requirement documentation.

Notice of Disbursement and Right to Cancel Federal Loans

Students may cancel all of or a portion of a loan disbursement within 120 days of the date your school disbursed (paid out) your loan money. If you choose to cancel the amount disbursed, you will return the money you received, and you will not be charged interest or fees. Please contact financialaid@ketchum.edu.

Exit Counseling

Federal law requires students who borrow from the Federal Direct Unsubsidized, Federal Graduate PLUS, Federal Perkins, HPSL, and/or LDS loan programs to complete exit counseling upon graduation, withdrawal, or enrollment less than half-time. Additionally, MBKU requires exit counseling for students receiving the Harris and/or Kanai institutional loans.

Whenever a student who has received financial aid graduates, drops below half-time enrollment, or leaves MBKU for any reason prior to graduating, the student must complete exit counseling. As this is a federal requirement, MBKU will withhold a graduating student's diploma until the exit counseling is completed.

This counseling provides comprehensive information on the details of the loans borrowed, how to keep the loans in deferred status if needed, and a comparison of the current federal repayment options.

Repeated Coursework

Per Federal regulations, if a student wishes to repeat a course for which they have previously received a passing grade, the repeated course will be eligible to be paid financial aid for only one repeated instance.

Example: A student receives a grade of D in a course and chooses to take the course a second time; the units associated with the repeated course will count toward the student's financial aid eligibility for one repeated attempt only. Further enrollment in the same course beyond the first repeat is not permitted to count toward financial aid eligibility.

Return of Title IV Aid

When a student withdraws from the University, the Financial Aid Office is required to calculate the amount of Title IV Financial Aid students have earned prior to withdrawing. Any Title IV Aid received beyond the earned amount is considered unearned and must be returned to the Federal Government.

This policy applies to students who take a leave of absence, withdraw, withdraw with intent to return, or are dismissed from the institution.

Procedure for Withdrawing or Requesting a Leave of Absence

To officially withdraw from the University, a student must complete the Application for Leave, Withdraw or Withdraw with Intent to Return form, which is located on the Registration and Records (https://my.ketchum.edu/ICS/Office_of_Registrar/) tab of the student portal, and receive the Program Dean/Director's approval. Students should contact registrar@ketchum.edu if they have any questions about withdrawing or requesting a leave of absence.

If requesting a Leave of Absence, please review the Personal Leave of Absence Policy (p. 11).

Definition of Title IV Aid

"Title IV Aid" is defined as federal financial aid programs authorized under the Higher Education Act of 1965. At MBKU only the following Title IV Aid Programs are subject to the return provisions of this policy:

- Direct Unsubsidized Loan Program
- Direct Graduate PLUS Loan Program

Determining the Amount of Title IV Aid Required to be Returned

1. Student Withdrawal Date Determination
   a. The date the student began the official withdrawal process or officially notified the University of their intent to withdraw; or if an unofficial withdrawal
   b. The student's last date of attendance in a documented academically related activity; or
   c. The 50% point of the period of enrollment, if a last date of attendance cannot be determined
2. Calculating the Earned Aid Percentage
   a. The percentage of earned aid is calculated by counting the number of calendar days the student was enrolled prior to withdrawing, divided by the total number of days in the quarter

(defined as the first day of classes through the last day of final exams; scheduled breaks of five or more consecutive days are excluded).

  i. **Example:** Student withdraws on day 43 of an 82 day quarter
    43 ÷ 82 = 52.4% earned aid percentage

b. If a student withdraws after the 60% point of the quarter, the student is considered to have earned 100% of their Title IV Aid and no adjustments will be made.

3. Calculating the Total Unearned Aid
  a. Once the earned aid percentage is determined we then calculate the amount of unearned aid. This is done by multiplying the earned aid percentage by the total amount of aid disbursed in the quarter, and then subtracting the earned aid from the total amount of aid disbursed in the quarter.
    i. **Example:** Student earned 52.4% of $15,500 disbursed in the quarter.
      52.4% x $15,500 = $8,401 total earned aid
      $15,500 - $8,401 = $7,099 total unearned aid

4. Calculating the School Return Amount
  a. The school return amount is based on the percentage of unearned aid multiplied by the tuition and fees for the term. This is then compared to the dollar amount of the total unearned aid, and the University must return the **lesser** of either the total unearned aid or total school return.
    i. **Example:** Student earned aid is 52.4%, unearned aid amount is $7,099, and Tuition and Fees for the quarter are $12,500
      100% - 52.4% = 47.6% unearned aid percentage
      47.6% x $12,500 = $5,950 school return amount

    In this case, since the school return amount is **less** than the $7,099 in total unearned aid, the University is required to return $5,950 in Title IV Aid.

Note: When calculating the amount the school must return, the tuition and fee charges that were applicable at the time of withdrawal are used for purposes of calculating the Return of Title IV funds. Any subsequent tuition and fee refunds credited back to the students account after the withdrawal date *will not* be taken into consideration for purposes of calculating the School Return Amount portion of the Return of Title IV calculation.

1. Order of Title IV Aid Return
  a. Title IV Financial Aid is returned to the aid program from which it was disbursed.
  b. In accordance with federal regulations, aid is returned in the following order:
    i. Federal Direct Unsubsidized Loan
    ii. Federal Direct Graduate PLUS Loan

2. Post Withdrawal Disbursements
  a. In some (uncommon) cases the amount of Title IV Aid earned is greater than the total amount of Title IV Aid disbursed. In these cases, a student is entitled to a post withdrawal disbursement. As all Title IV Aid subject to this policy at MBKU consist of loan programs, post withdrawal disbursements are not automatic and would require the student to request them. Students would be notified in writing (via email) of their option to receive a post withdrawal disbursement along with instructions on how to request disbursement.

3. Timeframe and Student Notification for the Return of Title IV Aid Process

  a. Calculation of Return of Title IV Aid: within 30 days of withdrawal
  b. Email notification to the student of required Return of Title IV Aid or Post Withdrawal Disbursement: within 30 days of withdrawal
  c. Return of school return portion of Title IV Aid: within 45 days of withdrawal

4. Procedure for returning Direct Loan funds to the US Dept. of Education
  a. The following steps are taken by MBKU to return Direct Loan funds that require a return:
    i. The Financial Aid Office reports the adjusted loan amounts to the US Dept. Education via the Federal COD system. The student is notified via email of the school's required return of Direct Loan funds.
    ii. Once these adjustments reflect correctly in the Federal COD system the funds are returned to the US Department of Education through the Federal G5 system.

MBKU's Responsibilities

1. Providing students with this written Return of Title IV Aid Policy
2. Identifying and notifying students impacted by this policy
3. Completing the Return of Title IV Aid calculation within 30 days of withdrawal
4. Notifying students eligible for a Post Withdrawal Disbursement within 30 days of withdrawal
5. Returning Title IV Aid that require return to the US Dept. of Education within 45 days of Withdrawal

Student's Responsibilities

1. Reviewing notifications sent in accordance with this policy
2. Remitting payment for any balances on your student account that may occur due to the return of Title IV Aid
3. Repaying Direct Loans, including any student portion of unearned Direct Loan funds, in accordance with the terms of the promissory note
4. Contacting the Financial Aid Office if you have any questions about this process

Federal Work-Study
Eligibility

Federal Work-Study is a need-based Financial Aid program. Students participating in the program must be U.S. citizens, permanent residents, or eligible non-citizens, filed a FAFSA, and provided Financial Aid with all required employment documentation.

International students are not eligible for the Federal Work-Study program, but they may work an on-campus job a maximum of 20 hours per week.

University policy excludes students on academic or professional probation from the Federal Work-Study program. Supervisors reserve the right to remove students from their respective roles if not meeting pre-established academic and/or professional standards.

Federal Work Study Positions

Information regarding Federal Work Study jobs is available on the Work Study page (https://my.ketchum.edu/ICS/Financial_Aid/Federal_Work_Study__Student_Employment.jnz) in the Financial Aid tab of the MBKU portal. Federal Work Study students will record hours

worked on an electronic timesheet through PayCom, our university payroll system.

Federal Work Study Limits

Students may work no more than 20 hours per week while classes are in session, 40 hours when classes are not in session. Students may not work more than 8 hours per day and no more than 6 consecutive workdays in a work week (Sunday through Saturday).

Ending a Federal Work Study Position: Federal Work Study students who wish to end their employment must inform their supervisor as soon as possible. While not required, it is customary and appreciated to provide a two-week notice.

Professional Judgment

Students have the opportunity to request a Professional Judgment at any point throughout the academic year if they feel they have experienced special and/or unusual circumstances that are affecting their ability to finance their living expenses. When requesting a Professional Judgment, students are required to submit a written statement summarizing their request and providing any documentation that supports the written statement. Requests for a Professional Judgment can be emailed to financialaid@ketchum.edu.

Student Account Services

Billing Policies

Tuition and fees are based on enrollment status (p. 10) as defined by the Registrar under Academic Policies. Full-time students are charged the flat rate tuition, plus fees.

The exceptions are for Pharmacy 4th year students, Summer Quarter for Pharmacy 2nd year students, and Pharmacy 3rd year students, where students are charged the flat rate tuition, per quarter, plus fees, when enrolled in at least half-time (at least 5 credits).

Part-time students are charged tuition on a per-credit basis when they fall below the full-time enrollment status, plus fees.

A fee to remediate deficiencies and for makeup examination may be charged.

Please refer to the Student Accounts (https://my.ketchum.edu/ICS/Student_Accounts/Tuition_and_Fees.jnz) page on the portal for a listing of current academic year tuition and fees.

The MBKU Board of Trustees reserves the right to change tuition and fees or to establish additional fees for special features or services if deemed necessary.

Repeated Courses Tuition Charges

Tuition will be assessed for any repeat course. A student who is not registered full-time in the term that the repeated course is given will be charged on a per-credit basis for the repeated course in addition to any other course as applicable.

Extended Program Tuition Charges

A student whose program is extended or is required to complete clinical courses following the date of original graduation will be subject to applicable tuition and fee charges.

Payment Policies

Full tuition and fees are due and payable by the start date of each quarter. A ten-day grace period follows. Payments received after the grace period will incur a late fee of $50. Interest will be charged on past-due balances.

A student may not proceed from one quarter to the next without having fully paid the previous quarter's student account balance. A student with a past due balance may be prevented from registering for classes or receiving their diploma. Any exception must have prior approval from the University Administration by submitting a "Request for Payment Extension" form, which can be obtained through the Student Accounts Department.

Tuition Refund Policy

Tuition refunds are prorated according to the schedule below for students who take an extended absence or withdraw after the quarter has begun. The effective date of an extended absence or withdrawal is determined by the Registration and Records Office after the review of all submitted paperwork. The last day to drop courses without any obligation is before the first day of the quarter.

Refund Schedule for Tuition in effect at the time a leave of absence or withdrawal is approved:

- Before the first day of the quarter: 100%
- During the 1st week of instruction: 90%
- During the 2nd to 3rd week of instruction: 75%
- During the 4th to 6th week of instruction: 50%
- During the 7th week of instruction: 25%
- After week 7: 0%

Adjustment of Charges

If a student withdraws prior to the first day of classes, the student will receive a 100 percent refund of tuition.

If a student withdraws on or after the first day of classes, the student will have their tuition adjusted based on the Refund Schedule for Tuition.

Student Association/Class Fee

This fee is charged each Fall quarter and will be refunded according to the Refund Schedule for Tuition, if the student withdraws in the Fall. There is no refund or recharge when students leave in other quarters. The fee is established and managed by the Student Government Association (SGA) (https://my.ketchum.edu/ICS/Students/MBKU_Student_Government_Association_(MBKUSGA).jnz) University Student Executive Council (USEC).

Mandatory Equipment and Materials Fee (COP, SCCO, and SPAS)

- Extended Absence/Withdrawal with an Intent to Return – If equipment or materials have been distributed to the student, there will be no refund in the current quarter. The balance due on distributed equipment will be held by MBKU, if a promissory note is signed prior to the withdrawal or leave of absence.
  - When the student returns, quarterly fees will be reset to the current class year.
  - Quarterly fees may change from class to class, due to increases in costs year over year.

- Withdrawal (not returning)/Dismissed – The balance due on equipment that has been distributed will be charged to the student. Payment is due on or before the exit interview.

Mandatory Equipment Fee (PharmD)

There is no refund after the first day of P1 Fall Quarter.

Clinic Fee (SPAS Program)

The refund is based on the Refund Schedule for Tuition.

Parking Fee

The refund is based on the Refund Schedule for Tuition.

Other Charges

Other charges, such as library or parking fines are not adjusted upon withdrawal and must still be paid.

If a student reduces their number of credits below the full-time level or completely withdraws from the University after the first day of the quarter, they will be responsible for paying tuition and fees according to the Student Withdrawal and Refund Policy.

Important: Please also be aware of the other financial implications of withdrawing from the University (including taking an Extended Absence) that may impact financial aid. Visit the Financial Aid (https://my.ketchum.edu/ICS/Financial_Aid/) tab on the portal.

Further Information

The first day of classes is determined by the University academic calendar.

Students who enroll for courses after the quarter start date and then drop/withdraw from courses are still responsible for paying tuition and fees in accordance with the tuition and fee schedule.

Students who take an Extended Absence may pay a higher tuition and fees rate upon return to the University.

Tuition Prepayment Policy

Any student requesting to prepay their tuition for one or more years beyond the current year's tuition may prepay their future tuition at the current year's tuition rate provided the full payment for the current year and for each subsequent year(s) is received by MBKU Student Accounts Services no later than the first day of the current year. Future annual tuition increases will not be charged to those students who have elected to fully prepay their future tuition. Any student who is dismissed or officially withdraws from the program, as per the requirements stated in the MBKU catalog, will have their prepaid tuition returned, except for the current year's tuition, which will be refunded as per the policy stated in the current MBKU catalog.

Southern California College of Optometry

Doctor of Optometry (OD)

Mission

To inspire and educate future doctors of optometry to provide collaborative, evidence-based, ethical, and equitable health care that reflects the evolving practice of optometry, and to be leaders in the community and profession.

Program Overview

The Doctor of Optometry is a four-year academic program that prepares graduates to deliver contemporary eye, vision, and health care as an integral member of the primary care health team.

During the first year, students are introduced to clinical techniques and the basic biomedical and vision sciences.

The second year emphasizes advanced studies in clinical techniques, biomedical, and visual sciences. Students begin seeing their first patients at Ketchum Health, the University's eye and health center.

Third-year students have patient care assignments at Ketchum Health and take courses in contact lenses, vision therapy, treatment and management of diseases of the eye, clinical medicine, and public health.

The final year is primarily spent serving patients in the various facilities of the outreach clinical program and within the University operated Ketchum Health Network. The Ketchum Health Network consists of a variety of clinical experiences and services located in the Los Angeles and Orange counties. The mission of the Southern California College of Optometry's outreach clinical programs is to deliver the highest quality patient care and service and to educate clinicians in the art and science of optometry in diverse patient care delivery environments.

The degree of Doctor of Optometry will be conferred on students who are officially admitted to, and who satisfactorily complete, the four-year professional curriculum in optometry. Satisfactory completion of the SCCO program will qualify the graduate to apply for licensure in each of the 50 states, select U.S. territories, and Canada.[1]

[1]   Each state (https://www.aoa.org/advocacy/state/state-boards-of-optometry/?sso=y) / U.S. territory (Puerto Rico (https://www.salud.pr.gov/CMS/474/), American Samoa (https://asbar.org/regulation/31-0424-additional-qualifications/), Guam (https://guamhplo.org/gbeo/), US Virgin Islands (https://doh.vi.gov/programs/office-of-professional-licensure-and-health-planning/), Northern Mariana Islands (https://www.cnmilicensing.gov.mp/health-care-professions-licensing-board/)) / province (https://oebc.ca/resources/provincial-regulators-members/) has its own requirements for licensure. Candidates for licensure should refer to the individual state/U.S. territory / province requirements.

Admissions

The Southern California College of Optometry is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences in accordance with MBKU's Nondiscrimination Statement (p. 6).

Criteria
Functional Guidelines for Didactic and Clinical Optometric Education

The functional guidelines in optometric education require that the candidate/student possess appropriate abilities in the following areas:

1. observation;
2. communication;
3. sensory and motor coordination;
4. intellectual-conceptual, integrative, and quantitative abilities; and
5. behavioral and social attributes.

Each of these areas is described below:

Observation Abilities

The student must be able to acquire a defined level of required knowledge as presented through lectures, laboratories, demonstrations, patient interaction, and self-study. Acquiring this body of information necessitates the functional use of visual, auditory, and somatic sensation enhanced by the functional use of other sensory modalities. Examples of these observational skills in which accurate information needs to be extracted in an efficient manner include:

Visual Abilities
(as they relate to such things as visual acuity, color vision, and binocularity)

- Visualizing and reading information from papers, films, slides, video and computer displays
- Observing optical, anatomic, physiologic, and pharmacologic demonstrations and experiments
- Discriminating microscopic images of tissue and microorganisms
- Observing a patient and noting non-verbal signs
- Discriminating numbers, images, and patterns associated with diagnostic tests and instruments
- Visualizing specific ocular tissues in order to discern three-dimensional relationships, depth, and color changes

Auditory Abilities
- Understanding verbal presentations in lecture, laboratory, and patient settings
- Recognizing and interpreting various sounds associated with laboratory experiments as well as diagnostic and therapeutic procedures

Tactile Abilities
- Palpating the eye and related areas to determine the integrity of the underlying structures
- Palpating and feeling certain cardiovascular pulses

Communication Abilities

The student must be able to communicate effectively, efficiently, and sensitively with patients and their families, peers, staff, instructors, and other members of the health care team. The student must be able to demonstrate established communication skills using traditional and alternative means. Examples of required communications skills include:

- Relating effectively and sensitively to patients, conveying compassion and empathy

- Perceiving verbal and non-verbal communication such as sadness, worry, agitation, and lack of comprehension from patients
- Eliciting information from patients and observing changes in mood and activity
- Communicating quickly, effectively, and efficiently in oral and written English with patients and other members of the health care team
- Reading and legibly recording observations, test results, and management plans accurately
- Completing assignments, patient records, and correspondence accurately and in a timely manner

Sensory and Motor Coordination Abilities

Students must possess the sensory and motor skills necessary to perform an eye examination, including emergency care. In general, this requires sufficient exteroception sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis, and vibratory), and fine motor function (significant coordination and manual dexterity using arms, wrists, hands, and fingers).

Examples of skills required include but are not limited to:

- Instillation of ocular pharmaceutical agents
- Insertion, removal, and manipulation of contact lenses
- Assessment of blood pressure and pulse
- Removal of foreign objects from the cornea
- Simultaneous manipulation of lenses, instruments, and therapeutic agents and devices
- Reasonable facility of movement
- Injections into the eye, lids, or limbs

Intellectual-Conceptual, Integrative and Quantitative Abilities

Problem-solving, a most critical skill, is essential for optometric students and must be performed quickly, especially in emergency situations. In order to be an effective problem solver, the student must be able to accurately and efficiently utilize such abilities as measurement, calculation, reasoning, analysis, judgment, investigation, memory, numerical recognition, and synthesis. Examples of these abilities include being able to:

- Determine appropriate questions to be asked and clinical tests to be performed
- Identify and analyze significant findings from history, examination, and other test data
- Demonstrate good judgment and provide a reasonable assessment, diagnosis, and management of patients
- Retain, recall, and obtain information in an efficient manner
- Identify and communicate the limits of one's knowledge and skill

Behavioral and Social Attributes

The student must possess the necessary behavioral and social attributes for the study and practice of optometry. Examples of such attributes include:

- Satisfactory emotional health required for full utilization of one's intellectual ability
- High ethical standards and integrity
- An empathy with patients and concern for their welfare

- Commitment to the optometric profession and its standards
- Effective interpersonal relationships with patients, peers, and instructors
- Professional demeanor
- Effective functioning under varying degrees of stress and workload
- Adaptability to changing environments and uncertainties
- Positive acceptance of suggestions and constructive criticism

It is our experience that a number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as health care professionals and scientists with the use of reasonable accommodations. To be qualified for health sciences programs at MBKU those individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please visit the Students (https://my.ketchum.edu/ICS/Students/ Students.jnz?portlet=Free-form_Content_2017-09-26T14-01-38-902) tab of the portal and/or contact the University Student Affairs (studentaffairs@ketchum.edu).

Prerequisites

Academic requirements for admission to SCCO are based on standards set by the California State Board of Optometry, the accrediting bodies, and the judgment of the Admissions Policy Committee. To be considered as a candidate for admission to the professional OD program, a four-year baccalaureate degree is recommended but not required. Applicants who complete a minimum of 90 semester or 135 quarter credit hours of undergraduate study will qualify for admission. To be eligible to apply, the applicant must be on track to complete the required credit hours or degree by the end of the summer term that precedes fall matriculation.

The following minimum prerequisite courses must be completed with a C- or better at a regionally accredited college or university in the U.S. or Canada:

Applicants who are not U.S. citizens or permanent U.S. residents must submit a certified bank statement showing their ability to pay for the first year of education prior to an I-20 form being issued for immigration purposes.

2 semester courses or 3 quarter courses:

- General Biology or Zoology (no lab required)

2 semester courses or 2 quarter courses:

- English Composition or Literature (writing intensive courses are acceptable)

2 semester courses or 3 quarter courses:

- General Physics (one-year sequence, including labs)
- General Chemistry (one-year sequence, including labs)

1 semester course or 1 quarter course in each of the following (minimum of 3 credit hours for each course):

- Calculus (analytic geometry/calculus also acceptable)
- General Microbiology or Bacteriology (including lab)

- Human Anatomy (no lab required) or Human Physiology (no lab required) or a combination of Human Anatomy and Physiology (no lab required)
- Organic Chemistry (no lab required)
- Biochemistry (no lab required)
- Psychology
- Statistics

Advanced Placement (AP) courses or IB (International Baccalaureate) courses for the prerequisite requirements will be accepted, provided the course content aligns with that of the prerequisite requirement.

Procedures

The number of applicants for admissions to SCCO regularly exceeds the number of available spaces. SCCO, as a regional and national resource, receives applications from nearly every state in the nation.

All first time applicants, re-applicants and those who have been previously enrolled in another optometry program must apply through the centralized service OptomCAS at www.optomcas.org (http:// www.optomcas.org/). Applicants must follow the instructions on how to complete the application, submit transcripts and submit letters of recommendation. In addition, SCCO's supplemental application is located on the OptomCAS site and may be completed after selecting SCCO as a program to receive the application. The SCCO supplemental application fee is $50. Applicants will receive an automatic notification of how to pay the supplemental application fee once the application is received from OptomCAS.

The official SCCO application period is July 1 (the first day of the OptomCAS cycle) through March 15. Applicants must submit both their application and college transcripts to OptomCAS by March 15.

Standardized test scores are a mandatory application requirement. While the OAT (https://oat.ada.org/) is the preferred standardized test, SCCO accepts the MCAT (https://students-residents.aamc.org/ register-mcat-exam/register-mcat-exam/) or DAT (https:// www.ada.org/education/testing/exams/dental-admission-test-dat/? gad_source=1&gclid=CjwKCAjwwLO_BhB2EiwAx2e-37YktDKFKymmyw7xF1UH5cns Applicants designate SCCO as the recipient of OAT scores, and they are automatically downloaded into the OptomCAS application. The website for the OAT program is: www.ada.org/en/oat (https://www.ada.org/en/ oat/). For standardized scores other than the OAT, it is the applicant's responsibility to authorize the release and submission of these scores to SCCO. The last test date for all standardized test scores that will be accepted is March 15.

A nonrefundable Matriculation Deposit of $1500 is required to matriculate with the incoming class. The full $1500 deposit will be credited to the Fall Quarter tuition upon their enrollment. If you are admitted before May 1, you have the option to pay this fee in one of two ways; as one full deposit, or in three $500 installments. Anyone admitted after May 1 must pay the full deposit within 1 week of acceptance.

Accepted candidates who have not completed all course prerequisites at the time of application must do so before beginning studies at SCCO.

Send a request for more information on the application and interview process to ODadmissions@ketchum.edu.

Process

Once applications are received, it is SCCO's responsibility to select those applicants who are best qualified to make a contribution to the public

and profession and who will benefit most from the optometric education program. The decision for admission is based on the applicant's ability, scholarship, character, and motivation.

Once an application is submitted to OptomCAS, it takes approximately 2-3 weeks for OptomCAS to verify the application and release it to SCCO. Once we receive the application, applicants are given the ability to pay the $50 Supplemental Fee, which initiates the process of evaluation. OAT scores are automatically processed and become available from the testing center within three weeks after the exam. The admissions procedure begins with a screening of each applicant's scholastic qualifications including the college record and the OAT scores. The goal is to select students who are academically capable of completing the Doctor of Optometry program.

Next, the applicant's personal qualifications are reviewed, since the study and practice of optometry requires great responsibility, maturity, ethics, devotion, intellectual curiosity, and social commitment. Letters of recommendation, essays, and extracurricular activities are evaluated. Candidates will be invited to campus for interviews dependent upon their academic and professional potential credentials. Interviews will begin in the fall and will be completed early in the spring. The interview enables SCCO and the applicant to learn more about each other. Additionally, the interview process endeavors to appraise such personal qualities as responsiveness, warmth, social situation adjustment, the communication of clear and concise ideas, maturity, and career motivation. Should an applicant successfully interview, a provisional acceptance is offered pending the successful completion of a routine criminal background check.

OD/MS Program

SCCO offers a combined OD/MS dual degree program. Once students have been successfully accepted into the OD program and completed all matriculation requirements including the full $1500 matriculation deposit, they are eligible to apply for the MS program to then complete the degrees concurrently. First year OD students must submit their application to the MS program by the end of the 8th week of the Fall quarter.

Transfer Policy

The Southern California College of Optometry does not accept transfer students or offer advanced standing under any circumstances. All applicants to our program must apply through OptomCAS and complete the entire four-year program.

Tuition

2025–26 Tuition, Doctor of Optometry Program

Annual Tuition & Fees	Full-Time Tuition	Class Fee	Mandatory Equipment & Materials	Student Government Fee	Clinic Fee	Board Prep Fee	Graduation Fee	Total Annual Tuition and Fees
Class of 2026	$53,250	$45.00	$50.00	$70.00	N/A	N/A	160.00	$53,575.00
Class of 2027	$53,250	$45.00	83.00	$70.00	N/A	N/A	N/A	$53,448.00
Class of 2028	$53,250	$45.00	$1,908.78	$70.00	N/A	N/A	N/A	$55,273.78
Class of 2029	$53,250	$45.00	$7,810.34	$70.00	N/A	N/A	N/A	$61,175.34

Quarterly Tuition & Fees	Summer	Fall	Winter	Spring	Total Tuition and Fees
Class of 2026	$13,362.50	$13,427.50	$13,312.50	$13,472.50	$53,575.00
Class of 2027	$13,362.50	$13,427.50	$13,312.50	$13,345.50	$53,448.00
Class of 2028	NA	$18,501.26	$18,386.26	$18,386.26	$55,273.78
Class of 2029	NA	$20,468.44	$20,353.45	$20,353.45	$61,175.34

Tuition for returning students enrolled less than full time

Fee	Amount
Tuition (less than full-time) per credit hour	945.62

Fees

Fee	Amount
Annual Parking fee (optional)	$365.00

While the occasion has not previously presented itself, the MBKU Board of Trustees does reserve the right to change tuition and fees or to establish additional fees for special features or services if deemed necessary.

Curriculum

Course	Title	Hours
First Year		
Fall Quarter		
BVS 511	Applied Biomedical Science	3.00
BVS 540	Optics I	5.00
CLE 590A	Optometric Clinical Service IA	0.25
CLS 560	Clinical Methods I	4.50
IPE 401A	Professional Ethics	0.75
IPE 406A	IDEAs in Healthcare	0.75
BVS 860	Research Elective	0
	Hours	**14.25**
Winter Quarter		
BVS 530	Ocular Anatomy and Physiology I	5.00
BVS 541	Optics II	5.00
BVS 554	Visual Optics	3.00
CLE 590B	Optometric Clinical Service IB	0.25
CLS 561	Clinical Methods II	4.50
IPE 403A	Population and Public Health	2.00
	Hours	**19.75**
Spring Quarter		
BVS 513	Neurophysiology	4.50
BVS 515	Pharmacology I	3.00
BVS 531	Ocular Anatomy and Physiology II	3.00
BVS 542	Ophthalmic Optics I	3.00
BVS 555	Visual Psychophysics	3.50
CLE 590C	Optometric Clinical Service IC	0.25
CLS 660A	Ocular Health Procedures IA	3
	Hours	**20.25**

Second Year

Fall Quarter

BVS 616	Pharmacology II	2.00
BVS 640	Ophthalmic Optics II	3.00
BVS 656	Sensory Vision	3.75
CLE 690	Optometric Clinical Service III	0.75
CLS 660B	Ocular Health Procedures IB	3.00
CLS 661	Case Analysis and Prescribing I	2.00
CLS 664A	Ocular Disease Diagnosis & Mgmt IA	2.00
CLS 670	Cornea and Contact Lenses I	4.00
	Hours	**20.5**

Winter Quarter

BVS 655	Binocular Vision & Space Perception	2.50
CLS 402	Evidence-Based Practice	2.00
CLE 691	Optometric Clinical Service IV	1.00
CLS 662	Case Analysis and Prescribing II	2.00
CLS 663	Ocular Health Procedures II	3.50
CLS 664B	Ocular Disease Diagnosis & Mgmt IB	2.00
CLS 671	Cornea and Contact Lenses II	3.50
	Hours	**16.5**

Spring Quarter

BVS 618	Pharmacology IV	2.00
CLE 692	Optometric Clinical Service V	1.00
CLS 632	Ocular Disease III: Vitreo-Retinal	3.00
CLS 665	Case Analysis and Prescribing III	2.00
CLS 672	Mgmt Non-Strab Binocular Vision Cnd	3.50
CLS 760	Pediatric Optometry	2.00
CLS 770	Cornea and Contact Lenses III	3.25
	Hours	**16.75**

Third Year

Fall Quarter

CLE 791	Optometric Clinical Service VII	3.50
CLS 721	Clinical Medicine II	4.00
CLS 763A	Ocular Disease Diag & Mgmt IIIA	2.00
CLS 772	Strabismus & Amblyopia Diag	4.50
	Hours	**14**

Winter Quarter

CLE 792	Optometric Clinical Service VIII	3.50
CLS 722	Ophtha Lasers, Injection & Med Dia	2.50
CLS 763B	Ocular Disease Dia & Mgmt IIIB	2.00
CLS 774	Low Vision Rehabilitation	4.00
CLS 773	Strabismus & Amblyopia Mgmt	3.00
	Hours	**15**

Spring Quarter

CLE 793	Optometric Clinical Service IX	3.50
CLS 723	Ophthalmic Surgery	2.50
CLS 765	Ocular Diesease Case Management	1.00
CLS 775	Cornea and Contact Lenses IV	1.50
CLS 782	Health Promotion	1.00
CLS 784	Business & Career Management II	1.50
IPE 404A	Interprofessional Case Conferences	0.75
	Hours	**11.75**

Summer Quarter

CLE 790	Optometric Clinical Service VI	3.50
CLS 720	Clinical Medicine I	4.00
CLS 762A	Ocular Disease Diag & Mgmt IIA	3.00
CLS 771	Vision, Perception and Learning	4.00
CLS 783	Business & Career Management I	2.00
	Hours	**16.5**

Fourth Year

All Quarters

CLS 885A & CLS 885B & CLS 885C & CLS 885D	Business & Career Management IIIA and Business & Career Management IIIB and Business & Career Management IIIC and Business & Career Management IIID	2
CLE 890	Clinical Seminars	4.00
CLE 891	Optometric Clinical Service X	12.00
CLE 892	Outreach Clinical Service I	12.00
CLE 893	Outreach Clinical Service II	12.00
CLE 894	Outreach Clinical Service III	12.00
	Hours	**54**
	Total Hours	**219.25**

Graduation Requirements

A student will be recommended for the degree of Doctor of Optometry, provided the candidate:

- Has completed all prescribed academic requirements;
- Is not on academic probation, has a cumulative grade point average of 2.50 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations;
- Settles all financial accounts with the University.

The degree will not be conferred and the diploma will not be issued until all graduation requirements are met.

If a student has not met all graduation requirements, the student may be eligible to walk through and participate in the graduation ceremony with their class, if approved by the Dean.

Note on licensure: Meeting the graduation requirements for the OD degree at the Southern California College of Optometry at Marshall B. Ketchum University does not guarantee eligibility for state licensure. Some states have specialized curricular requirements for licensure, and students are advised to check with the Optometry Board in states of possible residency for licensure requirements.

The Southern California College of Optometry reserves the right to make changes to the academic requirements, teaching modality, and required schedule at any point to ensure that all competencies and objectives are being met by optometry students.

Commencement Awards

Latinized honors are accorded to those students who have excelled scholastically on the following basis:

Latin Honor	GPA
Summa Cum Laude	3.80 - 4.00
Magna Cum Laude	3.60 - 3.79
Cum Laude	3.50 - 3.59

Required Courses

Code	Title	Hours
BVS 511	Applied Biomedical Science	3.00
BVS 513	Neurophysiology	4.50
BVS 515	Pharmacology I	3.00
BVS 530	Ocular Anatomy and Physiology I	5.00
BVS 531	Ocular Anatomy and Physiology II	3.00
BVS 540	Optics I	5.00
BVS 541	Optics II	5.00
BVS 542	Ophthalmic Optics I	3.00
BVS 616	Pharmacology II	2.00
BVS 617	Pharmacology III	2.00
BVS 618	Pharmacology IV	2.00
BVS 640	Ophthalmic Optics II	3.00
BVS 655	Binocular Vision & Space Perception	2.50
CLE 590A	Optometric Clinical Service IA	0.25
CLE 590B	Optometric Clinical Service IB	0.25
CLE 590C	Optometric Clinical Service IC	0.25
CLE 690	Optometric Clinical Service III	0.75
CLE 691	Optometric Clinical Service IV	1.00
CLE 692	Optometric Clinical Service V	1.00
CLE 790	Optometric Clinical Service VI	3.50
CLE 791	Optometric Clinical Service VII	3.50
CLE 792	Optometric Clinical Service VIII	3.50
CLE 793	Optometric Clinical Service IX	3.50
CLE 890	Clinical Seminars	4.00
CLE 891	Optometric Clinical Service X	12.00
CLE 892	Outreach Clinical Service I [1]	12.00
CLE 893	Outreach Clinical Service II [1]	12.00
CLE 894	Outreach Clinical Service III [1]	12.00
CLS 560	Clinical Methods I	4.50
CLS 561	Clinical Methods II	4.50
CLS 632	Ocular Disease III: Vitreo-Retinal	3.00
CLS 660A	Ocular Health Procedures IA	3.00
CLS 660B	Ocular Health Procedures IB	3.00
CLS 661	Case Analysis and Prescribing I	2.00
CLS 662	Case Analysis and Prescribing II	2.00
CLS 663	Ocular Health Procedures II	3.50
CLS 664A	Ocular Disease Diagnosis & Mgmt IA	2.00
CLS 664B	Ocular Disease Diagnosis & Mgmt IB	2.00
CLS 665	Case Analysis and Prescribing III	2.00
CLS 670	Cornea and Contact Lenses I	4.00
CLS 671	Cornea and Contact Lenses II	3.50
CLS 672	Mgmt Non-Strab Binocular Vision Cnd	3.50
CLS 720	Clinical Medicine I	4.00
CLS 721	Clinical Medicine II	4.00
CLS 722	Ophtha Lasers, Injection & Med Dia	2.50
CLS 723	Ophthalmic Surgery	2.50
CLS 760	Pediatric Optometry	2.00
CLS 762A	Ocular Disease Diag & Mgmt IIA	3.00
CLS 763A	Ocular Disease Diag & Mgmt IIIA	2.00
CLS 763B	Ocular Disease Dia & Mgmt IIIB	2.00
CLS 765	Ocular Dieseasse Case Management	1.00
CLS 770	Cornea and Contact Lenses III	3.25
CLS 771	Vision, Perception and Learning	4.00
CLS 772	Strabismus & Amblyopia Diag	4.50
CLS 773	Strabismus & Amblyopia Mgmt	3.00
CLS 774	Low Vision Rehabilitation	4.00
CLS 775	Cornea and Contact Lenses IV	1.50
CLS 782	Health Promotion	1.00
CLS 783	Business & Career Management I	2.00
CLS 784	Business & Career Management II	1.50
CLS 885A	Business & Career Management IIIA	0.50
CLS 885B	Business & Career Management IIIB	0.50
CLS 885C	Business & Career Management IIIC	0.50
CLS 885D	Business & Career Management IIID	0.50
IPE 401A	Professional Ethics	0.75
IPE 403A	Population and Public Health	2.00
IPE 404A	Interprofessional Case Conferences	0.75
IPE 406A	IDEAs in Healthcare	0.75

[1] The fourth professional year is designed to promote continued development of the student's emerging clinical problem-solving abilities. The focus is on higher order cognitive thought processing such as analysis and evaluation, rather than basic levels of knowledge and comprehension. The instruction material is designed to advance the student's content knowledge beyond the first three years through challenging patient care problems that highlight or emphasize differential diagnosis, management decisions, referral decisions and follow-up, as well as address newer techniques and procedures for diagnosis and management. The outreach clinical programs provide students with comprehensive clinical education in the diagnosis, management and treatment of conditions of the visual system. Patient groups served are diverse in age, race, culture, socio-economic level and health delivery systems. Patient care is provided in various settings including optometric and co-management centers; Department of Veterans Affairs centers; military; public health and USPH Indian Health clinics; medical ambulatory clinics; community health centers; and general and specialty hospitals. Under direct supervision of licensed optometric faculty, students provide full-scope optometric care in specialty clinics. Interdisciplinary team training in vision rehabilitation and primary care educates students for the role of optometrists as vital members of the health care team. Advanced clinical instrumentation and both diagnostic and therapeutic pharmaceutical agents are utilized, in all clinical care settings, under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists.

To offer fourth-year students a wide variety of clinical educational experiences, SCCO has approximately 65 outreach clinical program affiliations with various military, public health, Department of Veterans Affairs, low vision rehabilitation, developmental/pediatric clinics, co-management clinics, inter-professional clinics and private practices. The clinics are located throughout the U.S., with the majority located west of the Mississippi River, as well as international sites located in Japan. These clinical programs are operated in conjunction with a number of independent, local, state and federal agencies.

Students select their outreach assignments at the early in the third professional year, which allows sufficient time for planning.

Elective Courses

Code	Title	Hours
BVS 801	Nutrition and Preventative Health	1.00
CLS 802	I and A of Imaging Technology	2.00
CLS 803	Geriatric Optometry	2.00
CLS 805	Effect Learning Strategies Optom	1
IPE 400A	Medical Spanish	2.00

Scholarships and Awards

Each year more than 150 Fall scholarships and Spring awards totaling more than $500,000 are awarded to qualified optometry students at MBKU. These awards are made possible by philanthropic benefactors through gifts of private support to SCCO. Fall scholarships and spring awards recognize and honor students who have achieved excellence in academics, clinical skills, research, leadership, and service or have financial need. Recipients of scholarships and awards are selected by the SCCO Scholarship Committee. Scholarship opportunities are available for all students through an application process.   All scholarship awards are applied to the recipient's financial aid package through the department of Financial Aid.

Residency Programs

The mission of the Department of Residency Programs of SCCO at MBKU is to establish, promote and support postgraduate residency training. Residency programs are uniquely designed to advance intellectual knowledge and enhance the clinical expertise of residents through excellence in patient care, scholarly activity, and research.

SCCO at MBKU has residency programs that cover the areas of Cornea & Contact Lenses, Low Vision Rehabilitation, Neuro-Optometry, Ocular Disease, Primary Care, and Pediatric Optometry/Vision Therapy. There are currently 58 residency positions within 26 programs in the areas of health management organization, Indian Health Service, multi-disciplinary settings, private-practice settings, on-campus programs, and Veteran's Affairs. For detailed information regarding residency programs, please visit our website: ketchum.edu/optometry/academics/residency-programs (https://ketchum.edu/optometry/academics/residency-programs/).

These one-year accredited postdoctoral programs are focused on training our residents to attain advanced competencies through direct patient care with exceptional clinical management experiences, teaching opportunities, and didactic/scholarship activities. All programs are structured in accordance with the guidelines of the AOA's Accreditation Council on Optometric Education (https://theacoe.org/program-directories/) and are fully accredited or provisionally accredited during the inaugural year. All residents receive a stipend, liability coverage, and various benefits depending on the specific program.

Vision Science (MS)
Overview

The Master of Science in Vision Science prepares students to embark on a career in teaching and/or research in the basic or clinical science of vision. Students accepted into the program must be enrolled at SCCO at MBKU in the professional optometry program, hold a Doctor of Optometry or Doctor of Medicine degree, or hold a bachelor's degree from a university in the U.S. or Canada.

The need for new knowledge in the vision sciences is great; teaching and research opportunities are numerous in a spectrum of academic, industrial and professional settings. Although the program has sufficient structure to provide a broad foundation of scientific knowledge of vision systems, it is at the same time appropriately flexible to permit candidates to develop expertise in areas of special interest.

There are four tracks currently offered:

1. A concurrent program for students currently applying to or enrolled in the SCCO Doctor of Optometry program.
2. Stand-alone full-time two-year program for students with an earned Doctor of Optometry or Medical degree.
3. Stand-alone full-time program for students with an earned bachelor's degree from a University in the United States or Canada.
4. Part-time program for individuals listed in 2 and 3 above.

All of these tracks incorporate the development and presentation of seminars and formal lectures in specific courses to develop the candidates' educational skills.

The Master of Science in Vision Science tracks require the equivalent of two years full-time study, including 20 quarter credit hours for core and elective didactic coursework, as well as a minimum of 40 credit hours of research, culminating in a written thesis.

Admissions

The Master of Science in Vision Science is a research-based graduate degree. Research is a vital part of the ongoing development of the profession since it provides the basis for new understanding and new treatments of vision conditions. The research undertaken in fulfillment of the Master of Science degree will provide new knowledge for the profession and train the candidate in the conduct of sound research as a potential future educator and researcher.

SCCO's Master of Science in Vision Science program at MBKU seeks to admit students possessing the qualities and motivation necessary for success in clinically applied research. Admission is based on an assessment of both academic and non-academic qualifications including; an application, letters of recommendation, personal statement, and the admissions interview.

All applicants must submit undergraduate and graduate transcripts with a minimum grade point average of 3.00, an application which may be obtained from the website ketchum.edu/optometry/ms_in_vision_science (https://www.ketchum.edu/optometry/admissions/ms-vision-science/), and a $50 non-refundable application fee, letters of recommendation attesting to the applicant's ability in the area of research, a 300-500 word personal statement of interest, including current goals, personal career plans, reasons for selecting a field of study and a current curriculum vitae. In addition, applicants interested in concurrent Doctor of Optometry and Master of Science in Vision Science enrollment must submit OAT scores (or other appropriate test results, such as, MCAT, DAT, or GRE). Applicants who already hold a Doctor of Optometry degree must submit NBEO scores.

Additional requirements for applicants who are not U.S. citizens or permanent U.S. residents include having graduated from an optometry or medical school that has comparable training to a U.S. optometry

or medical program. Applicants need to be English-speaking or have demonstrated satisfactory command of the English language by taking the Graduate Record Examination (GRE) and the Test of English as a Foreign Language (TOEFL). The TOEFL can be replaced by the International English Language Testing System (IELTS). The minimum acceptable scores are: GRE (300), TOEFL (80), TSE (50) and IELTS (7.0). All tests must be taken within two years of applying for the Master of Science in Vision Science program.

All foreign applicants will need to provide proof of adequate funds to cover all fees and expenses for the entire graduate program as a condition for the issuing of a visa to enter the U.S. These applicants are not eligible for funding (e.g., teaching assistant, research assistant, school grants or aid) to pursue the Master of Science degree. Interviews are required of all applicants.

The application deadline for individuals applying for the combined OD/MS program is the end of the 8th week of the Fall quarter of their first year in the OD program. Other applicants should apply a minimum of 3 months before the quarter in which they wish to start the MS program.

Accuracy of Information

The submission of any false or misleading information of any kind in support of an application for admission to the graduate programs of the SCCO at MBKU can result in the permanent cancellation or rescission of admission by the assistant dean for graduate studies. It is the responsibility of the applicant that all information is accurate and complete.

Financial Information

Tuition

2025-2026 Tuition, Master of Science in Vision Science

The tuition for the Master of Science in Vision Science program is $6,000 per quarter (4 quarters per year). Currently, this program tuition is waived for candidates also concurrently enrolled in the Doctor of Optometry program.

Annual Tuition & Fees	Full-Time Tuition	Class Fee	Mandatory Equipment & Material	Student Governm Fee	Clinic Fee	Board Prep Fee	Graduat Fee	Total Annual Tuition and Fees
Class of 2025	$6,000.00	NA	NA	NA			160.00	$6,160.00
Class of 2026	$24,000	NA	NA	$70.00	NA			$24,070.00
Class of 2027	$18,000.00	NA	NA	$70.00	NA			$18,070.00

Quarterly Tuition & Fees	Summer	Fall	Winter	Spring	Total Tuition and Fees
Class of 2025	$6,160.00	NA	NA	NA	$6,160.00
Class of 2026	$6,000.00	$6,070.00	$6,000.00	$6,000.00	$24,070.00
Class of 2027	NA	$6,070.00	$6,000.00	$6,000.00	$18,070.00

Fee	Amount
Tuition (less than full-time) per credit hour	$800

While the occasion has not previously presented itself, the MBKU Board of Trustees does reserve the right to change tuition and fees or to establish additional fees for special features or services if deemed necessary.

Curriculum

The Master of Science in Vision Science is a research-based graduate degree. Research is a vital part of the ongoing development of the profession and is incorporated into the mission statement of SCCO. The program emphasizes hypothesis-driven research and the development of analytical skills in experimental optometry and vision science.

Each of the program tracks incorporates the development and presentation of seminars and formal lectures in specific courses to develop the students' skills in scientific presentations. Moreover, all degrees incorporate the design and conduct of an original research project, a written thesis and defense of the thesis before a graduate committee.

The required coursework taken in the Master of Science in Vision Science program provides the student with an in-depth understanding of vision science principles and concepts. The elective coursework further emphasizes the specific sub-discipline that is of interest to the student. The research undertaken in fulfillment of the Master of Science degree will provide new knowledge for the profession and train the student in the conduct of sound research. Thus, the background in the required and elective coursework combined with the research training prepares the student to enter a career as an educator and/or researcher. This career could be in an academic, institutional, corporate, or clinical setting.

Graduation Requirements

Completion of the program requires a total of 60 credit hours. 40 credit hours are from the research thesis (BVS 960 Thesis). The remaining 20 credit hours are course work which includes three required courses (BVS 901 Teaching in the Visual Sciences, BVS 902 Biostatistics, BVS 952 Ethics in Research), 2 core courses, and 2 elective courses.

A student will be recommended for the degree of Master of Science in Vision Science, provided the candidate:

- Has completed all prescribed academic requirements;
- Has completed a minimum of 60 quarter-hours of graduate credit;
- Is not on academic probation in the MS program, has a cumulative grade point average of 3.0 or higher, and has no outstanding grade which is incomplete;
- Has completed the Master's research requirement of successful defense of the Master's thesis and submission of a final bound copy of the thesis. The paper must be of publication quality.

The degree will not be conferred, and the diploma will not be issued until all graduation requirements are met.

Transfer Policy

The Master of Science in Vision Science program does not accept transfer students or offer advanced standing under any circumstances.

Courses

Required Courses

Code	Title	Hours
BVS 901	Teaching in the Visual Sciences	2.00
BVS 902	Biostatistics	2.00
BVS 952	Ethics in Research	2.00
BVS 960	Thesis (variable credits)	0

Core Courses

Code	Title	Hours
BVS 910	Ocular Anatomy & Physiology	2.00
BVS 910A	Ocular Anatomy & Physiology - A	4.00
BVS 920	Sensory Neuroscience	2.00
BVS 920A	Sensory Neuroscience A	4.00
BVS 940	Visual Optics	2.00
BVS 940A	Visual Optics A	4.00
BVS 950	Sensory Processes & Perception	2.00
BVS 950A	Sensory Processes & Perception A	4.00
BVS 951	Psychophysical Mthd & Exprmntl Dsgn	2.00
BVS 951A	Psychophysical Mth & Expmntl Dsgn A	4.00

Elective Courses

Code	Title	Hours
BVS 900	Special Topics	0
BVS 911	Vegetative Physiology of the Eye	3.00
BVS 912	Visual Physiology of the Eye	3.00
BVS 913	Current Topics Tear Film & Dry Eye	3.00
BVS 914	Vegetative Physiology of the Cornea	3.00
BVS 921	Color Vision	3.00
BVS 924	Neurophysiology of Amblyopia	3.00
BVS 932	Ocular Pathology	3.00
BVS 957	Accommodation	3.00
BVS 959	Vision and Reading	3.00

School of Physician Assistant Studies

Medical Science (MMS)

Mission

Our mission is to educate individuals to become compassionate PAs who deliver the highest quality healthcare in a collaborative environment, serve diverse communities, work to eliminate health disparities, and improve overall health outcomes while advancing the PA profession.

Our Values

Compassion

We value the dignity of all people, including patients and their families, and recognize that compassion must be a cornerstone in professional interactions.

Humility

We value the intrinsic worth of all human beings; we acknowledge our own limitations and strive to learn from those we interact with both interpersonally and professionally.

Integrity

We value integrity and professionalism by modeling honesty, thoughtfulness, and consistency in our words and actions.

Lifelong Learning

We value lifelong learning as essential to the practice of evidence-based medical care.

Excellence

We value the pursuit of excellence as an essential component of professional practice.

Respect

We place a high value on respecting others by acknowledging diversity and advocating for inclusion in communities where we serve, work, and teach.

Service

We are committed to the welfare of others, improving healthcare access, and promoting positive health outcomes through service.

Program Overview

Marshall B. Ketchum University provides the highest quality PA education through excellence in teaching, patient care, research, and public service.

The College of Health Sciences' School of Physician Assistant Studies offers a 27-month, post-baccalaureate program leading to the degree of Master of Medical Science. The class size is 50 students.

The didactic phase of the PA curriculum provides the foundation for clinical practice with instruction in applied medical sciences, patient assessment, clinical medicine, and pharmacotherapeutics. The curriculum is organized into systems-based modules that incorporate anatomy, physiology, pathophysiology, clinical medicine, clinical skills, patient assessment, diagnostic testing, and pharmacotherapeutics taught in an organized and integrated sequence with a strong emphasis on active learning. Other courses include medical ethics, IDEAs in Healthcare, graduate seminars covering a wide range of professional practice topics, evidence-based practice, and population and public health. Students will also participate in interprofessional education courses and will experience supervised patient interactions.

The clinical phase of the PA curriculum focuses on direct patient care in various clinics, hospitals, and health centers. The program offers a vast array of clinical opportunities with diverse and challenging patient encounters. In order to graduate from the School of Physician Assistant Studies Master of Medical Science Program, a student must complete and pass each course, clinical rotation, Masters Capstone Project, and multi-faceted summative evaluation.

The Master's Capstone Project involves two components:

1. Students work in small teams to conduct a review of literature and needs analysis in order to identify a population healthcare need. The students then develop and implement a project that addresses the healthcare need.

2. Students develop a scholarly poster and presentation that meets national and/or state conference standards.

Admissions

The School of Physician Assistant Studies (SPAS) is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences in accordance with MBKU's nondiscrimination policy. Each application is reviewed, and the merits are considered individually. Additional consideration is given to applicants with volunteer community service, qualifying science degrees, military experience* (verifiable by DD-214), and applicants in the Pre-Health Professions Linkage programs at Cal State Fullerton, Cal State Long Beach, Cal State Los Angeles, and the EDGE-PA Program at Charles R. Drew University.

We do not accept previous experience or medical training for advanced placement in the Master of Medical Science program. All students are expected to complete all didactic and clinical elements of the program. SPAS does not permit students to matriculate on a part-time basis, nor does the curriculum lend itself to an accelerated learning schedule.

For applicants' military service to be considered when being reviewed for the SPAS PA program at MBKU, they must have served in the US Armed Forces and must have received an honorable or general discharge under honorable conditions. Veterans of foreign armed forces or veterans who were dishonorably or otherwise discharged under dishonorable conditions from a branch of the US Armed Forces are not eligible for consideration. Medical discharges for those who did not complete their full term of service but were separated due to a medical reason will also be considered.

Criteria

Technical Standards

PAs must have the knowledge and skills to practice in a variety of clinical situations and render a wide spectrum of care based on the patient's needs. In addition to academic achievements, exam results, and faculty recommendations, PA students must possess the physical, emotional, and behavioral capabilities requisite for the practice of medicine as a PA. In order to successfully complete the PA program, students must demonstrate proficiency in academic and clinical activities with regard to the competencies described below.

Observation

Candidates and PA students must have sufficient sensory capacity to observe in the classroom, the laboratory, the outpatient setting, and at the patient's bedside. Sensory skills adequate to perform a physical examination are required, including functional vision, hearing, smell, and tactile sensation. All these senses must be adequate to observe a patient's condition and to accurately elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

Communication

Candidates and PA students must be able to:

- Communicate effectively and sensitively with patients and others in both academic and healthcare settings.
- Speak clearly.
- Communicate effectively and efficiently in oral and written English with faculty and staff, patients, and all members of the health care team. Communication includes not only speech but also reading and writing skills.

- Demonstrate reading skills at a level sufficient to accomplish curricular requirements, provide clinical care for patients, and complete appropriate medical records, documents, and plans according to protocol in a thorough and timely manner.
- Perceive and describe changes in mood, posture, and activity and interpret non-verbal communication signs.

Motor Coordination and Function

Candidates and PA students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures; and execute motor movements reasonably required to provide basic medical care and emergency care to patients, including but not limited to:

- Cardiopulmonary resuscitation.
- Administration of intravenous medication.
- Application of pressure to stop hemorrhage.
- Opening of obstructed airways.
- Suturing of simple wounds.
- Performance of simple obstetrical maneuvers.
- Negotiating patient care environments and mobility between settings, such as clinics, classrooms, laboratories, and hospitals.
- Maintaining sufficient physical stamina to complete the rigorous course of didactic and clinical study. Long periods of sitting, standing, or moving are required in classroom, laboratory, and clinical settings.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of PAs, requires all of these intellectual abilities. Candidates and PA students must be able to:

- Interpret dimensional relationships and understand the spatial relationships of anatomical structures.
- Search, read, and interpret medical literature.

The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential. To complete the PA program, candidates must be able to demonstrate proficiency in these skills and the ability to use them together in a timely fashion during medical problem-solving and patient care.

Behavioral and Social Attributes

Compassion, integrity, ethical standards, concern for others, interpersonal skills, and motivation are all personal qualities important to providing compassionate and quality patient care.

Candidates and PA students must:

- Demonstrate the maturity and emotional stability required for the full use of their intellectual abilities.
- Accept responsibility for learning, exercising good judgment and promptly completing all responsibilities attendant to the diagnosis and care of patients.
- Understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession.
- Interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner.

- Tolerate physically taxing workloads and long work hours, to function effectively under stress and to display flexibility and adaptability to changing environments.
- Contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

It is our experience that a number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as health care professionals and scientists with the use of reasonable accommodations. To be qualified for health sciences programs at MBKU those individuals must be able to meet both our academic standards and the technical standards, with reasonable accommodations if necessary.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact University Student Affairs.

Prerequisites

We recommend that applicants possess a minimum GPA as follows:

- Overall GPA of 3.0
- Science GPA of 3.0

Degree Prerequisite

A baccalaureate degree from a regionally accredited college or university, or an equivalent institution as determined by MBKU, is required for admission.

Applicants educated outside the U.S. must utilize a transcript evaluation service to verify their degree and coursework. The academic record must show credits and grades equivalent to those given by U.S. institutions of higher learning. If the degree was obtained outside the U.S., the Test of English as a Foreign Language (TOEFL) must be completed and official scores submitted to MBKU using the school's code: 4893.

Coursework Prerequisites

The following courses must be completed at a regionally accredited institution in the U.S., with a grade of "C" or better, and are the minimum requirements for all applicants. A "Pass" grade will also be accepted.

12 semester or 16 quarter credit hours of Biological Science courses, which must include:
- Microbiology w/ lab
- Human Anatomy w/lab (Must be taken in the last 7 years)
- Human Physiology w/lab (Must be taken in the last 7 years)
- Other biological sciences, any area

One course (3 semester or 4 quarter credit hours) of each of the following:
- Biochemistry or Organic Chemistry
- Statistics
- General Psychology
- Genetics (no lab required)

Advanced Placement (AP) credits will be accepted for Psychology and Statistics only.

All prerequisites must be completed at a college or university accredited by one of the U.S. regional accrediting associations. Please see Accrediting Institutions (https://www.ketchum.edu/sites/default/files/2018-09/AccreditingInsitutitions.pdf) for a list of those associations.

To verify a college or university accreditation, you are advised to visit their website.

Online Course Policy

MBKU accepts prerequisite lecture courses completed online through regionally accredited colleges or universities. Please see Accrediting Institutions (https://www.ketchum.edu/sites/default/files/2018-09/AccreditingInsitutitions.pdf) for a list of those associations. No virtual labs are accepted, however, hands-on take-home labs will be accepted. If you have any questions or would like to verify that a specific lab meets our requirements, please email paadmissions@ketchum.edu.

Requirements In Progress

Applicants may submit their CASPA application with two prerequisites in progress. However, all admissions requirements, degree, and coursework prerequisites must be completed by December 31. Applicants should be aware; some universities have lag times in producing official transcripts which could impact their ability to be considered for admission.

Clinical Experience

Patient care experiences will be considered on a case-by-case basis. Both the hours and the quality of patient interactions are evaluated. **All applicants <u>must</u> have at least 2000 hours of paid, verifiable, direct, hands-on patient care experience to be eligible to apply.** Volunteer patient care hours that are part of a formal or professional training program *may* be credited towards this requirement.

Examples of preferred clinical experiences:

- Back Office Medical Assistant (MA)
- Certified Nurses' Assistant
- Clinical Care Extender
- EMT (patient care hours only)
- Licensed Vocational Nurse
- Military medic or corpsman
- Paramedic
- Physical Therapy Assistant
- Radiological Technician
- Registered Nurse
- Respiratory Therapist
- Medical Scribe

Foreign Applicants

The SPAS does not accept international applicants at this time. U.S. applicants with foreign coursework must meet the following requirements:

1. You must have completed all the prerequisite courses in the U.S. Please note that even if you have taken the prerequisite courses as part of your undergraduate degree in a foreign university, you will need to repeat the prerequisite courses at a college or university in the U.S.
2. You must send all non-U.S./Canadian transcripts to CASPA (the centralized application service utilized by PA programs).
3. While the prerequisite courses are not accepted from a foreign university, the transcript to verify a degree and license is required. Applicants should have their foreign (Non U.S./Canadian) transcripts evaluated by one of the approved services and the evaluation forwarded to CASPA.

4. If the degree is obtained outside the U.S., the TOEFL must be completed and official scores submitted to MBKU using the school's code: 4893.

Test Scores

Scores from the Graduate Records Examination (GRE) are not required. Applicants who have not earned a baccalaureate degree from a regionally-accredited institution must also submit official scores from the Test of English as a Foreign Language (TOEFL), regardless of the official language of the country in which the education took place or the predominant language of the degree-granting institution. Scores should be sent directly using Marshall B. Ketchum University Code 4893. Minimum scores are noted below:

Subject	Score
Reading	22/30
Listening	22/30
Speaking	26/30
Writing	24/30

Procedures

All applicants to the School of PA Studies at MBKU must submit their application through the Centralized Application Service for Physician Assistants (CASPA). The website for the service is portal.caspaonline.org (https://portal.caspaonline.org). All applicants should review the information and instructions on the CASPA website for submitting transcripts and letters of recommendation. Applicants will only have to submit transcripts and letters of recommendation to CASPA, not to the individual schools and colleges.

Upon completion of the application, applicants may designate MBKU as a school to receive the application.

All application documents MUST be submitted by the September 1st deadline to be eligible for admission. No exceptions will be considered. A "complete date" status is given when an application has been e-submitted and all transcripts, payments, and at least three letters of reference have been received by CASPA and attached to the application.

Letters of Recommendation

Three (3) letters of recommendation are required. Reference letters should not be from personal friends or family members. Letters of recommendation must be submitted directly to CASPA on or before September 1. It is strongly recommended that letters of recommendation include at least one from a clinician (MD/DO/PA/NP preferred) and one from someone the applicant has known for at least 6 months. We strongly recommend documents be sent to CASPA at least two weeks prior to the September 1st deadline to ensure the applicant received the CASPA "complete date" by the deadline.

Process

Once the CASPA application is received by the admissions office, applicants will receive an email with a link to submit their non-refundable $50 supplemental application fee.

The number of applicants to the SPAS at MBKU exceeds the number of available seats. Some applicants will not be admitted even though their academic records surpass the specified minimum recommendations and requirements. We aim to select students who demonstrate academic strength and capability, motivation, and personal attributes necessary for the practice of medicine as a PA.

The admissions process is done in multiple steps. Initial steps include screening each applicant's qualifications, including college records and GPAs, prerequisite completion, screening each applicant's degree and coursework prerequisites for admission, reviewing for completion of direct patient care experience, and reviewing the number of volunteer hours. The applicant's personal qualifications are also evaluated and reviewed by members of the Admissions Committee, as the study and practice of a PA requires great responsibility, maturity, ethics, devotion, intellectual curiosity, resiliency, and social commitment.

Those who meet the academic, clinical, and personal criteria of the preliminary screening may be considered for an interview with the SPAS at MBKU.

Additionally, the interviewing team aims to appraise such personal qualities as communication skills, problem-solving skills, interpersonal skills, emotional intelligence, maturity, aptitude, and career motivation. Applicants will interview with various stakeholders, including but not limited to members of SPAS faculty, practicing PAs from the community, members of the University administration, and faculty members from other MBKU colleges. Applicants are invited to matriculate based on their total interview score and the number of available class seats.

Provisional acceptance is offered pending the successful completion of a routine criminal background check.

Accepted applicants are required to submit a non-refundable matriculation fee of $1500 within two weeks of their acceptance. The full $1500 deposit will be credited to the Fall quarter tuition upon enrollment.

Advanced Placement

We do not accept previous experience or medical training for advanced placement in the PA program. All students are expected to complete all didactic and clinical elements of the program.

Transfer Policy

SPAS at MBKU does not accept transfer students or transfer credits from other schools. All students are required to complete the entire SPAS curriculum. Admission to advanced standing is not considered or accepted. SPAS does not allow students to take proficiency exams to test out of any course within the PA curriculum.

Financial Information

MBKU is a private, non-profit, independent education institution. The Office of Financial Aid provides financial services and advice to assist our students in meeting the educational expenses necessary to complete the PA Program and achieve their dream of becoming a PA. The vast majority of students receive financial aid through federal and private loans as well as grants and/or scholarships.

The cost of attending the School of PA Studies is:

Fee	Amount
Annual Tuition	$61,051.00
Annual Student Association Fee	$70
Annual PA Student Class Fee	$45
Parking Fee (annual)	$365.00
Annual Equipment and Materials Fee	$2,252.98
Annual Clinic Fee	$4,000

Books (varies)	$300
Graduation Fee (one time)	$160.00

Tuition
2025–26 Tuition, Master of Medical Science Program

Annual Tuition & Fees	Full-Time Tuition	Class Fee	Clinic Fee	Mandatory Equipment & Materials	Student Government Fee	Graduation Fee	Total Annual Tuition and Fees
Class of 2025	$30,525.50	NA	$2000.00	$60.00	NA	$160.00	$32,745.50
Class of 2026	$61,051.00	$45.00	$4,000.00	$1,037.09	$70.00	NA	$66,203.09
Class of 2027	$45,788.25	$45.00	$3,000.00	$2,252.98	$70.00	NA	$51,451.23

Quarterly Tuition & Fees	Summer	Fall	Winter	Spring	Total Tuition and Fees
Class of 2025	$16,322.75	$16,422.75	NA	NA	$32,745.50
Class of 2026	$16,522.03	$16,637.02	$16,522.02	$16,522.02	$66,203.09
Class of 2027	NA	$17,128.75	$17,013.74	$17,013.74	$51,156.23

Tuition for Returning Students Enrolled Less Than Full Time

Fee	Amount
Tuition (less than full-time) per credit hour	$797.47

Fees

Fee	Amount
Annual Parking fee (optional)	$365.00

BOOKS
Nearly all of the required SPAS textbooks are available as an e-book free of charge to enrolled students. Students may choose to purchase soft or hardbound textbooks at their own expense if they prefer. Required texts that are not available as an e-book are the student's responsibility and are estimated to be approximately $300.

Other Fees
During the clinical phase, students incur variable costs related to specific onboarding requirements for each clinical rotation site. These fees are paid directly to the vendor and not to MBKU. They include requirements such as updated background checks and drug screenings. The total costs vary depending on where the student is placed for each clinical rotation and is estimated to be a maximum of $900 for the entire clinical phase.

While the occasion has not previously presented itself, the Board of Trustees of MBKU does reserve the right to change the tuition and fees or to establish additional fees for special features or services if deemed necessary.

Curriculum
Didactic Phase
The didactic phase of the PA curriculum provides the foundation for clinical practice with instruction in applied medical sciences, patient assessment, clinical medicine and pharmacotherapeutics. The curriculum is organized into systems-based courses which incorporate anatomy, physiology, pathophysiology, clinical medicine, clinical skills, patient assessment, diagnostic testing and pharmacotherapeutics instruction. Courses are taught in an organized and integrated sequence with a strong emphasis on critical thinking and active learning. Other courses include medical ethics, graduate seminars on PA professional topics, population health, and evidence-based practice. In addition, students learn procedures including: sterile technique, venipuncture, IV placement, injections, airway management and endotracheal intubation, point of care ultrasound, urinary bladder catheter insertion, casting and splinting, local anesthesia and wound management and closure. Students also participate in interprofessional education courses and will experience supervised and simulated patient interactions. Integration of the curriculum facilitates the development of knowledge that is relevant and meaningful to clinical practice and which is amenable to updating and development as a part of an ongoing process of lifelong learning. Students must successfully pass all didactic academic requirements in order to progress to the second phase of their education, clinical rotations.

The didactic clinical medicine courses include:

- Study of basic medical sciences, principles of genetics, and immunology to prepare students for the advanced study of clinical medicine.
- Advanced study of human anatomy with 3-D human anatomy laboratories.
- Advanced study of physiology, pathology, and pathophysiology concepts of disease.
- Study of the epidemiology and etiology of disease states.
- Eliciting, performing, and documenting the medical history and physical exam.
- Selecting, interpreting, and applying appropriate laboratory, imaging, and other diagnostic tests.
- Advanced study of disease states including the development of a differential diagnosis, most likely diagnosis, and prognosis of disease.
- Developing patient management skills related to the principles of pharmacology as they pertain to prescription and non-prescription therapeutic agents.
- Study of the behavioral health aspects of wellness and disease.
- Study of preventive health care, patient-centered healthcare, patient-centered education, and health maintenance.
- Study of the clinical presentation of disease states across the lifespan.
- Identification and treatment of clinical emergencies.
- Study of current evidence-based healthcare principles.

The didactic interprofessional education courses are collaborative courses that instruct students across the colleges about the principles of interprofessional practice and allow students to practice interprofessional teamwork and communication skills in a classroom and small group setting.

The didactic professional courses are designed to provide students with instruction in evidence-based practice to include critical review of the medical literature; advanced study of the PA profession, medical ethics, public and population health, and employment issues.

* Specific sequence of courses subject to change

Course	Title	Hours
First Year		
Fall Quarter		
PAS 524	Fundamentals of Anatomy	2.00
PAS 526	Infectious Disease and Immunology	4.00
PAS 528	Clinical History	2.00
PAS 529	Dermatology	4.00
PAS 530	Eye, ENT	5.00
PAS 531A	Evidence Based Practice A	2.00
PAS 550	Introduction to PA Profession	1.00
PAS 555	Applied Physiology	2.00
PAS 556	Pathophysiology	4.00
IPE 401B	Professional Ethics	0.75
IPE 406B	IDEAs in Healthcare	0.75
	Hours	**27.5**
Winter Quarter		
PAS 531B	Evidence Based Practice B	1.00
PAS 532	Pulmonology	5.00
PAS 533	Cardiology	6.00
PAS 534	Hematology	4.00
PAS 535	Nephrology	4.00
PAS 538	Gastroenterology	5.00
IPE 403B	Population and Public Health	2.00
	Hours	**27**
Spring Quarter		
PAS 520	Integrative Patient Assessment Sem	1.00
PAS 531C	Evidence Based Practice C	1.00
PAS 536	Endocrinology	4.00
PAS 539	Orthopedics/Rheumatology	6.00
PAS 540	Neurology	6.00
PAS 541	Behavioral Health	2.00
PAS 551A	Masters Capstone Project IA	1.00
PAS 557	Male Genitourinary Health	2.00
IPE 404B	Interprofessional Case Conferences	0.75
	Hours	**23.75**
Second Year		
Summer		
PAS 543	Pediatrics	5.00
PAS 546	Hospital Medicine	4.00
PAS 547	Geriatrics	2.00
PAS 551B	Masters Capstone Project IB	1.00
PAS 552A	Obstetrics & Gynecology A	3.00
PAS 552B	Obstetrics & Gynecology B	3.00
	Hours	**18**
Fall Quarter		
PAS 544	Emergency Medicine	6.00
PAS 545	Surgery	3.00
PAS 612	Clinical Preparatory	6.00
PAS 609A	Masters Capstone Project IIA	3.00

IPE 400B	Medical Spanish (elective)	2.00
	Hours	**20**
Winter Quarter		
PAS 609B	Masters Capstone Project IIB	3.00
PAS 610A	Graduate Seminar IA	1.00
PAS 670	Medical Clinical Services I	6.00
PAS 671	Medical Clinical Services II	6.00
	Hours	**16**
Spring Quarter		
PAS 610B	Graduate Seminar IB	1.00
PAS 613	Masters Capstone Project III	1.00
PAS 672	Medical Clinical Service III	6.00
PAS 673	Medical Clinical Services IV	6.00
	Hours	**14**
Third Year		
Summer		
PAS 674	Medical Clinical Services V	6.00
PAS 675	Medical Clinical ServicesVI	6.00
PAS 611A	Graduate Seminar IIA	1.00
	Hours	**13**
Fall Quarter		
PAS 676	Medical Clinical Services VII	6.00
PAS 677	Medical Clinical Services VIII	6.00
PAS 611B	Graduate Seminar IIB	1.00
	Hours	**13**
	Total Hours	**172.25**

Medical Clinical Services

The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board-certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long-term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project, and Graduate Seminars, as well as Summative Examinations.

Code	Title	Hours
PAS 670	Medical Clinical Services I	6.00
PAS 671	Medical Clinical Services II	6.00
PAS 672	Medical Clinical Service III	6.00
PAS 673	Medical Clinical Services IV	6.00
PAS 674	Medical Clinical Services V	6.00
PAS 675	Medical Clinical ServicesVI	6.00
PAS 676	Medical Clinical Services VII	6.00
PAS 677	Medical Clinical Services VIII	6.00

Prerequisites: Completion of the preclinical phase of the School of Physician Assistant Studies or program permission.

The Medical Clinical Services courses will include experiences in the following:

Family Medicine

This clinical course provides the PA student with experience in outpatient evaluation of pediatric and adult patients, including preventive medicine and acute and chronic illness. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Internal Medicine

This clinical course provides the PA student with experience in outpatient and inpatient evaluation of adult patients, including management of acute and chronic illness. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Emergency Medicine

This clinical course provides the PA student with experience in triage, evaluation, and management of patients in the emergency department setting. The student will have the opportunity to learn skills necessary for appropriate triage, stabilization, evaluation, diagnosis, and management of patients with traumatic injuries and acute medical and surgical illnesses, as well as management of lower acuity health disorders. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Surgery

This clinical course will provide the PA student with experience in the evaluation and management of surgical patients in the preoperative, intraoperative, and postoperative environments. The PA student will evaluate and participate directly in the care of surgical patients before, during, and after their procedures. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Pediatrics

This clinical course will provide the PA student with experience in outpatient and/or in-patient management of pediatric patients. The student will have the opportunity to perform well-baby and child exams, problem-oriented exams, evaluate common pediatric illnesses, and experience care of newborns, children, and adolescents. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Women's Health/Obstetrics and Gynecology

This clinical course provides the PA student with experience in managing common gynecologic care and the maintenance of gynecologic health. Obstetric experience will include routine prenatal care. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Behavioral Health

The PA Student will gain experience in caring for ambulatory and/or hospitalized patients with behavioral and mental health conditions in a wide variety of settings during the clinical phase. The student will perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

Telehealth concepts and experiences may be incorporated into this rotation.

Clinical Rotation Elective

These clinical courses are selected by the student from a variety of surgical or medical specialties, or subspecialties, such as orthopedics, oncology, endocrinology, primary care, occupational medicine, hospitalist medicine, and others. The student will gain experience caring for patients and managing conditions treated by these specialties and expand their knowledge of medical and/or surgical indications requiring referral to specialty care. Students will gain experience in proper and professional communication with patients, patient families, physicians, and an interdisciplinary team of healthcare professionals.

INDEPENDENT STUDY

This course is designed to provide the student an opportunity to deepen their understanding of clinical medicine and its application to patient care. Learning will occur through a variety of modalities including recorded or live lecture, online learning modules, simulated and/or virtual patient encounters, practice questions, individual tutoring, and independent study. Emphasis will be placed on developing the student's ability to effectively evaluate, diagnose, and manage clinical medicine conditions in patients of all ages. This course may include principles of anatomy, physiology, pathophysiology, genetic heritability, epidemiology, etiology, clinical history taking, clinical signs and symptoms, diagnosis (including diagnostic labs and procedures), therapeutic management, prevention, and prognosis of disease.

Courses

Code	Title	Hours
PAS 520	Integrative Patient Assessment Sem	1.00
PAS 524	Fundamentals of Anatomy	2.00
PAS 526	Infectious Disease and Immunology	4.00
PAS 528	Clinical History	2.00
PAS 529	Dermatology	4.00
PAS 530	Eye, ENT	5.00
PAS 531A & PAS 531B & PAS 531C	Evidence Based Practice A and Evidence Based Practice B and Evidence Based Practice C	4.00
PAS 532	Pulmonology	5.00
PAS 533	Cardiology	6.00
PAS 534	Hematology	4.00
PAS 535	Nephrology	4.00
PAS 536	Endocrinology	4.00
PAS 538	Gastroenterology	5.00
PAS 539	Orthopedics/Rheumatology	6.00
PAS 540	Neurology	6.00
PAS 541	Behavioral Health	2.00
PAS 543	Pediatrics	5.00
PAS 544	Emergency Medicine	6.00
PAS 545	Surgery	3.00
PAS 546	Hospital Medicine	4.00
PAS 547	Geriatrics	2.00
PAS 550	Introduction to PA Profession	1.00
PAS 551A & PAS 551B	Masters Capstone Project IA and Masters Capstone Project IB	2.00

PAS 552A & PAS 552B	Obstetrics & Gynecology A and Obstetrics & Gynecology B	6.00
PAS 555	Applied Physiology	2.00
PAS 556	Pathophysiology	4.00
PAS 557	Male Genitourinary Health	2.00
PAS 609A & PAS 609B	Masters Capstone Project IIA and Masters Capstone Project IIB	6.00
PAS 610A & PAS 610B	Graduate Seminar IA and Graduate Seminar IB	2.00
PAS 611A & PAS 611B	Graduate Seminar IIA and Graduate Seminar IIB	2.00
PAS 612	Clinical Preparatory	6.00
PAS 613	Masters Capstone Project III	1.00

Graduation Requirements

To be eligible for graduation and to receive the Master of Medical Science Degree, the student must meet the following requirements:

- Successfully pass all required courses and clinical rotations.
- Successfully complete the Master's Capstone Project and Presentation.
- Pass a comprehensive, multi-faceted summative exam assessing the student's acquisition of the Graduate Learning Outcomes and competencies for PA Clinical Practice.
- Be recommended for conferral of the degree of Master of Medical Science by the SPAS Program Director.
- Settle all financial accounts with the University.

If a student has not met all graduation requirements, the student *may* be eligible to walk through and participate in the graduation ceremony with their class, but will not receive a diploma until all requirements have been met.

Note on licensure: Meeting the graduation requirements for the MMS degree at the SPAS at MBKU does not guarantee eligibility for state licensure. Some states have specialized requirements or exclusion criteria for licensure, and students are advised to check with the Medical or PA Board in states of possible residency for licensure requirements.

Probation Policy

SPAS has academic progression policies in place to ensure all students are meeting the specific goals and learning outcomes for each course and are qualified to progress within the Program. A student is considered in good academic standing at a given time if they have earned a "P" (pass) for all courses to date, have at least one reassessment opportunity remaining, scored within two standard deviations on the didactic PACKRAT exam (if applicable), passed the EOC summative exam (if applicable), and have not required extended learning for any course or rotation.

A detailed description of the Academic Progression Policy (p. 146) including academic probation and academic warning can be found in the SPAS Student Handbook.

College of Pharmacy

Doctor of Pharmacy (PharmD) (p. 37)

Doctor of Pharmacy (PharmD)

Vision Statement

The College of Pharmacy (COP) at Marshall B. Ketchum University (MBKU) will be a recognized innovator and provider of distinctive, highest quality, evidence-based education, research, and collaborative pharmacy practice.

Mission

The mission of MBKU COP is to educate individuals to become ethical and compassionate pharmacists who competently deliver patient-centric services in diverse environments and systems of healthcare, with a commitment to innovative scholarship.

Program Overview

It takes four academic years to complete the Doctor of Pharmacy (PharmD) program. The first-year curriculum provides the foundation for professional practice with instruction on pharmaceutical and biomedical sciences, body systems and disease, epidemiology, public health, pharmaceutical self-care, pharmacy law, and roles of the pharmacist. The curriculum teaches United States and global health care systems, interpersonal and interprofessional communications, pre-clinical laboratory skills, pharmacy practice skills, and provides certifications in immunization and life support. Students will begin Introductory Pharmacy Practice Experiences courses (IPPE).

The second-year curriculum continues to build on the foundation courses from year one with instruction on applied biomedical sciences, pharmacology, clinical medicine, and pharmacotherapeutics. The curriculum teaches professional ethics, behavioral aspects of health, drug information, evidence-based practice, research methodology, biostatistics, pharmacokinetics, and basics of laboratory medicine. Students continue with IPPE courses.

The third-year curriculum continues with focused instruction on the principles of clinical medicine and pharmacotherapeutics. The curriculum incorporates biotechnology, pharmacogenomics, pharmacoeconomics, special populations, and contains a skills lab for clinical and evidence-based reasoning and certification in medication therapy management. The curriculum provides an opportunity for students to complete a doctoral-level research and scholarship project and provides students an opportunity to take didactic electives of their choice.

The fourth year, also known as the experiential year, is comprised of Advanced Pharmacy Practice Experience (APPE) courses. Students will also take APPE electives of their choice. Additionally, the students will be provided North American Pharmacist Licensure Examination (NAPLEX) preparatory course series to assess NAPLEX readiness.

The degree of Doctor of Pharmacy will be conferred on students who are officially admitted to, and who satisfactorily complete the four-year professional curriculum in pharmacy. Satisfactory completion of the PharmD program will academically qualify the graduate to apply for licensure in each of the 50 states.

Admissions

The COP is committed to accepting a diverse group of qualified individuals from a variety of backgrounds and experiences in accordance with MBKU's nondiscrimination policy.

Criteria

Technical Standards

The COP has an ethical responsibility for the safety of patients and to graduate candidates for pharmacy licensure who are competent and capable to meet the essential functions of pharmacy practice. The technical standards established by the college faculty require students to master the physical, cognitive and behavioral capabilities for successful admission, promotion, and graduation. The Accreditation Council for Pharmacy Education (ACPE) requires U.S. colleges and schools of pharmacy to define the technical standards.

All students are held to the same academic and technical standards, with or without reasonable accommodation, to complete all aspects of the professional education program. Disclosure of disabilities is not required; however, students who fail to comply with the standards and do not seek accommodation are in jeopardy of academic failure and possible dismissal. The college encourages consultation with the assistant dean of student services if a student feels the standards cannot be met. Students must be able to accomplish all of the following:

Observation

- Observe lectures, demonstrations, experiments, and practice-based activities in the basic and pharmaceutical sciences.
- Observe physiologic and pharmacological demonstrations, evaluation of microbiological cultures, and microscopic studies of organisms and tissues in normal and pathological states.
- Observe a patient accurately at a distance and close at hand, noting verbal and nonverbal signals.
- Meet the specific vision-related requirements, such as reading information on a computer screen, projected slides, and overheads, reading written and illustrated material, and discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests.
- Evaluate visible patient signs and symptoms for the purposes of monitoring drug therapy.

Communication

- Communicate effectively, sensitively, and rapidly with patients and members of the health care team and convey a sense of compassion and empathy.
- Speak, listen, read, and write in the English language.
- Effectively communicate with instructors and peers.
- Communicate interprofessionally with health care practitioners specifically in reviewing and recommending verbal and written drug therapy orders.
- Elicit information from patients, describe changes in mood, activity, and posture and perceive nonverbal communications.
- Read and record observations and care plans legibly, efficiently, and accurately.
- Complete forms or appropriately document activities according to directions in a complete and timely fashion.

Sensory and Motor Coordination or Function

- Execute all aspects of processing multiple types of drug orders and compounding medications.
- Engage in safe and aseptic handling of sterile preparations.
- Safely and effectively operate appropriate equipment, including but not limited to microscopes, computer keyboards, glucose monitors, and peak flow meters.
- Execute motor movements reasonably required to participate in the general care and emergency treatment of patients.

Intellectual, Conceptual, Integrative and Quantitative Abilities

- Identify three-dimensional relationships and the spatial relationships of structures.
- Solve problems involving measurement, memorization, calculation, reasoning, analysis, synthesis, and evaluation rapidly in a multi-task setting.
- Synthesize knowledge and integrate the relevant aspects of a patient's history, physical findings, and monitoring studies.
- Obtain, retrieve, evaluate, and deliver information in an efficient and timely manner.
- Provide a reasonable explanation and analysis of the problem and determine when additional information is required.

Behavioral and Social Attributes

- Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.
- Adapt to change, display flexibility, and learn to function in the face of uncertainties and stressful situations.
- Possess compassion, integrity, interpersonal skills, motivation, empathy, respect, and concern for others.
- Describe the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
- Function effectively in situations of physical and emotional stress.
- Analyze appropriate suggestions and criticism and, if necessary, respond by modification.
- Exercise good judgment and prompt completion of all responsibilities involved in the pharmaceutical care of patients in a sensitive and effective manner.
- Have the capacity to develop professional, mature, sensitive, and effective relationships with patients.
- Develop the skills necessary to instruct and supervise technical personnel assisting with the delivery of pharmaceutical services.

It is our experience that a number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as health care professionals and scientists with the use of reasonable accommodations. To be qualified for health sciences programs at MBKU those individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact University Student Affairs.

Prerequisites

All requirements must be completed by the time of matriculation at MBKU.

A baccalaureate degree from a regionally accredited college or university, or an equivalent institution as determined by MBKU, is recommended for admission.

All prerequisite courses must be completed at a regionally accredited institution in the U.S. with a grade of "C" or better. Applicants educated outside the U.S. must utilize a transcript evaluation service to verify their

degree and coursework. The academic record must show credits and grades equivalent to those given by U.S. institutions of higher learning.

The following courses must be completed at a regionally accredited institution, in the U.S., with a grade of "C" or better prior to enrollment and are the minimum requirements for all applicants.

6 SEMEster or 9 quarter credit hours of each of the following:
- General Biology (One year sequence, including laboratories)
- General Chemistry (One year sequence, including laboratories)
- Organic Chemistry (One year sequence, including laboratories)

3 Semester or 4 Quarter Credit Hours of Each of the Following:
- General or Medical Microbiology (Laboratory required)
- Human Anatomy (Laboratory required)
- Human Physiology (Laboratory required)
- Calculus (For science majors preferred)
- General Psychology
- Economics
- Behavioral or social science course
- Communication course

Additionally, 6 Semester Credit Hours or 8 Quarter Credit Hours
- English*
- Waived for students with a verified BA degree

Advanced Placement credits will be accepted for fulfillment of no more than the equivalent of one non-science course of the prerequisite.

The Pharmacy College Admission Test (PCAT) is not required for students with a bachelor's degree. Additional consideration will be given to those with community service, patient care, pharmacy, and/or military experience.

Applicants who earned degrees from foreign institutions must also submit official scores from the Test of English as a Foreign Language, or TOEFL, regardless of the official language of the country in which the education took place or the predominant language of the degree-granting institution. Scores should be sent directly using MBKU Code 4893. Minimum scores are noted below:

Subject	Score
Reading	22/30
Listening	22/30
Speaking	26/30
Writing	24/30

Procedures

All first-time applicants, reapplicants, and those who have been previously enrolled in another pharmacy program must apply through the centralized application service: PharmCAS. Applicants must follow the instructions on how to complete the application, submit transcripts, and submit letters of recommendation. All supplemental application materials will be completed during the applicant interview day.

The Pharmacy College Admission Test (PCAT) is not required, but a high score could enhance an applicant's chances of admission. If you wish to make available your PCAT scores, please select MBKU as a recipient at the time the exam is taken.

Process

The PharmCAS application cycle begins in July. Applicants must submit their application and college transcripts to PharmCAS by the final application deadline.

Applications are processed as soon as they are verified by PharmCAS. Candidates will be invited for interviews between Fall and Spring quarters. Video conference interviews may be offered under specific circumstances.

Transfer Policy

COP at MBKU only considers transfers for entry into the first or second professional year. Students wishing to transfer from another pharmacy school or college in the U.S. should apply through PharmCAS and must meet the following criteria:

- Be in good academic and disciplinary standing at the transferring institution
- Supply a letter of recommendation and permission from the chief executive officer or designee of the transferring institution
- Supply a letter from each of two full-time members of the faculty of the transferring institution recommending the transfer
- Provide a letter explaining in detail why the transfer is being requested including appropriate documentation that substantiates the reason
- Meet all current admissions requirements and standards of COP
- Supply official transcripts of all collegiate work completed, including that taken at the transferring institution
- Supply course outlines for all Pharmacy coursework for which advanced standing credit is desired
- Submit the appropriate application materials. Decisions on transfer applications are made by the Admissions Committee in cooperation with the Office of Academic Affairs.

Transfer credit will only be granted for courses passed with a "C" or better (must achieve passing score in a Pass/Fail course) and taken in a Doctor of Pharmacy program accredited by the ACPE.

Financial Information
Tuition
2025−26 Tuition, Doctor of Pharmacy Program

Annual Tuition & Fees	Full-Time Tuition	Class Fee	Mandatory Equipment & Materials	Student Government Fee	Clinic Fee	Board Prep Fee	Graduation Fee	Total Annual Tuition and Fees
Class of 2026	$59,600	$45.00		$70.00	$732.00	$630.00	$160.00	$61,237.00
Class of 2027	$59,600	$45.00		$70.00	$640.00	$699.00		$61,054.00
Class of 2028	$59,600	$45.00		$70.00	$640.00			$60,355.00
Class of 2029	$59,600	$45.00	$353.97	$70.00	$740.00			$60,808.97

Quarterly Tuition & Fees	Summer	Fall	Winter	Spring	Total Tuition and Fees
Class of 2026	$16,262.00	$15,015.00	$14,900.00	$15,060.00	$61,237.00

Class of 2027	$16,239.00	$15,015.00	$14,900.00	$14,900.00	$61,054.00
Class of 2028	$15,540.00	$15,015.00	$14,900.00	$14,900.00	$60,355.00
Class of 2029	NA	$21,075.64	$19,866.67	$19,866.66	$60,808.97

Tuition for Returning Students Enrolled Less than Full-Time

Fee	Amount
Tuition (less than full-time) per credit hour	$1,268.09

Fees

Fee	Amount
Annual Parking fee (optional)	$365.00

Other Costs

Fee	Amount
Matriculation deposit / PharmD program (paid upon acceptance and credited to Fall Quarter tuition upon enrollment)	$1,500

Estimates for instruments, equipment, and supplies for all four professional years are listed below.

Mandatory Equipment and Material Fee Annual Total

Class	Total
Class of 2029	353.97
Class of 2028	N/A
Class of 2027	N/A
Class of 2026	N/A

While the occasion has not previously presented itself, the Board of Trustees of Marshall B. Ketchum University does reserve the right to change the tuition and fees or to establish additional fees for special features or services if deemed necessary.

Curriculum

Course	Title	Hours
First Year		
Fall Quarter		
IPE 401C	Professional Ethics	0.75
IPE 406C	IDEAs in Healthcare	0.75
PHM 507	Found of Human Body & Diseases I	3.00
PHM 520	Pharmaceutical Sciences I	3.00
PHM 532	Pharmaceutical Biochemistry	2.00
PHM 550	Pharmacy Skills Lab I -Immunization	1.00
PHM 560	Pharmacy Law	2.00
	Hours	**12.5**
Winter Quarter		
PHM 508	Found of Human Body & Diseases II	3.00
PHM 512	Patient Assessment Lab	2.00
PHM 523	Basic Pharmacokinetics	3.50
PHM 553	Pharmacy Skills Lab II - Community	2.00
IPE 403C	Population and Public Health	2.00
	Hours	**12.5**

Course	Title	Hours
Spring Quarter		
PHM 509	Found of Human Body & Diseases III	2.00
PHM 521	Pharmaceutical Sciences II	3.50
PHM 522	Pharmaceutical Sciences III	4.00
PHM 554	Pharmacy Skills Lab III - Hospital	2.00
PHM 561	Pharmacy Self-Care I	2.00
PHM 581	Medical Spanish	1.00
	Hours	**14.5**
Second Year		
Fall Quarter		
PHM 601	Int. Pharmacotherapeutics I	5.00
PHM 602	Int. Pharmacotherapeutics II	5.00
PHM 622	Advanced Compounding & Calculations	2.00
PHM 640	Pharmacy Skills Lab IV - PT Care	1.00
	Hours	**13**
Winter Quarter		
PHM 603	Int. Pharmacotherapeutics III	5.00
PHM 604	Int. Pharmacotherapeutics IV	6.00
PHM 623	Evidence Based Practice	2.00
PHM 641	Pharmacy Skills Lab V - Cardio	1.00
	Hours	**14**
Spring Quarter		
PHM 605	Int. Pharmacotherapeutics V	6.00
PHM 606	Int. Pharmacotherapeutics VI	5.00
PHM 610	Drug Info, Informatics & Lit Eval	3.00
PHM 615	Adv Applications in Clin Prac I	1.00
PHM 681	Research & Scholarship	2.00
	Hours	**17**
Summer Quarter		
PHM 661	Pharmacy Self-Care II	2.00
PHM 670	IPPE I (4 weeks)	4.00
	Hours	**6**
Third Year		
Fall Quarter		
PHM 710	Int. Pharmacotherapeutics VII	5.00
PHM 730	Pharmacy Skills Lab VI - Diabetes	1.00
PHM 716	Integrated Pharmacotherapeutic VIII	3.00
PHM 721	Behavioral & Social Science	2.00
	Hours	**11**
Winter Quarter		
PHM 712	Int. Pharmacotherapeutics IX	6.00
PHM 713	Int. Pharmacotherapeutics X	5.00
PHM 731	Pharmacy Skills Lab VII -Med Therap	1.00
PHM 740	Biotechnology, Pharm, Precision Med	3.00
	Hours	**15**
Spring Quarter		
IPE 404C	Interprofessional Case Conferences	0.75
PHM 714	Int. Pharmacotherapeutics XI	5.00
PHM 715	Adv Applications in Clin Prac II	2.00
PHM 760	Special Populations	2.00
PHM 765	Emerging Iss & Practice Read Exam	4.00
	Hours	**13.75**

Summer Quarter

PHM 701	Pharmacoeconomics	2.00
PHM 770	IPPE II (4weeks)	4.00
	Hours	**6**

Fourth Year

All Quarters

PHM 801	APPE: Community Pharmacy Practice	6.00
PHM 802	APPE: Health System Pharmacy	6.00
PHM 803	APPE: Inpatient/Acute Care Gen Med	6.00
PHM 804	APPE: Ambulatory Care Pharmacy	6.00
PHM 805	APPE: Elective Rotation I	6.00
PHM 806	APPE: Elective Rotation II	6.00
PHM 865A	NAPLEX Capstone I	0.25
PHM 865B	NAPLEX Capstone II	0.25
PHM 865C	NAPLEX Capstone III	0.25
PHM 865D	NAPLEX Capstone IV	2.00
	Hours	**38.75**
	Total Hours	**174**

* **174 does not include the required completion of two elective courses.**
****186 units are required for the Class of 2026. 186 does not include the required completion of two elective courses.**

Elective Courses

Code	Title	Hours
IPE 400C	Medical Spanish	2.00
PHM 786	Adv. Topics in Infectious Diseases	2.00
PHM 789	Pract Apps Stat & Research Design	2.00
PHM 790	Residency Readiness	1.00
PHM 792	Applications Research & Scholarship	1.00
PHM 794	Advance Cardiovascular Life Support	2.00

Graduation Requirements

A student will be recommended for the degree of Doctor of Pharmacy provided the candidate:

1. Is not on academic or professional probation, has completed all prescribed academic requirements with a cumulative GPA of 2.0 or higher, has no outstanding incomplete grades, and has a passing grade for all clinical rotations; and
2. Has performed and behaved in a manner that is ethical, professional, and consistent with the practice of pharmacy; and
3. Has satisfactorily passed prescribed exams; and
4. Has completed all degree requirements within six (6) years following initiation of the matriculation process; and
5. Has been recommended for graduation to the Dean by the APPC.

Commencement Awards

Latinized honors are accorded to those students who have excelled scholastically on the following basis:

Latin Honor	GPA
Summa Cum Laude	3.80 - 4.00
Magna Cum Laude	3.60 - 3.79
Cum Laude	3.50 - 3.59

Courses

Courses for Didactic Years (P1-P3)

Code	Title	Hours
PHM 507	Found of Human Body & Diseases I	3
PHM 508	Found of Human Body & Diseases II	3
PHM 509	Found of Human Body & Diseases III	2
PHM 512	Patient Assessment Lab	2
PHM 520	Pharmaceutical Sciences I	3.00
PHM 521	Pharmaceutical Sciences II	3.50
PHM 522	Pharmaceutical Sciences III	4.00
PHM 523	Basic Pharmacokinetics	3.50
PHM 532	Pharmaceutical Biochemistry	2
PHM 550	Pharmacy Skills Lab I -Immunization	1.00
PHM 553	Pharmacy Skills Lab II - Community	2
PHM 554	Pharmacy Skills Lab III - Hospital	2
PHM 560	Pharmacy Law	2.00
PHM 561	Pharmacy Self-Care I	2
PHM 581	Medical Spanish	1.00
PHM 601	Int. Pharmacotherapeutics I	5.00
PHM 602	Int. Pharmacotherapeutics II	5.00
PHM 603	Int. Pharmacotherapeutics III	5.00
PHM 604	Int. Pharmacotherapeutics IV	6.00
PHM 605	Int. Pharmacotherapeutics V	6.00
PHM 606	Int. Pharmacotherapeutics VI	5.00
PHM 610	Drug Info, Informatics & Lit Eval	3.00
PHM 615	Adv Applications in Clin Prac I	1.00
PHM 622	Advanced Compounding & Calculations	2
PHM 623	Evidence Based Practice	2.00
PHM 640	Pharmacy Skills Lab IV - PT Care	1.00
PHM 641	Pharmacy Skills Lab V - Cardio	1.00
PHM 661	Pharmacy Self-Care II	2.00
PHM 670	IPPE I	4.00
PHM 681	Research & Scholarship	2.00
PHM 701	Pharmacoeconomics	2.00
PHM 710	Int. Pharmacotherapeutics VII	5.00
PHM 712	Int. Pharmacotherapeutics IX	6.00
PHM 713	Int. Pharmacotherapeutics X	5.00
PHM 714	Int. Pharmacotherapeutics XI	5.00
PHM 715	Adv Applications in Clin Prac II	2.00
PHM 716	Integrated Pharmacotherapeutic VIII	3
PHM 721	Behavioral & Social Science	2
PHM 730	Pharmacy Skills Lab VI - Diabetes	1.00
PHM 731	Pharmacy Skills Lab VII -Med Therap	1.00
PHM 740	Biotechnology, Pharm, Precision Med	3.00
PHM 760	Special Populations	2.00
PHM 765	Emerging Iss & Practice Read Exam	4.00
PHM 770	IPPE II (4weeks)	4.00

PHM 786	Adv. Topics in Infectious Diseases [Elective]	2.00
PHM 789	Pract Apps Stat & Research Design [Elective]	2.00
PHM 790	Residency Readiness [Elective]	1.00
PHM 792	Applications Research & Scholarship [Elective]	1.0
PHM 794	Advance Cardiovascular Life Support [Elective]	2.00
IPE 400C	Medical Spanish [Elective]	2.00
IPE 401C	Professional Ethics	0.75
IPE 403C	Population and Public Health	2.00
IPE 404C	Interprofessional Case Conferences	0.75
IPE 406C	IDEAs in Healthcare	0.75

Courses for Clinical Year P4

Code	Title	Hours
PHM 801	APPE: Community Pharmacy Practice	6.00
PHM 802	APPE: Health System Pharmacy	6.00
PHM 803	APPE: Inpatient/Acute Care Gen Med	6.00
PHM 804	APPE: Ambulatory Care Pharmacy	6.00
PHM 805	APPE: Elective Rotation I	6.00
PHM 806	APPE: Elective Rotation II	6.00

Each student completes six advanced pharmacy practice experiences, each of six weeks duration. These experiences take place in the following practice settings:

- Community Pharmacy
- Hospital or Health System Pharmacy
- Inpatient/Acute Care General Medicine
- Ambulatory Care
- Two Elective Settings

Elective settings include: academia, ambulatory care specialties, compounding, consultant pharmacy, medication therapy management, internal medicine specialties, long-term care, managed care, nuclear medicine, optometric pharmacy, pharmacy administration, pharmaceutical industry, regulatory, research, and specialty pharmacy.

6 x 6-week experiences and 6 h / experience = 36 credits

Prerequisites: Successful completion of prior quarter coursework or program permission.

Didactic courses for P4 Year

Code	Title	Hours
PHM 865A	NAPLEX Capstone I	0.25
PHM 865B	NAPLEX Capstone II	0.25
PHM 865C	NAPLEX Capstone III	0.25
PHM 865D	NAPLEX Capstone IV	2.00

Pharmacist Licensure Exam Requalification Program

MBKU COP offers a requalification program for non-degree-seeking pharmacy graduates. This program is designed to provide pharmacist graduates with the necessary credits to retake the California Practice Standards and Jurisprudence Examination (CPJE) or the North American Pharmacist Licensure Examination (NAPLEX).

Overview & Curriculum

- 24 quarter units (16 semester units) that can be completed within the existing PharmD curriculum
- Requalification students will be enrolled in existing courses along with degree-seeking students
- Complete coursework on campus in a personalized and safe environment
- Each student will work with their academic coordinator to design their individualized curriculum
- Students can take specific courses on topics that are challenging to help them strengthen their skills
- Students may take as many units per quarter as scheduling allows

Other Information

Maps

Main Campus (Fullerton) and Ketchum Health Locations Map (Southern California)

Main Campus (Fullerton) Map

Academic Calendar

Abbreviated University Academic Calendar Year 2025 - 2026

(see Program for detailed calendar)

Summer Quarter

Event	Date
Summer Quarter Begins	May 27, 2025
Memorial Day Recess (University Closed)	May 24 - 26, 2025
Spring Quarter Grades Due	May 29, 2025
Spring Quarter Incompletes Due	June 13, 2025
Last Day to Change Spring Quarter Grades	June 20, 2025
Independence Day Recess (University Closed)	July 4 - 5, 2025
Summer Quarter Ends	August 9, 2025

Fall Quarter

Event	Date
Orientation Week	August 11 - 15, 2025
Summer Quarter Grades Due	August 13, 2025
Fall Quarter Begins	August 18, 2025
Labor Day Recess (University Closed)	September 1, 2025
Summer Quarter Incompletes Due	September 5, 2025

Last Day to Change Summer Quarter Grades	September 12, 2025
SPAS Commencement	November 7, 2025
Fall Quarter Ends	November 8, 2025

Winter Quarter

Event	Date
Winter Quarter Begins	November 10, 2025
Fall Quarter Grades Due	November 12, 2025
Thanksgiving Recess (Program-Specific Instructional Days)	November 24 - 25, 2025
Thanksgiving Recess (All Students & University Closed)	November 26 - November 29, 2025
Instruction Resumes (All Students)	December 1, 2025
Fall Quarter Incompletes Due	December 5, 2025
Last Day to Change Fall Quarter Grades	December 12, 2025
Winter Recess (All Students)	December 22, 2025 - January 4, 2026
Winter Recess (University Closed)	December 22, 2025 - January 4, 2026
Instruction Resumes (All Students)	January 5, 2026
Martin Luther King Recess (University Closed)	January 17 - 19, 2026
Winter Quarter Ends	February 21, 2026
Spring Recess	February 23 - February 28, 2026

Spring Quarter

Event	Date
Winter Quarter Grades Due	February 25, 2026
Spring Quarter Begins	March 2, 2026
Winter Quarter Incompletes Due	March 20, 2026
Last Day to Change Winter Quarter Grades	March 27, 2026
SCCO Commencement	May 22, 2026
COP Commencement	May 22, 2026
Spring Quarter Ends	May 23, 2026

Directories
MBKU Directories

Board of Trustees | ketchum.edu/about-us/leadership (https://www.ketchum.edu/about-us/leadership/)

Enrollment and Student Services | ketchum.edu/student-life/connect-us (https://www.ketchum.edu/student-life/connect-us/)

MBKU Directory | ketchum.edu/directory (https://www.ketchum.edu/directory/)

Interrelationships

The official channels of intercommunication and lines of responsibility shall follow the formal table of organization as set forth herein or as subsequently modified by action of the Board of Trustees. The official representatives of these groups shall be:

- **Chair of the Board of Trustees** | for the Board of Trustees and/or its Executive Committee and Board Committee
- **President of the University** | for the administration and for the University
- **Senior Vice President for Administration and Finance and CFO** | for administrators and staff in finance and business operations
- **Vice President for Academic Affairs** | for administrators and staff in University academic support services
- **Vice President for University Advancement** | for administrators and support staff in fundraising and alumni relations
- **Vice President for Human Resources** | for employees
- **Vice President for Enrollment and Student Services** | for students
- **Dean of the Southern California College of Optometry (SCCO)** | for the faculty and academic administrators of SCCO
- **Director of the School of Physician Assistant Studies (SPAS)** | for the faculty and academic administrators of SPAS
- **Dean of College of Pharmacy (COP)** | for the faculty and academic administrators of COP
- **President of the Faculty Senate** | for the faculty
- **President for the Student Government Association** | for the students, student association (including all organizations and clubs), and individual classes
- **Alumni Association President** | for the Alumni Association Board of Directors, members of the alumni association, and the alumni

Interactions between members of the Board of Trustees, administration, faculty members, support staff, students, alumni, and the public are conducted according to the stated organizational protocols:

1. All official contacts between the Board of Trustees and the faculty, administrators, support staff, student body, and alumni shall be through the President of the University.

2. Representations by the Board of Trustees Chair, the President of the Faculty Senate, the President of the Student Association, and the Alumni Association Chair shall be official only insofar as the individuals are elected and as they are duly authorized by their respective groups.

3. Individual contacts between members of the Board of Trustees, the administration, faculty, support staff, students, Student Association and Alumni Association pertaining to the affairs of the University shall have no official status and may not be documented as part of the business of the University.

4. Since the members of the student body, faculty, support staff, Alumni Association, administration, and Board of Trustees represent a wide spectrum of cultural, societal, religious, and political beliefs, such opinions as may be held by any of the individuals within these groups will not become any part of the transaction of these groups. Reference to matters of this nature, whether written or oral, will not become a part of the official business of the University.

5. The private personal business and/or the practice of a faculty member is not to become a part of the business of the University and is not to interfere with the faculty member's duties or reflect unfavorably on the University at any time. Faculty, administration, staff, and students will not impose upon other members of the University community (including the Board of Trustees) for special privileges because of their status nor shall members of the Board of Trustees seek special consideration from any member of the University community because of their position. Any questions

concerning any aspect of this matter should be brought to the attention of the President of the University as soon as possible.

6. Redress or appeal: In the event that any individual member(s) of any of the above-named groups believes their statement, request, petition or recommendation has not received fair and equitable consideration based on existing official University policy and procedures, it may be submitted in writing to the President of the University for redress provided that all reporting protocols have been followed as described in the Student Grievance Procedures (p. 70) section of the University Student Handbook.

Contact Us

Marshall B. Ketchum University
2575 Yorba Linda Boulevard
Fullerton, California 92831-1699

Office	Phone Number
Academic Affairs, VP	714.363.7508
Administration and Finance & CFO, VP	714.463.7541
Admissions, College of Optometry	714.992.7832
Admissions, School of Physician Assistant Studies	714.872.5704
Admissions, College of Pharmacy	714.872.5734
Admissions, Graduate Program	714.449.7494
Alumni Relations	714.463.7559
Associate Dean of Clinics	714.463.7504
Business and Accounting Office	714.463.7546
Campus Safety	714.992.7892
Campus Store	714.449.7434
Enrollment and Student Services, VP	714.449.7423
Financial Aid	714.449.7448
Human Resources, VP	714.449.7459
M.B. Ketchum Memorial Library	714.449.7440
Optometry, Dean	714.449.7473
Optometry Outreach Clinical Programs	714.463.7527
Optometry Residencies	714.463.7527
Patient Appointments, Ketchum Health	714.463.7500
Patient Appointments, University Eye Center, Los Angeles	323.234.9137
Pharmacy, Dean	714.872.5692
Physician Assistant Studies, Program Director	714.872.5689
President's Office	714.449.7451
Registrar	714.992.7803
Student Accounts Services	714.449.7437
University Advancement, VP	714.463.7550

Supplements

2025-2026 Catalog Supplement

Marshall B. Ketchum University publishes an annual Catalog. When changes are required, a Catalog supplement is published and distributed to the University community. This Catalog supplement contains additions to and changes in the 2025-26 Catalog. For all other information, please refer to the current Catalog. While efforts have been made to ensure the accuracy of the statements in this Catalog supplement, students must understand that curricular and degree requirements contained herein are subject to change or deletion. Students should consult with the appropriate program for the most current information as well as for any special rules or requirements.

Course Descriptions

- Basic Vision Sciences (BVS) (p. 44)
- Clinical Education (CLE) (p. 48)
- Clinical Science (CLS) (p. 49)
- Interprofessional Education (IPE) (p. 53)
- Pharmacy (PHM) (p. 55)
- Physician Assistant (PAS) (p. 61)

Basic Vision Sciences (BVS)

BVS 511: Applied Biomedical Science. (3.00 credit hours)
Three credit hours of in-person synchronous lecture. This course integrates a review and clinical applications of Biochemistry, Genetics, Immunology and Microbiology. Clinically important aspects of biochemistry and microbiology as it relates to normal and abnormal vision function are presented. Basic and clinical aspects of bacteriology, virology, mycology and parasitology are covered. Infections of the eye are discussed in relation to techniques for laboratory isolation, culturing and identification of the infectious agents. The genetic component of this course introduces the fundamental concepts of molecular genetics through an understanding of DNA, RNA, mRNA and tRNA. Immunology content introduces the types of immunity in humans. Allergies are presented with emphasis on those allergies important to optometrists. The response of the normal human immune system to infection and the collapse of the immune system during the development of AIDS is included.

BVS 513: Neurophysiology. (4.50 credit hours)
Three lecture hours of in-person synchronous lecture, and one-half credit hour of in-person laboratory. This course presents the study of the central nervous system, including cellular neurophysiology, organization of sensory pathways, voluntary control of movement and the physiology of central visual pathways. Laboratory instruction includes the gross and microscopic anatomy of the nervous system, the study of the major sensory and motor pathways of the brain, as well as discussion of the clinical correlations of neuro-anatomical structure.

BVS 515: Pharmacology I. (3.00 credit hours)
Three credit hours of in-person synchronous lecture. This fundamental course in pharmacology introduces the student to basic concepts of drug effects on the body organs and systems, including the eye. The pharmacological actions, mechanisms, clinical applications and potential adverse effects of systemic drugs in current clinical use are considered in detail.

BVS 530: Ocular Anatomy and Physiology I. (5.00 credit hours)
Four credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course presents a systematic study of the anatomy and physiology of the eye. Lecture topics include the structure and function of the head and neck, ocular orbit, lids, lacrimal apparatus, conjunctiva, and cornea. Topics are approached from a gross anatomical, physiological, histological, and embryological perspective within the scope of contemporary primary care optometric practice.

BVS 531: Ocular Anatomy and Physiology II. (3.00 credit hours)
Two credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course presents a systematic study of the anatomy and physiology of the eye. Lecture topics include the structure and function of the uveal tract, intraocular fluids, lens, retina and optic nerve. Topics are approached from a gross anatomical, physiological, histological, and embryological perspective within the scope of contemporary primary care optometric practice.

BVS 540: Optics I. (5.00 credit hours)
Four credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course is an introduction to the geometrical optics of prisms, mirrors and lenses. Emphasis is placed on the characteristics of optical images formed by these basic elements and their combinations. Applications of the subject matter to vision and clinical optometry are discussed.

BVS 541: Optics II. (5.00 credit hours)
Four credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course presents advanced topics in geometrical optics and an introduction to physical optics. Of primary interest are optical instruments and their properties, chromatic and monochromatic aberrations, interference, diffraction and polarization. Applications to vision science and clinical optometry are discussed.

BVS 542: Ophthalmic Optics I. (3.00 credit hours)
Two credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This introductory course in ophthalmic prescription measurement includes the use of instruments to design and measure spherical, cylindrical, and prismatic lens powers, as well as the determination of surface powers and base curves. The course emphasizes basic calculation principles and use of ophthalmic lens measuring devices, as well as discussion of lens materials and designs, and frame and spectacle measurements.

BVS 554: Visual Optics. (3.00 credit hours)
Two credit hours of in-person synchronous lecture, one-half credit hour of asynchronous lecture, and one-half credit hour of in-person laboratory. The eye is studied as the physiological optical element of the visual system. The optical components of the eye are discussed in terms of their geometrical, physical, physiological, psychophysical and optical properties. The eye is considered as an image-forming mechanism, where each component contributes to the nature and quality of the retinal image. The relationship between optics and visual performance is discussed, including the effects of ametropias and oculomotor systems on vision.

BVS 555: Visual Psychophysics. (3.50 credit hours)
Three credit hours of in-person synchronous lecture, and one-half credit hour of in-person laboratory. This course is primarily concerned with the study of visual stimuli and the subjective perceptual responses they evoke from the human visual system. Included are the principles of photometry as well as topics related to the visual response to basic light stimuli at absolute threshold, in intensity discrimination as used in visual fields, and during light and dark adaptation. More complex visual stimuli used for clinical visual acuity testing is explored in detail. The psychophysical methods used to investigate these aspects of the human visual system are emphasized as they underlie all types of clinical optometric subjective testing.

BVS 616: Pharmacology II. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course presents the pharmacology of systemic and ocular drugs used for the prevention, diagnosis and treatment of diseases. The pharmacological actions, mechanisms, clinical applications and potential adverse effects of systemic drugs that are important to optometrists are discussed in detail.

BVS 617: Pharmacology III. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course presents the pharmacology of systemic and ocular drugs used for the prevention, diagnosis and treatment of diseases. The pharmacological actions, mechanisms, clinical applications and potential adverse effects of systemic drugs that are important to optometrists are discussed in detail.

BVS 618: Pharmacology IV. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course presents the pharmacology of systemic and ocular drugs used for the prevention, diagnosis and treatment of diseases. The pharmacological actions, mechanisms, clinical applications and potential adverse effects of systemic drugs that are important to optometrists are discussed in detail.

BVS 640: Ophthalmic Optics II. (3.00 credit hours)
Two credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course presents advanced optical principles and concepts of ophthalmic lens parameters and characteristics including lens thickness, impact resistance, multifocal and progressive design, absorptive tints and coatings, lens power effectivity, tilt effects, and lens magnification. Clinical applications of specific lens designs for occupational use and for compensation of prismatic imbalance are also discussed. The laboratory includes instruction in the fitting, adjusting, and repair of ophthalmic frames and eyewear.

BVS 655: Binocular Vision & Space Perception. (2.50 credit hours)
One credit hour of in-person synchronous lecture, one credit hour of asynchronous lecture, and one-half credit hour of in-person laboratory. This fundamental course in theoretical binocular vision discusses, in detail, topics such as physical and perceived space, the horopter, retinal correspondence, fusion, fixation disparity and stereopsis. Clinical relevancy of these fundamental concepts is emphasized. Additional topics concerned with visual perception will be presented including perception of size, visual direction and visual attention. Information processing theory will be used to develop a model for visual perception. Various clinical and visual phenomena including figure ground relationships, visual illusions and neurological deficits will be used to illustrate the model.

BVS 656: Sensory Vision. (3.75 credit hours)
Three credit hours of in-person synchronous lecture, and three-fourth credit hour of in-person laboratory. This course emphasizes the scientific and clinical fundamentals of color vision and contrast sensitivity (spatial and temporal). Additionally, the differences in the vision function of the infant and geriatric visual systems are discussed with application to clinical care. The subject matter is explored both from the basic anatomical and physiological mechanisms involved in these sensory processes, as well as the clinical tests and procedures used to evaluate them. Clinical proficiency in the diagnosis and management of color vision deficiencies, as well as contrast sensitivity testing, is obtained in this course.

BVS 801: Nutrition and Preventative Health. (1.00 credit hours)
One credit hour of asynchronous lecture. This course is designed to address the growing student, practitioner, and public interest in nutrition and preventative healthcare. This course will introduce students to the basics of nutrition and health for both ocular and systemic conditions. Additional focus will be placed on ocular nutrition and supplements. This course also aims to expand student knowledge regarding ocular nutrition to improve patient education. Students will be exposed to up-to-date research and resources to stay current on nutrition and preventative healthcare recommendations. The assignments and final project will require students to apply and share their knowledge.

BVS 860: Research Elective. (0 credit hours)
The research elective is a quarter-long course intended to introduce students to conducting research in basic and/or clinical laboratory Individual faculty members will sponsor and supervise research projects jointly developed by the individual students and the faculty member. Credit and duration of each project will be variable, based upon the amount of time the student wishes to devote to the project.

BVS 900: Special Topics. (0 credit hours)
Individual study and advanced topics in the vision sciences.

BVS 901: Teaching in the Visual Sciences. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. Clinicians with additional scientific/research training (clinician-scientists) are invaluable to the growth of the vision field. In particular, such individuals can contribute greatly to higher education programs in optometry and vision science. A foundation in teaching those aspects specific to vision science is critical to acquire for future success in academia. Teaching methodology can be broadly applied to both didactic and clinical courses. This course will be presented in seminar format with assigned readings and several practical assignments to assess whether the learning objectives have been met.

BVS 902: Biostatistics. (2.00 credit hours)
Statistics is an essential discipline in the field of research, important first in understanding the scientific literature relative to validity and appropriateness, and later to the conduct of the student's thesis project. A researcher needs to have a solid working knowledge of the various types of research data and how these were obtained, the distribution of those data, and formal hypothesis testing using those data to draw conclusions regarding the import of the findings. This course will examine the numerical and graphical representation of data, the concepts of sample size, data distributions and appropriate hypothesis testing, inferences regarding dependent and independent data, and parametric and non-parametric evaluation. A free statistical shareware, "R" software, will be used by the student to undertake sample problem analysis to further cement the understanding of the lecture concepts.

BVS 910: Ocular Anatomy & Physiology. (2.00 credit hours)
Knowledge of the anatomy and physiology of ocular structures is one of the requirements for not only the practice of optometry but also research in this field. This course will supplement the ocular anatomy and ocular physiology courses taught to all Optometry students and concentrate on areas which are most likely to be studied in optometric research. The course will require independent study and group discussion. Each student will prepare and conduct a literature review on an anatomic area and present it in a seminar format.

BVS 910A: Ocular Anatomy & Physiology - A. (4.00 credit hours)
Knowledge of the anatomy and physiology of ocular structures is one of the requirements for not only the practice of optometry but also research in this field. This course will review the basic ocular anatomy and ocular physiology material taught to all Optometry students and concentrate on areas which are most likely to be studied in optometric research. The course will require independent study and group discussion. Each student will prepare and conduct a literature review on an anatomic area and present it in a seminar format.

BVS 911: Vegetative Physiology of the Eye. (3.00 credit hours)
This course will cover the chemical properties of the various structures in the eye (i.e., aqueous humor, lens, vitreous body). The swelling pressure, transport processes, and optics of the cornea and sclera will be covered. The metabolism of the cornea, lens and retina will also be discussed.

BVS 912: Visual Physiology of the Eye. (3.00 credit hours)
This course covers fundamental information and concepts on the anatomy, cell and molecular biology, biochemistry and physiology of the retina and vision related areas of the brain, and fundamental information and concepts on visual optics, and sensory aspects of vision.

BVS 913: Current Topics Tear Film & Dry Eye. (3.00 credit hours)
In recent years the tear film and ocular surface has been the subject of intense interest and research, due in part to the recognition that ocular surface disease is a common condition with major implications for sufferers' quality of life. This course will provide an overview of current knowledge relative to ocular surface and tear film structure and dynamics, including what is currently known and unknown concerning tear composition and behavior. Clinical topics such as the factors that influence tear film stability and the mechanisms of corneal staining will be examined from current evidence to provide a translational understanding of basic mechanisms that influence the human ocular surface in health and disease. The course will be taught in a lecture format with hands-on sessions for demonstration and experience with instruments and techniques aimed at generating ocular surface and tear film information.

BVS 914: Vegetative Physiology of the Cornea. (3.00 credit hours)
This course will describe the anatomy and physiology of the normal cornea in depth. It will provide an understanding of the various diseases and dystrophies of the cornea from an etiological basis. The course will allow the student to understand the interplay between contact lens complications and normal/abnormal corneal physiology. This will be accomplished by reviewing the literature in this area.

BVS 920: Sensory Neuroscience. (2.00 credit hours)
Sensory neuroscience is a subfield of neuroscience which explores the anatomy and physiology of neurons that are part of sensory systems such as vision, hearing, and olfaction. This course will focus on vision. Visual neuroscience is the study of the visual system including the visual cortex. Its goals are to understand the neurophysiology of the visual system, and to understand how neural activity results in visual perception and behaviors that depend on vision.

BVS 920A: Sensory Neuroscience A. (4.00 credit hours)
Sensory neuroscience is a subfield of neuroscience which explores the anatomy and physiology of neurons that are part of sensory systems such as vision, hearing, and olfaction. This course will focus on vision. Visual neuroscience is the study of the visual system including the visual cortex. Its goals are to understand the neurophysiology of the visual system, and to understand how neural activity results in visual perception and behaviors that depend on vision.

BVS 921: Color Vision. (3.00 credit hours)
Color vision is an active area of both clinical and basic science research. Clinical color vision research requires an understanding of more rigorous testing and research methods used in color vision studies. The course will be presented through a roughly equal division between lecture and laboratory and will require presentation of a well-developed experimental design proposal for a research study.

BVS 924: Neurophysiology of Amblyopia. (3.00 credit hours)
Our knowledge of the anatomy and physiology of the visual pathway has expanded greatly over the last few decades. This increase in knowledge has to a large extent been driven by investigations into the neural abnormalities resulting from amblyopia. Without a clear understanding of the neurophysiological basis of amblyopia, treatments for this condition cannot be developed. This course will supplement the Neurophysiology course taught to all SCCO students and concentrate on areas dealing with amblyopia. The course will require independent study and group discussion. Each student will prepare and conduct a literature review on an area of interest and present it in a seminar format.

BVS 932: Ocular Pathology. (3.00 credit hours)
This course is designed to introduce the graduate student to concepts in ocular diseases. Topics will include genetics and pathophysiology of glaucoma, photoreceptor degenerations, dry eye, contact lens effects on the eye and infection/inflammation, new therapeutic approaches and current research topics.

BVS 940: Visual Optics. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. The eye is studied as the physiological optical element of the visual system. The optical components of the eye are discussed in terms of their geometrical, physical, physiological, psychophysical, and optical properties. The eye is considered as an image forming mechanism, where each component contributes to the nature and quality of the retinal image. The relationship between optics and visual performance is discussed, including the effects of ametropias and oculomotor systems on vision. Students will demonstrate their ability to search and evaluate the visual optics literature and to communicate effectively through writing and in small group discussions.

BVS 940A: Visual Optics A. (4.00 credit hours)
Four credit hours of in-person synchronous lecture. Students in this course will learn about the optics of the human eye. They will rely on their present knowledge of geometrical and physical optics, and apply this knowledge to a study of the eye. They will understand how the optical characteristics of the eye relate to the performance of the visual system as a whole. Importantly, they will learn how the optics of the eye affects performance in everyday activities. They will learn about normal variation in the optical characteristics of the eye, and the optical consequences of various ocular conditions and clinical treatments and procedures. Students will be able to integrate what they know to find solutions to practical problems in vision. They will demonstrate their ability to search and evaluate the scientific literature, and to communicate effectively through writing and in small group discussions.

BVS 950: Sensory Processes & Perception. (2.00 credit hours)
The purpose of the course is the study of sensory processes which encompass three areas of vision function important to scientists: the perception of light, form, and color. Students will examine spatial vision and temporal vision, the field of vision, the range of color vision and many other areas of current vision research. The course will be presented through a roughly equal division between lecture and laboratory and will require presentation of a proposal for a research study related to the material in the course.

BVS 950A: Sensory Processes & Perception A. (4.00 credit hours)
A foundation in vision science is rooted in the underpinnings of basic sensory processes. The study of sensory processes encompasses three areas of vision function important to scientists: the perception of light, form, and color. This knowledge is routinely used by vision scientists when conducting research studies examining spatial vision and temporal vision, the field of vision, the range of color vision, and many other areas of current vision research. The course will be presented through a roughly equal division between lecture and laboratory and will require presentation of a proposal for a research study related to the material in the course.

BVS 951: Psychophysical Mthd & Exprmntl Dsgn. (2.00 credit hours)
The purpose of this course is to provide a framework into which study methodologies are executed. Content of the course includes photometry and luminance calibration, signal detection theory, ROC analysis and systematic experimental design. The course will be presented through a roughly equal division between lecture and laboratory and will require presentation of a well-developed experimental design proposal for a research study.

BVS 951A: Psychophysical Mth & Expmntl Dsgn A. (4.00 credit hours)
A foundation in vision science is rooted in the underpinnings of the various methods and experimental designs used to answer the scientific questions that are asked. The psychophysical methodology/approach is the historical root of vision science. It often precedes, and often drives, the neurophysiological studies that seek to resolve and/or explain the psychophysical findings. Knowledge of the general methods/designs used in psychophysical based research serves to provide a framework into which study methodologies are executed within. The course will be presented through a roughly equal division between lecture and laboratory and will require presentation of a well-developed experimental design proposal for a research study.

BVS 952: Ethics in Research. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. Through reading, discussion and writing, students will gain sensitivity for and knowledge of social ethics and the social context of scientific research. They will have knowledge of those elements of ethics, good scientific practice and law that are essential to perform research in the biomedical disciplines, with or without human subjects. They will have knowledge and skills to develop and implement effective, ethical research projects. The course content is organized in three strands: an introduction to ethics, the human subject and research integrity.

BVS 957: Accommodation. (3.00 credit hours)
Three credit hours of in-person synchronous lecture. Human ocular accommodation is studied from a functional viewpoint, with an aim of understanding its role in daily life. Accommodation is introduced by way of J. J. Gibson's question of how depth is extracted from retinal images. Empirical data on the nature of the steady state and dynamic characteristics of accommodation are reviewed. Then, the stimuli to accommodation are studied within Heath's system of operational classification. Various external and internal factors in the accommodation response are investigated. The development of accommodation in infancy and childhood, and its normal decline with age (presbyopia), are studied. Theories of the ocular mechanism of accommodation are studied, including geometrical-optical and physical models of the crystalline lens in accommodation. Control system approaches to accommodation are introduced. The synkinesis between accommodation and vergence is discussed. The nature and causes of presbyopia and other accommodative anomalies are studied. Procedures and apparatus for measuring accommodation are studied, with opportunity to design and implement simple accommodation experiments with two common instruments.

BVS 959: Vision and Reading. (3.00 credit hours)
This course will provide an integrative approach to investigating associations between vision and reading. The first part of the course will review the basic processes that are involved in reading and learning to read. The next part of the course will investigate how specific vision processes are involved in reading. This includes contrast sensitivity, temporal processing, fixation disparity, and span of recognition. Finally, clinical approaches to analyze the relationship between vision and reading will be discussed.

BVS 960: Thesis. (0 credit hours)
The Master of Science in Vision Science emphasizes the development and execution of an original vision research project. Each student must write a paper based on the student's research activities. The paper must be of publication quality. A Master's thesis describing this project is required for completion of the program and will be reviewed by a Thesis Committee. Time spent planning, carrying out the research project, data analysis and writing the thesis will be assigned BVS 960. This can be from 1-12 credit hours per quarter. Total minimum credit hours required for the thesis is 40 credit hours. This also requires a defense of the thesis. The maximum number of credits that can be taken for BVS 960 is 50.

Clinical Education (CLE)

CLE 590A: Optometric Clinical Service IA. (0.25 credit hours)
This introductory course to patient care is designed to immerse the student intern in the basics of clinical eye examination and doctor-patient communications. The student intern will be participating in activities in preparation for direct patient care including clinical observations, school screenings and patient interactions. Clinical decision-making in a problem-based learning curriculum will also be emphasized.

CLE 590B: Optometric Clinical Service IB. (0.25 credit hours)
This introductory course to patient care is designed to immerse the student intern in the basics of clinical eye examination and doctor-patient communications. The student intern will be participating in activities in preparation for direct patient care including clinical observations, school screenings and patient interactions. Clinical decision-making in a problem-based learning curriculum will also be emphasized.

CLE 590C: Optometric Clinical Service IC. (0.25 credit hours)
This introductory course to patient care is designed to immerse the student intern in the basics of clinical eye examination and doctor-patient communications. The student intern will be participating in activities in preparation for direct patient care including clinical observations, school screenings and patient interactions. Clinical decision-making in a problem-based learning curriculum will also be emphasized.

CLE 690: Optometric Clinical Service III. (0.75 credit hours)
Three clinic hours per week. This course is designed to provide practical, clinical experience within Ketchum Health and external programs. Students gain clinical experience through clinical proficiencies and direct patient care under the supervision of licensed optometrists within the Primary Care Service. Preparation for patient care services will be emphasized.

CLE 691: Optometric Clinical Service IV. (1.00 credit hours)
Four clinic hours per week. Student interns will provide comprehensive primary care examinations to the limits of their education under the direct supervision of faculty preceptors at Ketchum Health. Student interns provide primary vision care utilizing all procedures learned in the preceding pre-clinical courses. Clinical decision making in the care of the patient will be emphasized.

CLE 692: Optometric Clinical Service V. (1.00 credit hours)
Four clinic hours per week. Student interns are assigned to the Primary Care Service in Ketchum Health to conduct full-scope comprehensive eye examinations under the direct supervision faculty preceptors. Additionally, optical dispensing experiences and observations in other clinic services will prepare students for their multi-disciplinary summer internship.

CLE 790: Optometric Clinical Service VI. (3.50 credit hours)
Fourteen clinic hours per week. Student interns are assigned to patient care at Ketchum Health. Emphasis is placed on optometric examination skills and the utilization of problem-oriented records in all services. Demonstrations of differential diagnostic treatment and management techniques in ocular disease and special testing methods are provided. Diagnostic and therapeutic pharmaceutical agents are utilized in all clinical services under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists. Completion of a certified course in cardiopulmonary resuscitation is required during this quarter.

CLE 791: Optometric Clinical Service VII. (3.50 credit hours)
Fourteen clinic hours per week. Student interns are assigned to patient care at Ketchum Health. Emphasis is placed on the use of the problem-oriented examination and technical proficiency in evaluating the visual system. Diagnostic and therapeutic pharmaceutical agents are utilized in all clinical services under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists.

CLE 792: Optometric Clinical Service VIII. (3.50 credit hours)
Fourteen clinic hours per week. Student interns are assigned to patient care at Ketchum Health. Emphasis is placed on the use of the problem-oriented examination and technical proficiency in evaluating the visual system. Diagnostic and therapeutic pharmaceutical agents are utilized in all clinical services under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists.

CLE 793: Optometric Clinical Service IX. (3.50 credit hours)
Fourteen clinic hours per week. Student interns are assigned to patient care at Ketchum Health. Emphasis is placed on differential diagnosis of visual and ocular conditions, case analysis, recommendations for treatment, management, continuing care and referral criteria. Diagnostic and therapeutic pharmaceutical agents are utilized in all clinical services under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists.

CLE 890: Clinical Seminars. (4.00 credit hours)
Forty seminar hours per year. This seminar series is presented as a weekly program during each clinic rotation at Ketchum Health. The seminars highlight patient care topics including, but not limited to primary care, contact lenses, vision therapy, low vision rehabilitation, ocular therapeutics, practice management and career preparation. Basic science and clinical science concepts are integrated within the context of these topics. The format of the seminar program includes lectures, workshops, laboratories, grand rounds, demonstrations and small group discussions.

CLE 891: Optometric Clinical Service X. (12.00 credit hours)
Forty-eight clinic hours per week for a twelve-week rotation. Student interns continue outpatient care assignments in the Primary Care, Optical, Cornea and Contact Lenses, Pediatric Optometry, Vision Therapy, Low Vision Rehabilitation and Chronic Care, Special Testing and Ophthalmology Consultation Services at Ketchum Health. Emphasis is placed on differential diagnosis of eye conditions, case analysis, treatment, patient management and efficient problem-solving skills. Quality assurance by record review and direct patient care experience is emphasized. Diagnostic and therapeutic pharmaceutical agents are utilized in all clinical services under the direct supervision of licensed optometric faculty and/or board-certified ophthalmologists. Students also participate in school screening programs and rotate through specialty clinical practices.

CLE 892: Outreach Clinical Service I. (12.00 credit hours)
Forty-eight clinic hours per week in the off-campus Outreach Clinical program.

CLE 893: Outreach Clinical Service II. (12.00 credit hours)
Forty-eight clinic hours per week in the off-campus Outreach Clinical program.

CLE 894: Outreach Clinical Service III. (12.00 credit hours)
Forty-eight clinic hours per week in the off-campus Outreach Clinical program.

Clinical Science (CLS)

CLS 402: Evidence-Based Practice. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course will provide future optometrists with knowledge of interpreting scientific studies in their profession. Principles of evidence-based medicine are presented to allow evaluation of literature and other media relative to diagnostic and treatment approaches in patient care. Included in the course material are fundamental concepts in sampling, study design, sample size and power estimates, bias, validity, confounding, hypothesis testing, and an overview of statistical tests appropriate for clinical studies. Quantitative epidemiology approaches are presented such as incidence, prevalence, relative risk, and odds ratio to determine evaluation of patient risk and the efficacy of potential treatment approaches. The course will include material to enable critique and citation of peer-reviewed scientific literature, to assist future medical professionals prepare case reports and scientific manuscripts.

CLS 560: Clinical Methods I. (4.50 credit hours)
Three credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. This course is the first in a series that presents the basic clinical tests and procedures comprising a comprehensive primary eye care examination. The content of this course includes the principles and clinical methods for entrance testing, retinoscopy, and clinical refraction. The laboratory provides demonstration and practice of these clinical methods.

CLS 561: Clinical Methods II. (4.50 credit hours)
Two credit hours of in-person synchronous lecture, one credit hour of asynchronous lecture, and one and one-half credit hours of in-person laboratory. This course is a continuation of Clinical Methods I and emphasizes the principles and clinical methods for patient interviewing, history taking, entrance testing, assessment of basic binocular vision and accommodation, and an introduction to prescribing spectacle lenses. The laboratory provides demonstration and practice of these clinical methods and how test results are recorded.

CLS 632: Ocular Disease III: Vitreo-Retinal. (3.00 credit hours)
Two credit hours of in-person synchronous lecture and one credit hour of asynchronous lecture. This course series will detail the basic anatomy and physiology of posterior segment structures (vitreous, retina choroid) and then familiarize students with the pathophysiology, presentation, diagnosis, and clinical management of ocular diseases that manifest there. Ancillary testing important to managing these conditions such as spectral domain optical coherence tomography (SD-OCT), fundus auto-fluorescence (FAF), and fluorescein angiography (FANG) will also be introduced and reviewed, with an emphasis being placed on the structural and functional relationships of these tests.

CLS 660A: Ocular Health Procedures IA. (3.00 credit hours)
One and one-half credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. This course presents basic procedures and techniques in ocular health assessment for the primary care optometrist. The principles, performance and interpretation of various health assessment procedures utilized in clinical practice are discussed. A systematic, problem-oriented approach to the diagnostic evaluation of the eye and neuro-visual system is emphasized. Standards of care and medico-legal issues in ocular health assessment are presented along with insurance codes and reimbursement guidelines. The laboratory provides experience in the use of these procedures, as well as the clinical utilization of pharmaceutical agents commonly used in primary care optometric practice. The laboratory requires that students actively participate as doctors and patients while learning these procedures.

CLS 660B: Ocular Health Procedures IB. (3.00 credit hours)
One and one-half credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. This course presents basic procedures and techniques in ocular health assessment for the primary care optometrist. The principles, performance and interpretation of various health assessment procedures utilized in clinical practice are discussed. A systematic, problem-oriented approach to the diagnostic evaluation of the eye and neuro-visual system is emphasized. Standards of care and medico-legal issues in ocular health assessment are presented along with insurance codes and reimbursement guidelines. The laboratory provides experience in the use of these procedures, as well as the clinical utilization of pharmaceutical agents commonly used in primary care optometric practice. The laboratory requires that students actively participate as doctors and patients while learning these procedures.

CLS 661: Case Analysis and Prescribing I. (2.00 credit hours)
Two hours of in-person synchronous lecture. This course is designed to support the student's clinical decision making from the classroom to the clinic. Integration and application of knowledge is stressed in the formulation of a clinical diagnosis and management. The use of scientific principles and epidemiology to review patient history, and the formulation and testing of hypotheses to arrive at a clinical diagnosis and management is stressed. Students are taught the art and science of prescribing lenses and prisms for ametropias, presbyopia and binocular anomalies. Emphasis is placed on consideration of occupational, avocational and safety factors in determining a treatment and management plan.

CLS 662: Case Analysis and Prescribing II. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course is designed to support the student's clinical decision making from the classroom to the clinic. Integration and application of knowledge is stressed in the formulation of a clinical diagnosis and management. The use of scientific principles and epidemiology to review patient history, and the formulation and testing of hypotheses to arrive at a clinical diagnosis and management is stressed. Students are taught the art and science of prescribing lenses and prisms for ametropias, presbyopia and binocular anomalies. Emphasis is placed on consideration of occupational, avocational and safety factors in determining a treatment and management plan.

CLS 663: Ocular Health Procedures II. (3.50 credit hours)
Two credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. Clinical procedures used in the assessment, diagnosis, treatment and management of ocular disease, such as anterior segment eye disorders, retinal disease, the glaucomas and the ocular manifestations of systemic disease, are presented in this course. Emphasis is placed on the appropriate integration of the procedures in the ocular health examination. The laboratory solidifies the competence of the techniques utilized in the effective treatment and management of ocular disease.

CLS 664A: Ocular Disease Diagnosis & Mgmt IA. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course presents a comprehensive discussion of anterior segment diseases and disorders. Pathophysiology of ocular tissues is related to the disease processes to provide a strong understanding of the ocular disease presentation and patient symptoms. Clinical cases are presented to enhance student learning. Clinical and laboratory evaluation is discussed along with the diagnosis, treatment, and management of anterior segment diseases. Current management strategies will emphasize the utilization of appropriate therapeutic agents and modalities for proper follow-up care. Selected readings help to emphasize current thoughts on treatment and management.

CLS 664B: Ocular Disease Diagnosis & Mgmt IB. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course presents a comprehensive discussion of anterior segment diseases and disorders. Pathophysiology of ocular tissues is related to the disease processes to provide a strong understanding of the ocular disease presentation and patient symptoms. Clinical cases are presented to enhance student learning. Clinical and laboratory evaluation is discussed along with the diagnosis, treatment, and management of anterior segment diseases. Current management strategies will emphasize the utilization of appropriate therapeutic agents and modalities for proper follow-up care. Selected readings help to emphasize current thoughts on treatment and management.

CLS 665: Case Analysis and Prescribing III. (2.00 credit hours)
One and one-half credit hours of in-person synchronous lecture, and one-half credit hour of in-person laboratory. This course is designed to support the student's clinical decision making from the classroom to the clinic. Integration and application of knowledge is stressed in the formulation of a clinical diagnosis and management. The use of scientific principles and epidemiology to review patient history, and the formulation and testing of hypotheses to arrive at a clinical diagnosis and management is stressed. Students are taught the art and science of prescribing lenses and prisms for ametropias, presbyopia and binocular anomalies. Emphasis is placed on consideration of occupational, avocational and safety factors in determining a treatment and management plan.

CLS 670: Cornea and Contact Lenses I. (4.00 credit hours)
Three credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. The basic characteristics and design features of gas permeable contact lenses are presented. Topics addressed in this course include lens fabrication, verification and analysis, contact lens optics and fluorescein pattern interpretation. Approaches to fitting gas permeable contact lenses considering the contributions of corneal topography, refraction, over-refraction and tear lens calculations are demonstrated. Care of gas permeable contact lens patients and the anatomical and physiological changes associated with adaptation and long-term wear are discussed.

CLS 671: Cornea and Contact Lenses II. (3.50 credit hours)
Two credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. Continuing applications of gas permeable contact lens fitting and management are presented, gas permeable lens modification, and gas permeable toric lens indications, optics and analysis are covered in both lecture and laboratory. Soft contact lens materials including silicone-hydrogels, soft contact lens fit assessment and patient management are taught. Management options for presbyopia with single vision and multifocal contact lenses are presented. Contact lens wear complications and management options are discussed. Contact lens prescribing strategies and patient cases are presented. Refractive surgery patient selection, available surgical procedures and co-management are discussed.

CLS 672: Mgmt Non-Strab Binocular Vision Cnd. (3.50 credit hours)
Two credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. This course will cover the diagnosis and management of non-strabismic binocular vision conditions including anomalies of the vergence, accommodation and ocular motor systems. Lecture topics include the clinical evaluation, case analysis, diagnosis and management of these systems. A range of treatment options will be discussed, including lenses, prisms and vision therapy. Office-based vision therapy utilizing a sequential approach will be emphasized.

CLS 720: Clinical Medicine I. (4.00 credit hours)

Three credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course provides the fundamental principles of general pathology and when applicable ocular implications and manifestations are highlighted. Topics of discussion include Cell Injury, Death, and Adaptation, Acute and Chronic Inflammation, Tissue Repair: Cell Regeneration, Fibrosis, and Wound Healing, Hemodynamic Disorders, Thrombosis, and Shock, Disorders of the Immune System, Genetic & Pediatric Diseases, Environmental Diseases, Neoplasia, General Pathology of Infectious Disease, Diseases of the Blood Vessels & the Heart, Hematopoietic & Lymphoid System, Respiratory System, Kidney and Its Collecting System, GI Tract & the Liver/ Biliary Tract, Pancreas & Diseases of the Endocrine, Musculoskeletal System, Nervous System, Skin, and Psychiatry. The laboratory portion concentrates on clinical procedures, diagnostic evaluation and treatment and management, and enables application of those theories learned in lecture. The laboratory include: gross clinical observation with emphasis on head and neck, review of systems, medical case history taking, medication reconciliation, patient case presentation, headache history, systemic emergencies, and cardiovascular evaluation comprising of pulse, blood pressure, carotid bruits assessment, glucometry & HA1C Testing, epiluminescence microscopy, cranial nerve test & neurological screener, allergy testing, and lab testing.

CLS 721: Clinical Medicine II. (4.00 credit hours)

Three credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. This course provides the fundamental principles of general pathology and when applicable ocular implications and manifestations are highlighted. Topics of discussion include Cell Injury, Death, and Adaptation, Acute and Chronic Inflammation, Tissue Repair: Cell Regeneration, Fibrosis, and Wound Healing, Hemodynamic Disorders, Thrombosis, and Shock, Disorders of the Immune System, Genetic & Pediatric Diseases, Environmental Diseases, Neoplasia, General Pathology of Infectious Disease, Diseases of the Blood Vessels & the Heart, Hematopoietic & Lymphoid System, Respiratory System, Kidney and Its Collecting System, GI Tract & the Liver/ Biliary Tract, Pancreas & Diseases of the Endocrine, Musculoskeletal System, Nervous System, Skin, and Psychiatry. The laboratory portion concentrates on clinical procedures, diagnostic evaluation and treatment and management, and enables application of those theories learned in lecture. The laboratory include: gross clinical observation with emphasis on head and neck, review of systems, medical case history taking, medication reconciliation, patient case presentation, headache history, systemic emergencies, and cardiovascular evaluation comprising of pulse, blood pressure, carotid bruits assessment, glucometry & HA1C Testing, epiluminescence microscopy, cranial nerve test & neurological screener, allergy testing, and lab testing.

CLS 722: Ophtha Lasers, Injection & Med Dia. (2.50 credit hours)

Two credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. The purpose of this course is for the student to become knowledgeable in the protocol of advanced complex diagnostic and therapeutic clinical procedures involving ocular disease conditions. Special emphasis is placed on the indications and procedural application of anterior and posterior segment lasers, neuro-imaging, diagnostic and therapeutic injections, laboratory evaluation of patients and emergency care.

CLS 723: Ophthalmic Surgery. (2.50 credit hours)

One and one-half credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. The purpose of this course is to present ophthalmic surgical procedures and advanced imaging techniques that are commonly encountered in practice. Special emphasis is placed on pre-operative patient selection, variations of surgical procedures and assessment of normal and complicated post-surgical outcomes. Ordering and interpretation of imaging techniques will also be presented.

CLS 760: Pediatric Optometry. (2.00 credit hours)

Two credit hours of combined in-person synchronous lecture and asynchrous e-lectures. The diagnosis and management of common vision problems in young children requires an understanding of vision development, as well as the utilization of diagnostic procedures that are developmentally appropriate. This course provides diagnostic strategies for examining the infant, toddler and preschooler. Application of pediatric tests for special needs children is presented, as well as the implication of ocular health on normal visual development.

CLS 762A: Ocular Disease Diag & Mgmt IIA. (3.00 credit hours)

Three credit hours of in-person synchronous lecture. The evaluation, diagnosis, treatment and management of diseases of the optic nerve and the glaucomas are presented. Emphasis is placed on understanding the disease process and the clinical presentation and appropriate use of diagnostic modalities, including new technologies. Therapeutic strategies emphasize medical and surgical management, co-management and follow-up care. Medico-legal issues, patient education and standards of care are presented including record keeping, coding and reimbursement guidelines.

CLS 763A: Ocular Disease Diag & Mgmt IIIA. (2.00 credit hours)

Two credit hours of in-person synchronous lecture. The course covers the diagnosis and management of neuro-ophthalmic conditions including oculomotor, trochlear, abducens, trigeminal, and facial nerve palsies. In addition the course covers other causes of binocular vision dysfunction, visual pathway disorders and pupil anomalies. The emphasis is placed on applied clinical neuroanatomy as this is the basis of solving neurological problems.

CLS 763B: Ocular Disease Dia & Mgmt IIIB. (2.00 credit hours)

Two credit hours of in-person synchronous lecture. The course covers ocular complications associated with systemic disease. The lectures emphasize the diagnosis, treatment and management of the ocular sequela of systemic diseases as well as ocular signs that may preempt the onset of the systemic disease. Areas of emphasis include uveitic syndromes, adult and pediatric orbital disorders, adult thyroid eye disease, rheumatology, AIDS and ocular emergencies. Optometric co-management with internal medicine and medical subspecialties is emphasized.

CLS 765: Ocular Diesease Case Management. (1.00 credit hours)

Two credit hours of in-person laboratory. The purpose of this course is to effectively integrate the information presented in the prior ocular disease courses. Utilizing an interactive, small group case discussion format, students will be able to enhance their abilities in proper differential diagnosis, testing protocol, treatment and management and patient education of conditions related to ocular disease.

CLS 770: Cornea and Contact Lenses III. (3.25 credit hours)
Three credit hours of in-person synchronous lecture, and one-quarter credit hour of in-person laboratory. Advanced and more complex contact lens designs and fitting options are reviewed. This course discusses specialty contact lens fitting, treatment and management for irregular corneas such as keratoconus, pellucid marginal degeneration and post-surgical corneas (post-LASIK, post RK and post-corneal transplant). Treatment and management of orthokeratology, myopia control, pediatric and presbyopia contact lens options will also be reviewed. Advance topics such as amniotic membranes, bandage contact lenses, refractive surgery, ocular prosthetics, prosthetic contacts, contact lens complications, contact lens aberrations and contact lens aspheric options will also be discussed. A hands on laboratory component for prosthetic and orthokeratology fitting will accompany this course.

CLS 771: Vision, Perception and Learning. (4.00 credit hours)
Three credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. The course will give the student a systematic approach for the diagnosis and management of Developmental Visual Information Processing disorders. The role of the optometrist as part of a multidisciplinary team in evaluating children with learning disabilities will be emphasized. The course will provide a review of child development, principles of standardized testing, learning disabilities and Attention Deficit Hyperactivity Disorder. The purpose of the tests used in the DVIP profile will be discussed along with relating specific disorders to symptoms that are found in the case history. Finally, a sequential management plan for treating patients with DVIP dysfunction will be presented.

CLS 772: Strabismus & Amblyopia Diag. (4.50 credit hours)
Three credit hours of in-person synchronous lecture, and one and one-half credit hours of in-person laboratory. The evaluation of patients presenting with strabismus and/or amblyopia is discussed. A sequential examination strategy is presented with emphasis on the administration and interpretation of diagnostic testing procedures to arrive at an accurate diagnostic summary. Etiology, prevalence and characteristics of the more common types of strabismus and amblyopia are highlighted. Communication of prognostic and diagnostic outcomes with parents, patients and other health care professionals is discussed.

CLS 773: Strabismus & Amblyopia Mgmt. (3.00 credit hours)
Two credit hours of in-person synchronous lecture, and one credit hour of asynchronous lecture. Clinical management of patients with strabismus and/or amblyopia is discussed. Sequential treatment programs, including the use of lenses, prisms, occlusion, active vision therapy and appropriate surgical referrals for prevalent types of strabismus and amblyopia are presented. Emphasis is placed on early treatment, prevention and elimination of anomalous sensorimotor fusion, as well as the reestablishment of efficient binocular vision.

CLS 774: Low Vision Rehabilitation. (4.00 credit hours)
Three credit hours of in-person synchronous lecture, and one credit hour of in-person laboratory. The topics presented include the performance characteristics of optical and non-optical treatment options for the visually impaired; assessment, treatment and management of geriatric and visually impaired patients; development of a vision rehabilitation plan; the multidisciplinary team approach to rehabilitation; patient communication and education; management of special populations; and practice management considerations. The laboratory presents the performance characteristics and clinical application of optical and non-optical treatment options for visual impairment.

CLS 775: Cornea and Contact Lenses IV. (1.50 credit hours)
One and one-half credit hours of in-person laboratory. This course consists of contact lens seminars and grand rounds. The major topic areas for student discussions and grand rounds patient presentations include management of regular and irregular astigmatism, presbyopia, irregular corneas such as keratoconus and pellucid marginal degeneration, management of orthokeratology and post-surgical corneas as well as prosthetics and dry eye. This course is designed for students to present patient cases and to submit a written case report.

CLS 782: Health Promotion. (1.00 credit hours)
One credit hour of in-person synchronous lecture. The course provides students with an understanding of the optometrist's role in health promotion. Program planning, implementation and evaluation of health promotion activities are discussed. Students are given the opportunity to participate in the creation of a community-based project of their choosing to gain firsthand experience in public health optometry.

CLS 783: Business & Career Management I. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This course provides learning experiences for students in financial planning and professional goals setting. Emphasis is placed on enhancing a student's interpersonal skills and professionalism as part of patient care, modern business principles, and clinico-legal aspects of record keeping, patient confidentiality, documentation, coding and billing, record release, and Americans with Disabilities Act issues are also covered. The desired outcome of the course is that the student will be able to select and excel in the best practice situation that meets his or her personal goals upon graduation.

CLS 784: Business & Career Management II. (1.50 credit hours)
One and one-half credit hours of in-person synchronous lecture. This course provides learning experiences for students in financial planning and professional goals setting. Emphasis is placed on enhancing a student's interpersonal skills and professionalism as part of patient care, modern business principles, and clinico-legal aspects of record keeping, patient confidentiality, documentation, coding and billing, record release, and Americans with Disabilities Act issues are also covered. The desired outcome of the course is that the student will be able to select and excel in the best practice situation that meets his or her personal goals upon graduation.

CLS 802: I and A of Imaging Technology. (2.00 credit hours)
One credit hour of in-person synchronous lecture, and one credit hour of asynchronous lecture. The purpose of this course is for students to enhance their interpretation and application of advanced imaging technology for ocular disease patients in a clinical setting. Material will be presented in learning modules based on different imaging technology: optical coherence tomography, B-scan and fluorescein angiography. Strong emphasis will be placed on optical coherence tomography. Clinically relevant diagnoses and disease management in clinical care will also be discussed to prepare students for 4th year rotations and patient care post-graduation.

CLS 803: Geriatric Optometry. (2.00 credit hours)
One credit hour of in-person synchronous lecture, and one credit hour of asynchronous lecture. This course will provide an introduction into caring for the geriatric patient in the optometric setting. Primary eye care involves caring for the patient from birth to death. With projections of the aging population exponentially increasing in the coming years, it becomes increasingly important for optometrists to be able to care for geriatric patients accordingly. Older adults are more likely to experience chronic eye disease, live with multiple co-morbidities including depression, and experience a decrease in valued activities. In addition, optometrists need to be prepared to co-manage and educate the older adult population on common ocular diseases affecting the population in order to serve as part of their comprehensive healthcare team.

CLS 804: Applied Ocular Genetics. (1.50 credit hours)
One and one-half credit hours of asynchronous lectureThis course will cover the history and present integration of genetics and genomics into eye care, including current challenges and gaps in our understanding of the genetic basis of ocular conditions. We will cover the benefits and limitations of current genetic test panels for ocular conditions. We will address the current clinical guidelines for genetic testing and the incorporation of genetic testing into clinical practice. Additionally, we will cover the current state of ocular gene therapy and related research. We will define precision medicine and consider the anticipated changes in medical and optometric practice. We will cover additional considerations such as data privacy and ethics of genetic testing.

CLS 805: Effect Learning Strategies Optom. (1.00 credit hours)
One credit hour of in-person synchronous lecture. In this course, students will be introduced to common myths about learning and scientifically proven methods of learning. This course provides opportunities for practical application of course material to current optometry courses, including didactic, laboratory, and clinical.

CLS 885A: Business & Career Management IIIA. (0.50 credit hours)
One-half credit hour of asynchronous lecture. The purpose of this course is to provide educational information and learning activities that facilitate the learning of knowledge and skills necessary for entering a desired mode of optometric practice. The students will be aware of the numerous options available to them and be able to choose that content most beneficial to their personal situations. The desired outcome is that the student will be prepared to enter her/his desired best practice situation upon graduation.

CLS 885B: Business & Career Management IIIB. (0.50 credit hours)
One-half credit hour of asynchronous lecture. The purpose of this course is to provide educational information and learning activities that facilitate the learning of knowledge and skills necessary for entering a desired mode of optometric practice. The students will be aware of the numerous options available to them and be able to choose that content most beneficial to their personal situations. The desired outcome is that the student will be prepared to enter her/his desired best practice situation upon graduation.

CLS 885C: Business & Career Management IIIC. (0.50 credit hours)
One-half credit hour of asynchronous lecture. The purpose of this course is to provide educational information and learning activities that facilitate the learning of knowledge and skills necessary for entering a desired mode of optometric practice. The students will be aware of the numerous options available to them and be able to choose that content most beneficial to their personal situations. The desired outcome is that the student will be prepared to enter her/his desired best practice situation upon graduation.

CLS 885D: Business & Career Management IIID. (0.50 credit hours)
One-half credit hour of asynchronous lecture. The purpose of this course is to provide educational information and learning activities that facilitate the learning of knowledge and skills necessary for entering a desired mode of optometric practice. The students will be aware of the numerous options available to them and be able to choose that content most beneficial to their personal situations. The desired outcome is that the student will be prepared to enter her/his desired best practice situation upon graduation.

Interprofessional Education (IPE)

Interprofessional Education (IPE) is a foundational element of the academic experience at MBKU. Co-led by committed MBKU faculty, these courses are thoughtfully designed to foster meaningful learning experiences where students from all programs learn with, from, and about one another. The IPE curriculum is intentionally scaffolded to build students' capacity for effective collaboration, preparing students to deliver exceptional patient care and outcomes in an interdisciplinary setting.

IPE 400A: Medical Spanish. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This interprofessional team-taught elective course is designed to develop and/or improve students' communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversation skills in order to elicit clinical histories, conduct an examination, and give oral instructions to Spanish speaking patients. Students will also be exposed to pertinent information about Latino culture as it pertains to medical care. Students will participate in language tasks through listening and speaking.

IPE 400B: Medical Spanish. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This interprofessional team-taught elective course is designed to develop and/or improve students' communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversation skills in order to elicit clinical histories, conduct an examination, and give oral instructions to Spanish speaking patients. Students will also be exposed to pertinent information about Latino culture as it pertains to medical care. Students will participate in language tasks through listening and speaking.

IPE 400C: Medical Spanish. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This interprofessional team-taught elective course is designed to develop and/or improve students' communication in clinical situations with patients whose native language is Spanish. The focus of the instruction will be on learning basic conversation skills in order to elicit clinical histories, conduct an examination, and give oral instructions to Spanish speaking patients. Students will also be exposed to pertinent information about Latino culture as it pertains to medical care. Students will participate in language tasks through listening and speaking.

IPE 401A: Professional Ethics. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. Two credit hours of in-person synchronous lecture. Three-quarter credit hour of in-person synchronous lecture.This interprofessional team-taught course introduces ethical theory and presents case studies that are commonplace in clinical professional practice. The lecture sequence that includes scope of practice, ethical theories, state regulations and clinical examples is supplemented with student-led discussions on case studies using an interactive learning format. Students examine and address issues by applying ethical theory and values to resolving situations that challenge practitioners. Ethical issues dealing with confidentiality, professional referrals, advertising, record keeping, informed consent, medical mistakes and conflicts of interest are presented in class and discussion groups.
Prerequisite(s): None

IPE 401B: Professional Ethics. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. This interprofessional team-taught course introduces ethical theory and presents case studies that are commonplace in clinical professional practice. The lecture sequence that includes scope of practice, ethical theories, state regulations and clinical examples is supplemented with student-led discussions on case studies using an interactive learning format. Students examine and address issues by applying ethical theory and values to resolving situations that challenge practitioners. Ethical issues dealing with confidentiality, professional referrals, advertising, record keeping, informed consent, medical mistakes and conflicts of interest are presented in class and discussion groups.
Prerequisite(s): None

IPE 401C: Professional Ethics. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. This interprofessional team-taught course introduces ethical theory and presents case studies that are commonplace in clinical professional practice. The lecture sequence that includes scope of practice, ethical theories, state regulations and clinical examples is supplemented with student-led discussions on case studies using an interactive learning format. Students examine and address issues by applying ethical theory and values to resolving situations that challenge practitioners. Ethical issues dealing with confidentiality, professional referrals, advertising, record keeping, informed consent, medical mistakes and conflicts of interest are presented in class and discussion groups.
Prerequisite(s): None

IPE 403A: Population and Public Health. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This team-taught interprofessional course is to develop a foundational understanding of population and public health and its core functions of assessment, policy development and assurance. This course exposes the student to current trends in the U.S. healthcare system, including healthcare delivery systems and policy, healthcare information systems and healthcare outcomes. In addition the aim is to develop patient communication and educational skills for a culturally diverse patient population to address concepts of health promotion and disease prevention. Evidence-based recommendations for health promotion and disease prevention will be emphasized. Lectures, group activities, and workshops will be used to discuss and apply the concepts of disease prevention and health promotion.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 403B: Population and Public Health. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This team-taught interprofessional course is to develop a foundational understanding of population and public health and its core functions of assessment, policy development and assurance. This course exposes the student to current trends in the U.S. healthcare system, including healthcare delivery systems and policy, healthcare information systems and healthcare outcomes. In addition the aim is to develop patient communication and educational skills for a culturally diverse patient population to address concepts of health promotion and disease prevention. Evidence-based recommendations for health promotion and disease prevention will be emphasized. Lectures, group activities, and workshops will be used to discuss and apply the concepts of disease prevention and health promotion.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 403C: Population and Public Health. (2.00 credit hours)
Two credit hours of in-person synchronous lecture. This team-taught interprofessional course is to develop a foundational understanding of population and public health and its core functions of assessment, policy development and assurance. This course exposes the student to current trends in the U.S. healthcare system, including healthcare delivery systems and policy, healthcare information systems and healthcare outcomes. In addition the aim is to develop patient communication and educational skills for a culturally diverse patient population to address concepts of health promotion and disease prevention. Evidence-based recommendations for health promotion and disease prevention will be emphasized. Lectures, group activities, and workshops will be used to discuss and apply the concepts of disease prevention and health promotion.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 404A: Interprofessional Case Conferences. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. This team-taught course is designed to support students' mastery of core competencies for interprofessional collaborative practice: values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and teams/teamwork. Learners will demonstrate the acquisition of knowledge, skills, and behaviors aligned with interprofessional collaboration, communication, and teamwork via small group discussion and examination of clinical cases with relevance to various health professions. The course culminates in an interprofessional education simulation involving students from multiple health professions and standardized patients.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 404B: Interprofessional Case Conferences. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. This team-taught course is designed to support students' mastery of core competencies for interprofessional collaborative practice: values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and teams/teamwork. Learners will demonstrate the acquisition of knowledge, skills, and behaviors aligned with interprofessional collaboration, communication, and teamwork via small group discussion and examination of clinical cases with relevance to various health professions. The course culminates in an interprofessional education simulation involving students from multiple health professions and standardized patients.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 404C: Interprofessional Case Conferences. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. This team-taught course is designed to support students' mastery of core competencies for interprofessional collaborative practice: values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, and teams/teamwork. Learners will demonstrate the acquisition of knowledge, skills, and behaviors aligned with interprofessional collaboration, communication, and teamwork via small group discussion and examination of clinical cases with relevance to various health professions. The course culminates in an interprofessional education simulation involving students from multiple health professions and standardized patients.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

IPE 406A: IDEAs in Healthcare. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. The course is designed to provide a space for future health care professionals to discover and analyze the intersections of identity, biases, cultural frameworks, and principles of health equity. It will introduce the skills and insights needed to build relationships of mutual respect with patients, and will introduce ways to reduce bias, discrimination and reduce health care disparities.

IPE 406B: IDEAs in Healthcare. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. The course is designed to provide a space for future health care professionals to discover and analyze the intersections of identity, biases, cultural frameworks, and principles of health equity. It will introduce the skills and insights needed to build relationships of mutual respect with patients, and will introduce ways to reduce bias, discrimination and reduce health care disparities.

IPE 406C: IDEAs in Healthcare. (0.75 credit hours)
Three-quarter credit hour of in-person synchronous lecture. The course is designed to provide a space for future health care professionals to discover and analyze the intersections of identity, biases, cultural frameworks, and principles of health equity. It will introduce the skills and insights needed to build relationships of mutual respect with patients, and will introduce ways to reduce bias, discrimination and reduce health care disparities.

Pharmacy (PHM)

PHM 507: Found of Human Body & Diseases I. (3.00 credit hours)
This foundational course is the first in a series designed to develop an understanding of physiology and pathophysiology concepts of diseases, including relevant microbiological and immunological concepts pertaining to each organ system. Students will learn to differentiate between normal physiologic variation and disease states. A blended approach (lecture, small group discussion, multimedia) is used for presentation of the material.
Prerequisite(s): Admission to the professional Pharmacy program

PHM 508: Found of Human Body & Diseases II. (3.00 credit hours)
This foundational course is the second in a series designed to develop an understanding of physiology and pathophysiology concepts of diseases, including relevant microbiological and immunological concepts pertaining to each organ system.Students will learn to differentiate between normal physiologic variation and disease states. A blended approach (lecture, small group discussion, multimedia) is used for presentation of the material.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 509: Found of Human Body & Diseases III. (2.00 credit hours)
This foundational course is the third in a series designed to develop an understanding of physiology and pathophysiology concepts of diseases, including relevant microbiological and immunological concepts pertaining to each organ system. Students will learn to differentiate between normal physiologic variation and disease states. A blended approach (lecture, small group discussion, multimedia) is used for presentation of the material.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 512: Patient Assessment Lab. (2.00 credit hours)
This foundational course is designed to introduce the art of physical examination as a bridge between anatomy, pathology, and pathophysiology concepts with future therapeutic decision making. Students will be familiarized with the process of information gathering of symptoms, signs, nonverbal communication skills, medical history, verbal techniques of communication and empathy. Basic techniques on how to conduct a physical exam from head to toe and the use of the stethoscope, otoscope, sphygmomanometer, and glucometer will be introduced.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 520: Pharmaceutical Sciences I. (3.00 credit hours)
This foundational course is the first in a series designed to develop an understanding of the science behind drug dosage forms, delivery and compounding preparation. Materials covered include the selected properties of drug substances that have an impact on the delivery of drugs to the human body, the dosage forms available for drug administration, and the therapeutic effect with respect to physical and chemical properties of drug in solution dispersion and solid state. The course also focuses on the theory, technology, formulation, evaluation and dispensing of dosage forms and delivery systems.
Prerequisite(s): Admission to the professional Pharmacy program

PHM 521: Pharmaceutical Sciences II. (3.50 credit hours)
This course is designed to emphasize mathematical concepts used in the practice of pharmacy for preparing and dispensing medications to a diverse patient population. Student pharmacists will use critical thinking and quantitative reasoning skills to compute the correct dose for a drug for both non-sterile and parenteral formulations. Student pharmacists will also explore patient specific parameters that influence the dosing regimen.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 522: Pharmaceutical Sciences III. (4.00 credit hours)
This foundational course is the third in a series designed to develop an understanding of the science behind drug dosage forms, delivery and compounding preparation. Materials covered include the selected properties of drug substances that have an impact on the delivery of drugs to the human body, the dosage forms available for drug administration, and the therapeutic effect with respect to physical and chemical properties of drug in solution. This course includes compounding laboratory components to enhance development of knowledge and skills.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 523: Basic Pharmacokinetics. (3.50 credit hours)
Pharmacokinetics is the study of drug movement in the body, sometimes defined as what the body does to a drug. This course is designed to introduce the basic principles and concepts of pharmacokinetics such as drug absorption, distribution, metabolism and excretion, as well as pharmacokinetic parameters including rate constant, half-life, steady state concentration, clearance, and volume distribution. Factors that influence the pharmacokinetics of drugs including formulation, physicochemical properties, physiological and pathological conditions are discussed. Students learn to use mathematical equations to describe the pharmacokinetic process of drugs and apply them to dosage regimen determinations. This course will also discuss the correlation of pharmacokinetics and pharmacodynamics which presents the effects of drug action at the receptor site. Upon successful completion of this course, students are expected to make rational drug therapy decisions such as determination of loading dose, maintenance dose and dosing intervals. The course prepares the student for Clinical Pharmacokinetics.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 532: Pharmaceutical Biochemistry. (2.00 credit hours)
Pharmaceutical Biochemistry as it relates to organ systems, disease, and pharmacotherapy is presented and reviewed. This includes the principles of the biomolecules and their metabolic pathways in physiological and pathophysiological states. Biochemical constructs (such as DNA, RNA, proteins, and basic signal transduction cascades) are discussed with respect to pharmaceutical treatment of human disease.
Prerequisite(s): Admission to the professional Pharmacy program

PHM 550: Pharmacy Skills Lab I -Immunization. (1.00 credit hours)
This course is the first of the Pharmacy Skills Lab series with a focus on pharmacy-based immunization delivery. Students will complete training and obtain American Pharmacists Association (APhA) certification in pharmacy-based vaccine immunization delivery.
Prerequisite(s): Admission to the professional Pharmacy program

PHM 553: Pharmacy Skills Lab II - Community. (2.00 credit hours)
This course discusses communication skills for interacting with patients, along with principles of entrepreneurship and management. Students will be introduced to communication strategies that optimize patient care and professional development. Students will practice basic skills utilized in community practice such as prescription fulfillment (e.g., receipt, preparation, labeling, dispensing, and distribution), pharmacy workflow and inventory management, use of pharmacy software, pharmacy abbreviations, prescription directions, and medication security with controlled substances.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 554: Pharmacy Skills Lab III - Hospital. (2.00 credit hours)
This course will familiarize students with healthcare systems with emphasis on the hospital setting. Contemporary healthcare topics and pharmacy practice in the United States will be discussed. Through various assignments and activities, students will learn basic skills utilized in hospital medication use systems. This course will also discuss laws, regulations, accrediting bodies, and reimbursement as it relates to health-systems. Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 560: Pharmacy Law. (2.00 credit hours)
This course provides an overview of current state and federal laws that substantially impact the competent delivery of Pharmacy care and services in community, interprofessional, ambulatory/clinic, inpatient, administrative, and other key practice settings. Standards, guidelines, rules, requirements, practices, and policies relating to maintaining/improving patient safety and consumer protection are also provided. The laws and professional practice standards of the state of California are emphasized.
Prerequisite(s): Admission to the professional Pharmacy program

PHM 561: Pharmacy Self-Care I. (2.00 credit hours)
As the first course of the Pharmaceutical Self-Care and Patient Advocacy series, this course provides an overview of self-care and covers principles of pharmaceutical self-care and the systematic approach for assisting patients who seek self-care products for the treatment and prevention of various self-treatable conditions. Students will learn to assist, educate, and empower patients to take responsibility for, and control of, their own health.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 581: Medical Spanish. (1.00 credit hours)
Effective communication is critical to successful delivery of healthcare services, and communication is most effective when both parties share a common language. This course will provide students with an opportunity to acquire the basics of Spanish language as it applies to the medical field such as physical examinations, emergencies, common diseases within the Hispanic and Latinx population, and specializations. By familiarizing students with conversational Spanish and medical Spanish vocabulary, this course will enable students to apply their learning to real-world situations, to assist in communications, and ultimately to improve the interactions between healthcare providers and patients. By the end of the quarter, students shall be able to communicate in simple Spanish using mainly the present tense, past regular tenses, and phrasal verbs to express future intentions. They should be able to utilize specific medical terms learned during this course. Students should be able to communicate with Spanish speaking patients by asking personal questions as well as questions about their health. Students should be able to understand basic spoken Spanish as related to the course material as well as give advice and recommendations to a medical problem using short sentences, basic statements, and phrases.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 601: Int. Pharmacotherapeutics I. (5.00 credit hours)
This is the first course in the sequence of Integrated Pharmacotherapeutics that provides introductory knowledge of medicinal chemistry, pharmacology, and clinical pharmacokinetics as related to the pharmaceutical sciences and foundations of pharmacotherapy. Drug receptors, signal transduction, ligand-molecular target interactions, drug discovery and development, functional groups and stereochemistry, structure-activity relationship (SAR) analyses, acid-base chemistry, ADME/Tox properties, biotransformation, therapeutic drug monitoring, and pharmacokinetic drug interactions will be covered in this course. Instruction consists of lectures, podcasts and pre-recordings, case studies, individual and group problem sets / projects / homework, workshops/recitations, and faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 602: Int. Pharmacotherapeutics II. (5.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with an introduction to laboratory values and the clinical reasoning (Subjective, Objective, Assessment, and Plan, SOAP) format followed by a focus on the renal system, fluid / electrolytes, and obesity. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 603: Int. Pharmacotherapeutics III. (5.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on the gastrointestinal, hepatic, nutrition support, and cardiovascular systems. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 604: Int. Pharmacotherapeutics IV. (6.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on the cardiovascular and endocrine systems. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 605: Int. Pharmacotherapeutics V. (6.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on the endocrine, pulmonary and rheumatology systems. Within the endocrine system, diabetes will be broadly discussed. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 606: Int. Pharmacotherapeutics VI. (5.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 610: Drug Info, Informatics & Lit Eval. (3.00 credit hours)
This course will provide a systematic approach to drug information and literature evaluation to formulate and implement appropriate drug therapy decisions. This includes effective searching, retrieval, evaluation and dissemination of electronic and print resources. Students will utilize skills learned in this course to effectively communicate and tailor drug information at the appropriate level for providers, other health professionals, caregivers, patients and the public. Emphasis will be placed on the interpretation and application of critical analytical skills to clinical questions. Additionally, this course will provide introductory knowledge on the state-of-the-art in pharmacy informatics and decision support systems needed to implement patient-centered care. Students will be able to define basic terminology used in health informatics and describe the health benefits and current constraints in using information and communication technology in health care. Practical exercises will provide the student with hands-on experience using numerous drug information sources and evaluation techniques.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 615: Adv Applications in Clin Prac I. (1.00 credit hours)
This course series is designed to develop knowledge and clinical reasoning skills required for provision of effective, safe, patient-centered, pharmacotherapy care. Instruction consists of: lectures, case studies, clinical problem sets, clinical exams, medical simulation, and group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 622: Advanced Compounding & Calculations. (2.00 credit hours)
This course is designed to focus on advanced mathematical calculations that have been used in sterile and non-sterile compounding pharmacy. This course will help students to improve their performance in solving mathematical-based complex questions. This required course also assists students to refresh their introductory knowledge about mathematics. They will employ their critical thinking and quantitative reasoning skills to compute the correct dose for a drug for both non-sterile and parenteral formulations in a reasonable time. Student pharmacists will also explore patient specific parameters that influence the dosing regimen. In addition, additional materials about compounding will be covered in this course.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 623: Evidence Based Practice. (2.00 credit hours)
The overall goal of this course is to teach pharmacy students to interpret the results of peer-reviewed research in the medical sciences. Topics include sampling, study design, sample size, reliability, validity, causation, hypothesis testing, and an overview of statistical tests commonly found in medical research. Quantitative epidemiology approaches are presented such as incidence, prevalence, relative risk, and odds ratio to determine evaluation of patient risk and the efficacy of potential treatment approaches.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 640: Pharmacy Skills Lab IV - PT Care. (1.00 credit hours)
This course focuses on the Pharmacists' Patient Care Process (PPCP) with an emphasis on skills necessary for collection and assessment of patient-centered data including utilization of laboratory medicine in clinical and pharmaceutical care. The laboratory time is coordinated with initiation of the Clinical Medicine and Pharmacotherapeutics series. Students will be introduced to fundamental laboratory testing with emphasis placed on general interpretation of laboratory data, systematic use of laboratory tests in the evaluation and management of common and important clinical conditions and the application of laboratory test results to clinical and pharmaceutical care. Students have the opportunity to learn and practice basic skills utilized in delivery of contemporary drug therapy monitoring and point-of-care testing. Additionally, students will practice documenting in a SOAP note format (subjective, objective, assessment, and plan).
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 641: Pharmacy Skills Lab V - Cardio. (1.00 credit hours)
This course is the fifth of the Pharmacy Skills Lab series with a focus on the pharmacist's role in cardiovascular disease management. Students will learn essential skills to assess risk, promote cardiovascular disease prevention, and encourage patient adherence to therapy. Additionally, students will reinforce communication skills and pharmacy calculations. This program will teach students current guidelines and provide evidence based recommendations to support management of patients with dyslipidemia and hypertension to prevent cardiovascular disease.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 661: Pharmacy Self-Care II. (2.00 credit hours)
As the second course of the Pharmaceutical Self-Care and Patient Advocacy series, this course covers principles of pharmaceutical self-care and the systematic approach for assisting patients who seek self-care products for the treatment and prevention of various self-treatable conditions. This course will build on principles covered in Pharmacy Self-Care I, and further develop students' knowledge of self-care conditions and medications. Students will learn to assist, educate, and empower patients to take responsibility for, and control of, their own health. Students will expand their knowledge in pharmaceutical self-care products and develop robust patient education skills.

PHM 670: IPPE I. (4.00 credit hours)
This course provides introductory community pharmacy practice experience for student pharmacists of the College of Pharmacy. Under appropriate preceptor supervision and consistent with practice regulations for intern pharmacists, students will further develop, integrate, and apply knowledge from the first curriculum year. Student pharmacists will evaluate prescription and patient information, understand the basic steps for prescription data entry and processing, prescription preparation, actively observe elements of prescription consultations, and understand the basics of medication compliance and errors.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 681: Research & Scholarship. (2.00 credit hours)
This course provides an introduction to different steps of conducting research in the field of pharmacy and pharmaceutical sciences. This is the first exposure of student pharmacists to a course which fully focuses on research topics. Student Pharmacists select their research projects in groups. They will work together to collect evidence about previously published papers in different research fields. Student pharmacists will attend weekly meetings with the course coordinator to report about their progress. The final product will be presented in a PowerPoint format. All group members are involved in their presentation.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 701: Pharmacoeconomics. (2.00 credit hours)
This course is designed to introduce fundamental concepts in pharmacoeconomic analyses and outcomes research. Furthermore, this course discusses health economics with an emphasis on evaluating the costs and outcome effects of pharmaceutical products from various perspectives. Pharmacoeconomic analyses (e.g., cost-minimization, cost-benefit, cost-effectiveness and cost-utility) are presented, as well as decision modeling and various cost analyses. The macro/micro-economics of various aspects of pharmacy practice are discussed. Presentation of these content areas will provide a conceptual framework that identifies key areas in health resource allocation, principles of measuring and analyzing costs and health outcomes, and examine the techniques used to evaluate economic and health outcomes literature or data. Various lectures, individual assessments, and in-class activities are included to illustrate how pharmacoeconomic principles and techniques are utilized to elucidate the relationship between costs, consequences, and benefits of pharmaceutical interventions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 710: Int. Pharmacotherapeutics VII. (5.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on the central nervous system and psychiatric disorders. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 712: Int. Pharmacotherapeutics IX. (6.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on infectious diseases. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 713: Int. Pharmacotherapeutics X. (5.00 credit hours)
This is the tenth in a series of courses designed to develop the knowledge and clinical reasoning skills required for the provision of effective and safe patient-centered, pharmacotherapy care and recommendations. The series is designed to provide a systematic study of human diseases and disorders discussed by organ system, with additional components included but not limited to epidemiology, etiology, patient's medical history, recognition of clinical signs and symptoms, differential diagnosis, diagnostic criteria, therapeutic management, prevention, and prognosis of disease in clinical medicine. Essentials for the provision of care such as clinical reasoning, evidence-based medicine, guidelines, and other tools for clinical decision making are emphasized. Knowledge of pharmacology and medicinal chemistry will be integrated with the development of clinical reasoning and decision-making skills. This course will discuss the systematic approach to formulating clinical recommendations, including steps to collect and interpret evidence, critically evaluate the available information, formulate a patient-centered care plan, implement, monitor and adjust plans for various disease states. A multitude of organ systems will be covered as various topics of infectious diseases and solid organ transplant encompass multiple pathways. Instruction of this course consists of lectures, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 714: Int. Pharmacotherapeutics XI. (5.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on oncology. This course is designed to develop knowledge and clinical reasoning skills required for the provision of effective and safe patient-centered care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 715: Adv Applications in Clin Prac II. (2.00 credit hours)
This course series is designed to develop knowledge and clinical reasoning skills required for provision of effective, safe, patient-centered, pharmacotherapy care. Instruction consists of: lectures, case studies, clinical problem sets, clinical exams, medical simulation, and group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 716: Integrated Pharmacotherapeutic VIII. (3.00 credit hours)
Continuation of the Integrated Pharmacotherapeutics course series with a primary focus on the neurological conditions and toxicology. This course is designed to develop knowledge and clinical reasoning skills required for provision of effective and safe patient-centered, pharmacotherapy care. Instruction consists of lecture, case studies, clinical problem sets, recitations, and structured faculty-led group discussions.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 721: Behavioral & Social Science. (2.00 credit hours)
This course will examine social and behavioral influences on health-related behaviors and the dissemination of health information. Students will be introduced to a range of social, ethical, and cultural factors associated with professional practice. Upon successful completion of this course, students should develop greater behavioral and cultural sensitivity when interacting with patients from diverse populations.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 730: Pharmacy Skills Lab VI - Diabetes. (1.00 credit hours)
This course focuses on the pharmacists' role as the medication therapy expert on the diabetes health care team. Students will learn essential knowledge and skills needed to provide effective, evidence-based diabetes care. Students will obtain the American Pharmacists Association (APhA) certificate in The Pharmacist and Patient-Centered Diabetes Care and will receive comprehensive training in current diabetes standards of care to support management of patients with diabetes mellitus.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 731: Pharmacy Skills Lab VII -Med Therap. (1.00 credit hours)
This course is the seventh and final course in the Pharmacy Skills Lab series with a focus on medication therapy management (MTM). Student pharmacists will learn to perform all aspects of an MTM visit, use effective communication skills with both patients and other healthcare professionals, and describe strategies for implementing MTM services. Student pharmacists will also complete training and obtain the American Pharmacists Association (APhA) certification in MTM.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 740: Biotechnology, Pharm, Precision Med. (3.00 credit hours)
Precision medicine or personalized medicine is the integration of established clinical−pathological indexes with state-of-the-art molecular profiling to create diagnostic, prognostic, and therapeutic strategies precisely tailored to an individual patient's requirements. This introductory course will discuss the scientific principles of biotechnology, molecular biology and pharmacogenomics pertaining to precision medicine. Topics include bioinformatics, gene therapy, genotyping, molecular biomarkers, nanotechnology, recombinant protein and monoclonal antibody therapeutics and targeted therapy.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 760: Special Populations. (2.00 credit hours)
This course will focus on the pharmacists' role as the medication therapy management expert in special populations in pharmacy: travel health, geriatric, pediatric, and veterinary. Students will learn about epidemiology, etiology, clinical signs and symptoms, therapeutic management, and prevention of diseases in these special populations in order to provide effective, evidence-based pharmaceutical care. Students will complete the American Pharmacists Association (APhA) Pharmacist-Based Travel Health Services certificate training program in the course.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 765: Emerging Iss & Practice Read Exam. (4.00 credit hours)
This course is intended to assess the readiness of the students to enter the final year of the curriculum, prior to going to their APPE rotations. The course includes an extensive review of prior and current course materials. It also serves as a review for the NAPLEX.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 770: IPPE II (4weeks). (4.00 credit hours)
This course provides introductory hospital pharmacy practice experience for students of the College of Pharmacy. Under appropriate preceptor supervision and consistent with practice regulations for intern pharmacists, students will complete the development and ability to integrate and apply knowledge from the didactic curriculum to practice as a licensed pharmacist in the institutional pharmacy practice setting. The student pharmacist will evaluate prescription and patient information, basic steps of prescription, data entry, prescription preparation and labeling, observe prescription consultations, understand the basics of medication compliance and errors in an institutional pharmacy practice setting.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 786: Adv. Topics in Infectious Diseases. (2.00 credit hours)
Advanced Topics in Infectious Diseases will discuss topics in antimicrobial treatment of infectious diseases (ID) beyond those required in the pharmacy curriculum. The course will also re-emphasize core ID topics and practices for continued practice for student learning. Finally, the course will expose students to various aspects of practical infectious disease in pharmacy practice such as antimicrobial stewardship (ASP), formulary management, and journal club.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 789: Pract Apps Stat & Research Design. (2.00 credit hours)
This course will explain the concepts and the math behind commonly used statistical tests, including ANOVA F, Student's t, Pearson's correlation, confidence intervals, and statistical power. PHM 789 expands on required coursework by heavily emphasizing the calculation of these statistics and how to apply them in various scenarios. This class will discuss the strengths and weaknesses of various research designs, with a focus on how to select, calculate, and interpret the most appropriate statistical test. Additionally, this course will provide guidance on writing a research protocol for review by an IRB (institutional review board). Recommended for students who intend to pursue careers in academia or research. Students must also receive a grade of B or higher in PHM 623 Evidence-Based Practice.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 790: Residency Readiness. (1.00 credit hours)
Residency Readiness is a course to help individuals learn more about pharmacy residencies. Through the course, they will gain valuable information including but not limited to the pharmacy residency application process, interviews, and life during residency.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 792: Applications Research & Scholarship. (1.00 credit hours)
Students who would like to develop their Scholarship & Research skills further, take this course with individualized faculty mentor. This course requires students to perform a research/scholarly activity project under the supervision of the faculty mentor directly. The course has been designed to expose students to an advanced level of research. The results of the scholar activities will be published as scientific papers or poster presentations.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 794: Advance Cardiovascular Life Support. (2.00 credit hours)
Upon successful completion, this elective course allows the students to obtain the American Heart Association Advanced Cardiovascular Life Support (ACLS) certificate. A valid cardiopulmonary resuscitation certification is required.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 801: APPE: Community Pharmacy Practice. (6.00 credit hours)
This course provides advanced pharmacy practice experience for students of the College of Pharmacy. Under appropriate preceptor supervision and consistent with practice regulations for entry-level PharmD candidates, student pharmacists will complete the development and ability to integrate and apply knowledge from the didactic curriculum to practice as a licensed pharmacist in the community pharmacy practice setting.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 802: APPE: Health System Pharmacy. (6.00 credit hours)
This course provides advanced pharmacy practice experience in hospital or health system pharmacy practice settings, with emphasis on individualized patient care and hospital/health system-based practices. Students identify, evaluate, and resolve medication therapy related problems; assist with drug information, participate in interprofessional care and patient care rounds, monitor patients, identify opportunities for therapeutic interventions, and communicate with other healthcare professionals. Practical understanding of clinical pharmacy systems, sterile products preparation, formulary management, protocol application, dose adjustments, use of electronic medical records, medication safety and reconciliation, pharmacokinetic and hyper-alimentation consultations, and demonstration of understanding of pharmacy laws, standards, and hospital-based operational processes is expected.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 803: APPE: Inpatient/Acute Care Gen Med. (6.00 credit hours)
This course provides advanced pharmacy practice experience for students of the College of Pharmacy. Under appropriate preceptor supervision and consistent with practice regulations for intern pharmacists, students will complete the development and ability to integrate and apply knowledge from the didactic curriculum to practice as a licensed pharmacist in the general medicine pharmacy practice setting. The student pharmacist will gain experience in practice management, and interactions with other health care providers. The students will develop an understanding of the pathophysiology, complications, pharmacotherapy and non-pharmacotherapy management in various patient populations encountered in the general medicine practice setting.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 804: APPE: Ambulatory Care Pharmacy. (6.00 credit hours)
This course provides advanced pharmacy practice experience for students of the College of Pharmacy. Under appropriate preceptor supervision and consistent with practice regulations for intern pharmacists, students will complete the development and ability to integrate and apply knowledge from the didactic curriculum to practice as a licensed pharmacist in the ambulatory care pharmacy practice setting. The student pharmacist will gain experience in practice management, and interactions with other health care providers.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 805: APPE: Elective Rotation I. (6.00 credit hours)
These experiential courses provide the opportunity for student pharmacists to select from a list of electives with a variety of non-patient care foci or an additional clinical specialty pharmacy practice experience. Student pharmacists under the supervision of an adjunct faculty or full time faculty member will gain experience in their chosen elective area. The student will continue to develop a philosophy of practice, an understanding of the role of the pharmacist as a member of the health care team, and gain knowledge and skills to manage resources and daily operations applicable to the specific elective rotation site.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 806: APPE: Elective Rotation II. (6.00 credit hours)
These experiential courses provide the opportunity for student pharmacists to select from a list of electives with a variety of non-patient care foci or an additional clinical specialty pharmacy practice experience. Student pharmacists under the supervision of an adjunct faculty or full time faculty member will gain experience in their chosen elective area. The student will continue to develop a philosophy of practice, an understanding of the role of the pharmacist as a member of the health care team, and gain knowledge and skills to manage resources and daily operations applicable to the specific elective rotation site.
Prerequisite(s): Successful completion of prior quarter coursework or program permission

PHM 865A: NAPLEX Capstone I. (0.25 credit hours)
This is the first course of a four-course series that is intended to prepare students to take the North American Pharmacist Licensure Examination (NAPLEX) upon graduation. This course includes an extensive review and update of prior and current pharmacy practice knowledge.

PHM 865B: NAPLEX Capstone II. (0.25 credit hours)
This is the second course of a four-course series that is intended to prepare students to take NAPLEX upon graduation. This course includes an extensive review and update of prior and current pharmacy practice knowledge.

PHM 865C: NAPLEX Capstone III. (0.25 credit hours)
This is the third course of a four-course series that is intended to prepare students to take NAPLEX upon graduation. This course includes an extensive review and update of prior and current pharmacy practice knowledge.

PHM 865D: NAPLEX Capstone IV. (2.00 credit hours)
This is the fourth course of a four-course series that is intended to prepare students to take NAPLEX upon graduation. This course includes an extensive review and update of prior and current pharmacy practice knowledge.

Physician Assistant (PAS)

PAS 520: Integrative Patient Assessment Sem. (1.00 credit hours)
This course was designed to provide students with an opportunity to review and integrate learned clinical skills to perform a full physical exam. This course will require students to prepare by reviewing all aspects of the physical exam and practicing physical exam skills. During the simulated full annual physical exam, students will be expected to review labs and medications, review and update the patient's history, perform a complete "annual exam," adding additional elements as indicated by patient presentation, and complete documentation for the patient encounter.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 524: Fundamentals of Anatomy. (2.00 credit hours)
This course is designed to provide an introduction of anatomy within a clinical context to assist in developing spatial relationship skills with an emphasis on important anatomical landmarks relevant to physical exam, diagnosis and development of disease, and in the anatomical relationships of structures to each other. The PA student will learn the skills needed to recognize normal anatomy, normal anatomical variation and disease states. Lectures, 3-D anatomy tables, and a multimedia approach will be used to present the material.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 526: Infectious Disease and Immunology. (4.00 credit hours)
This course is designed to introduce students to the concepts of medical immunology and the principles of infectious diseases. After reviewing epidemiology, virulence and pathogenicity of selected organisms, pathophysiology, clinical presentation and general management of infectious disease states will be explored through lecture and case studies.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 528: Clinical History. (2.00 credit hours)
This course is designed to develop the knowledge and skills required to elicit, perform, and document the complete medical history and physical exam with use of proper techniques and accurate medical terminology. The course will provide an overview of the medical record as well as development of writing and oral presentation skills. History-taking, physical examination, and documentation skills will be developed through lecture and structured small group laboratory exercises.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 529: Dermatology. (4.00 credit hours)
In-depth and integrated knowledge about dermatologic disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 530: Eye, ENT. (5.00 credit hours)
In-depth and integrated knowledge about ophthalmic and otorhinolaryngology disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 531A: Evidence Based Practice A. (2.00 credit hours)
This course will focus on evidence-based practice methodology, to include the necessary skills to search and critically analyze the medical literature. Students will learn to analyze and interpret various types of clinical articles to develop proficiency in utilizing current, evidence-based medicine to answer clinical questions relative to diagnosis and therapy. Instruction for this course will consist of lectures, structured faculty-led small group journal clubs and review sessions.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 531B: Evidence Based Practice B. (1.00 credit hours)
This course will focus on evidence-based practice methodology, to include the necessary skills to search and critically analyze the medical literature. Students will learn to analyze and interpret various types of clinical articles to develop proficiency in utilizing current, evidence-based medicine to answer clinical questions relative to diagnosis and therapy. Instruction for this course will consist of lectures, structured faculty-led small group journal clubs and review sessions.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 531C: Evidence Based Practice C. (1.00 credit hours)
This course will focus on evidence-based practice methodology, to include the necessary skills to search and critically analyze the medical literature. Students will learn to analyze and interpret various types of clinical articles to develop proficiency in utilizing current, evidence-based medicine to answer clinical questions relative to diagnosis and therapy. Instruction for this course will consist of lectures, structured faculty-led small group journal clubs and review sessions.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 532: Pulmonology. (5.00 credit hours)
In-depth and integrated knowledge about pulmonary disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 533: Cardiology. (6.00 credit hours)
In-depth and integrated knowledge about cardiac disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 534: Hematology. (4.00 credit hours)
In-depth and integrated knowledge about hematologic disease and oncologic processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 535: Nephrology. (4.00 credit hours)
In-depth and integrated knowledge about kidney disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 536: Endocrinology. (4.00 credit hours)
In-depth and integrated knowledge about diabetes and other endocrinologic disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 537: Men's Health. (2.00 credit hours)
In-depth and integrated knowledge about male genito-urinary disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 538: Gastroenterology. (5.00 credit hours)
In-depth and integrated knowledge about gastroenterologic disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 539: Orthopedics/Rheumatology. (6.00 credit hours)
In-depth and integrated knowledge about orthopedic and rheumatologic disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 540: Neurology. (6.00 credit hours)
In-depth and integrated knowledge about neurologic disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 541: Behavioral Health. (2.00 credit hours)
In-depth and integrated knowledge about behavioral health and psychiatric disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 542A: Women's Health A. (3.00 credit hours)
In-depth and integrated knowledge about primary care obstetric and gynecologic disease processes, including normal and abnormal labor and delivery. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 542B: Women's Health B. (3.00 credit hours)
In-depth and integrated knowledge about primary care obstetric and gynecologic disease processes, including normal and abnormal labor and delivery. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 543: Pediatrics. (5.00 credit hours)
In-depth and integrated knowledge about pediatric health and disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 544: Emergency Medicine. (6.00 credit hours)
In-depth and integrated knowledge about emergency medical conditions common to primary care and emergency medicine practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as relevant simulations for emergency medicine.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 545: Surgery. (3.00 credit hours)
In-depth and integrated knowledge about surgical conditions common to primary care practices. Instruction for this course focuses on knowledge of surgical principles as well as comprehensive management of surgical patients from preoperative to postoperative stages of care. It consists of lectures, case studies, hands-on laboratory and practice sessions as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 546: Hospital Medicine. (4.00 credit hours)
In-depth and integrated knowledge about the hospital management of conditions common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 547: Geriatrics. (2.00 credit hours)
In-depth and integrated knowledge about geriatric health and disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 550: Introduction to PA Profession. (1.00 credit hours)
This course was designed to help prepare students for matriculation and includes self-study components. Students examine the role of the PA in the context of the healthcare system and discuss the historical path of the PA profession as well as PA organizations. Students also spend time with medical terminology and relevant medical science topics.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 551A: Masters Capstone Project IA. (1.00 credit hours)
This is the first of three Masters Capstone Project courses and is an IP course that occurs in the Spring and Summer quarters. Each course focuses on a particular aspect of the Masters Capstone Project, to allow the PA student to complete their required project under the guidance of a faculty advisor. In small teams, teams of three or four, students will identify a population healthcare need and develop and implement a project to help mitigate the healthcareidentified need. Students will use evidence-based principles to research the medical issue related to their community project. The student teams will prepare and present a professional poster on their topic prior to graduation.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 551B: Masters Capstone Project IB. (1.00 credit hours)
This is the first of three Masters Capstone Project courses and is an IP course that occurs in the Spring and Summer quarters. Each course focuses on a particular aspect of the Masters Capstone Project, to allow the PA student to complete their required project under the guidance of a faculty advisor. In small teams, teams of three or four, students will identify a population healthcare need and develop and implement a project to help mitigate the healthcare identified need. Students will use evidence-based principles to research the medical issue related to their community project. The student teams will prepare and present a professional poster on their topic prior to graduation.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 552A: Obstetrics & Gynecology A. (3.00 credit hours)
In-depth and integrated knowledge about obstetric and gynecologic health and disease processes common to primary care, including normal and abnormal labor and delivery. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 552B: Obstetrics & Gynecology B. (3.00 credit hours)
In-depth and integrated knowledge about obstetric and gynecologic health and disease processes common to primary care, including normal and abnormal labor and delivery. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 555: Applied Physiology. (2.00 credit hours)
This course is designed to develop an understanding of physiologic concepts of disease as they pertain to each organ system. Lectures, case studies and a multimedia approach will be used to present the material.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 556: Pathophysiology. (4.00 credit hours)
This course is designed to introduce students to human pathology and pathophysiology of disease as they pertain to each organ system. The course has a strong emphasis on clinical context and relevance. Lectures, case studies, and a multimedia approach will be used to present the material.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 557: Male Genitourinary Health. (2.00 credit hours)
In-depth and integrated knowledge about male genito-urinary disease processes common to primary care practices. Instruction for this course will consist of lectures, case studies, problem-based learning, hands-on laboratory and practice sessions, as well as small group workshops.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 609A: Masters Capstone Project IIA. (3.00 credit hours)
This is the second of three Masters Capstone Project courses and is an IP course that occurs in the Fall and Winter quarters. Each course focuses on a particular aspect the Masters Capstone Project, to allow the PA student to complete their required project under the guidance of a faculty advisor. In teams of three or four, students will identify a population healthcare need and develop and implement a project to mitigate the identified need. Students will use evidence-based principles to research the medical issue related to their community project. The student teams will prepare and present a professional poster on their topic prior to graduation.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 609B: Masters Capstone Project IIB. (3.00 credit hours)
This is the second of three Masters Capstone Project courses and is an IP course that occurs in the Fall and Winter quarters. Each course focuses on a particular aspect the Masters Capstone Project, to allow the PA student to complete their required project under the guidance of a faculty advisor. In teams of three or four, students will identify a population healthcare need and develop and implement a project to mitigate the identified need. Students will use evidence-based principles to research the medical issue related to their community project. The student teams will prepare and present a professional poster on their topic prior to graduation.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 610A: Graduate Seminar IA. (1.00 credit hours)
This seminar occurs during the clinical phase and focuses on specific requirements for entering professional clinical practice. Professional practice topics include PA Scope of Practice in California, laws and licensure regulation, preparing for, acquiring and maintaining national certification, patient risk management, medical-legal issues and medical malpractice. Through guided discussion in lecture and small seminar settings, students explore and discuss requirements and competencies for the PA profession. Student clinical preparedness is also evaluated through (1) a formative comprehensive written examination, (2) a formative application of clinical knowledge and skills examination in the form of Objective Structured Clinical Examinations (OSCEs).
Prerequisite(s): Completion of the preclinical phase of the School of Physician Assistant Studies or program permission

PAS 610B: Graduate Seminar IB. (1.00 credit hours)
This seminar occurs during the clinical phase and focuses on specific requirements for entering professional clinical practice. Professional practice topics include PA Scope of Practice in California, laws and licensure regulation, preparing for, acquiring and maintaining national certification, patient risk management, medical-legal issues and medical malpractice. Through guided discussion in lecture and small seminar settings, students explore and discuss requirements and competencies for the PA profession. Student clinical preparedness is also evaluated through (1) a formative comprehensive written examination, (2) a formative application of clinical knowledge and skills examination in the form of Objective Structured Clinical Examinations (OSCEs).
Prerequisite(s): Completion of the preclinical phase of the School of Physician Assistant Studies or program permission

PAS 611A: Graduate Seminar IIA. (1.00 credit hours)
This seminar occurs during the clinical phase and focuses on professional practice topics, as well as ensures students have met all the requisite knowledge and professional criteria for graduation. Students undergo a comprehensive Summative Evaluation during this time to ensure they have acquired broad and specific clinical knowledge as well as to assess their ability to apply these skills during clinical encounters and demonstrate the required competencies for PA practice. The student is evaluated through (1) a comprehensive written examination, (2) an application of clinical knowledge and skills examination in the form of Objective Structured Clinical Examinations (OSCEs).
Prerequisite(s): Completion of the preclinical phase of the School of Physician Assistant Studies or program permission

PAS 611B: Graduate Seminar IIB. (1.00 credit hours)
This seminar occurs during the clinical phase and focuses on professional practice topics, as well as ensures students have met all the requisite knowledge and professional criteria for graduation. Students undergo a comprehensive Summative Evaluation during this time to ensure they have acquired broad and specific clinical knowledge as well as to assess their ability to apply these skills during clinical encounters and demonstrate the required competencies for PA practice. The student is evaluated through (1) a comprehensive written examination, (2) an application of clinical knowledge and skills examination in the form of Objective Structured Clinical Examinations (OSCEs).
Prerequisite(s): Completion of the preclinical phase of the School of Physician Assistant Studies or program permission

PAS 612: Clinical Preparatory. (6.00 credit hours)
This clinical course provides the PA student with a comprehensive review of the didactic phase of their PA education. Students engage in a number of activities designed to enhance their current clinical skills and didactic knowledge prior to beginning their clinical rotations. A combination of lectures, case studies, simulated patient encounters, labs and workshops, and a multimedia approach will be used to present the material.
Prerequisite(s): Completion of the preclinical phase of the School of Physician Assistant Studies or program permission

PAS 613: Masters Capstone Project III. (1.00 credit hours)
This is the last of three Masters Capstone Project courses spread across multiple quarters. This course typically occurs in the Spring quarter prior to graduation. Each of the 3 courses focus on a particular aspect of the Masters Capstone Project, to allow the PA student to complete their required project under the guidance of a faculty advisor. In teams of three or four, students will identify a population healthcare need and develop and implement a project to mitigate the identified need. Students will use evidence-based principles to research the medical issue related to their community project. The student teams will prepare and present a professional poster on their topic prior to graduation.
Prerequisite(s): Admission to the School of Physician Assistant Studies

PAS 670: Medical Clinical Services I. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 671: Medical Clinical Services II. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 672: Medical Clinical Service III. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 673: Medical Clinical Services IV. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 674: Medical Clinical Services V. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 675: Medical Clinical ServicesVI. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 676: Medical Clinical Services VII. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 677: Medical Clinical Services VIII. (6.00 credit hours)
The clinical phase of the PA curriculum focuses on direct patient care that offers students a vast array of clinical opportunities with diverse and challenging patient encounters. Prior to beginning their clinical rotations, students engage in a comprehensive review of the entire first phase of training, designed to enhance their clinical exam skills and didactic knowledge. During their clinical rotations, students train with board certified providers, across a number of different specialty areas, each averaging six weeks in length. Students are exposed to acute and chronic patient care needs across the lifespan in a variety of health care settings (i.e. emergency room, outpatient and inpatient settings, operating rooms, and long term care facilities). In order to graduate, students must successfully complete all clinical rotations, the Master's Capstone Project and Graduate Seminars, as well as Summative Examinations.

PAS 698: Independent Study. (5.00 credit hours)
This course is designed to provide the student an opportunity to deepen their understanding of clinical medicine and its application to patient care. Learning will occur through a variety of modalities including recorded or live lecture, online learning modules, simulated and/or virtual patient encounters, practice questions, individual tutoring, and independent study. Emphasis will be placed on developing the student's ability to effectively evaluate, diagnose, and manage clinical medicine conditions in patients of all ages. This course may include principles of anatomy, physiology, pathophysiology, genetic heritability, epidemiology, etiology, clinical history taking, clinical signs and symptoms, diagnosis (including diagnostic labs and procedures), therapeutic management, prevention, and prognosis of disease.

UNIVERSITY STUDENT HANDBOOK

Introduction

The division of Enrollment and Student Services is pleased to present the **2024-25 University Student Handbook**. This handbook includes a compilation of University policies and other information pertinent to the student experience at Marshall B. Ketchum University (MBKU). Please refer to the University Catalog for academic and financial policies along with your respective Program Student Handbook for additional policies and more information. All students are members of the MBKU Student Association and are encouraged to participate in the variety of student led professional organizations and affinity groups/clubs on campus. For more information, please refer to the Student Association Handbook (https://ketchum.presence.io/organization/mbku-student-government-association/documents/).

MBKU is an independent, private, non-profit, accredited educational institution. MBKU is home to the Southern California College of Optometry (SCCO), the School of PA Studies (SPAS) and College of Pharmacy (COP). SCCO awards a Doctor of Optometry, a joint Master of Science in Clinical Optometry, and a Master of Science in Vision Science degree. SPAS awards a Master of Medical Science degree and a PA Certificate. COP awards a Doctor of Pharmacy degree.

A. Vision, Mission, Core Values & MBKU History

Our Vision

We seek to reimagine the future of health care education.

Our Mission

The mission of Marshall B. Ketchum University is to educate caring, inspired health care professionals who are prepared to deliver collaborative, patient-centric health care in an interprofessional environment.

Our Core Values

Marshall B. Ketchum University is guided by the values of:

- **Accountability:** We are committed to honesty, fairness, and responsibility for our words and actions.
- **Caring:** We strive to address the needs of the University community and others by nurturing a spirit of compassion.
- **Excellence:** Consistent with our legacy, we are committed to achieving outcomes of the highest quality.
- **Innovation:** We have the courage to dream and experiment with creative and unique ideas.
- **Respect:** We value the unique talents and diversity of people, strive to work collaboratively, and honor the open exchange of ideas.

History

Marshall B. Ketchum University (MBKU) was established in April 2013 and is named after Dr. Marshall Bidwell Ketchum who founded the Los Angeles School of Ophthalmology and Optometry in 1904 that, decades later, evolved into the Southern California College of Optometry (SCCO).

The School of Physician Assistant Studies (SPAS) admitted the first class in 2014. In 2016, the College of Pharmacy (COP) admitted its first class. Both programs join SCCO in providing a unique opportunity for interprofessional health care education on our campus.

MBKU owns and operates two University Eye Centers at Ketchum Health, one located in Los Angeles and one in Anaheim (est. 2016). Ketchum Health Anaheim also houses the SPAS Family Medicine practice and the COP Pharmaceutical Sciences Research Laboratory.

B. Use of the Handbook

This Handbook is a reference piece for matriculated students used to supplement, not replace, the University Catalog and the individual Program Student Handbooks. During the year, as information or policies are developed, they will be distributed to all students via email as "Handbook Supplements."

The policies outlined in this Handbook give a general understanding of the rules and regulations governing MBKU and they are subject to revision without notification. MBKU assumes no responsibility for errors in, misrepresentation of, or misinterpretation of these policies. Please read the information carefully and be sure to contact University Student Affairs for clarification or more information.

MBKU reserves the right to change programs, policies and requirements published in this Handbook. The Handbook should not be regarded as a contract, but all MBKU students should be knowledgeable of the information therein.

Any suggestions for additional information to future Handbooks are welcomed, including suggestions or concerns about campus policies and procedures. Please contact Enrollment and Student Services at StudentAffairs@ketchum.edu.

C. Non-Discrimination Statement

MBKU is committed to providing an environment in which all individuals are treated with respect and professionalism. In accordance with applicable federal and state laws, it is University policy to prevent unlawful discrimination against students, applicants for admission, employees, applicants for employment and patients requesting treatment on the basis of race, color, national origin, sex, disability, age or any other characteristic protected by applicable law. The University also prohibits sexual harassment and harassment on any of the above bases (refer to the Prohibited Discrimination, Unlawful Harassment & Sexual Misconduct Policy).

Inquiries regarding the University's equal opportunity policies should be directed to the Vice President for Enrollment and Student Services at StudentAffairs@ketchum.edu for students and the Vice President for Human Resources at HumanResources@ketchum.edu for employees.

For further information on notice of non-discrimination, please contact The Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the office that serves your area, or by calling 1-800-421-3481.

University Policies

Classroom Etiquette

The following addresses the expectations of everyone participating in direct educational experiences, either lectures, labs, or clinical assignments. Your faculty may have additional expectations.

Electronic Devices

To preserve the integrity and decorum of the academic and patient care programs, the following guidelines are in effect at MBKU and affiliated clinical teaching programs.

a. Classrooms, Laboratories, and Library

  - All cell phones/electronic devices should be silenced.
  - Respond to electronic messages between classes and labs.
  - Unauthorized electronic devices may not be in any student's possession during any test-taking situation in class or laboratory.

b. Clinical Patient Care Facilities

  - All cell phones/electronic devices should be silenced.
  - No cell phones use in a clinical facility.

Food & Drink

Eating and drinking should mainly occur in designated common areas. When snacking in other areas of campus, be sure to dispose of your trash and be considerate of others. Not only may items spill and destroy or ruin the property of others, but certain fragrances may create an uncomfortable experience for those with allergies or those who are sensitive to odors. Please choose snacks/foods (and perfumes/colognes) wisely!

Please refrain from eating or drinking in the laboratory and clinical facilities, as it has the potential to damage equipment and be disruptive

to the educational experience of others. Beverages may be consumed; however, we ask that spill-proof containers are used. Items such as medications, both prescribed and over the counter, may be consumed on an as-needed basis.

Computer Use Policy

The purpose of this policy is to promote the use of the University's and student's computing resources in an efficient, ethical, and lawful manner and to provide an overview of the uses of University computing resources. It is intended as an addition to existing University policies concerning academic honesty, intellectual property, use of copyrighted materials, the usage of facilities and policies prohibiting harassment, unlawful discrimination, sexual misconduct, and other unprofessional conduct.

Additional relevant computer/email/Wi-Fi use documents are found on the technology tab of the portal (https://my.ketchum.edu/ICS/Students/Free-form_Content.jnz).

1. Appropriate Use

The University's computer resources support its instructional, research, and administrative activities. Appropriate use should always be legal, ethical, reflect academic honesty, reflect community standards, and show restraint in the consumption of shared resources. Use should demonstrate respect for intellectual property, ownership of data, system security mechanisms, and individual rights and freedoms.

Access to the University's computing facilities is a privilege and the University reserves the right to limit, restrict, or extend computing privileges and access to its resources.

The student's computer resources should meet the University standards described in the Recommended Computer Standards for Students document found on this Portal link (https://my.ketchum.edu/ICS/New_Students/Frequently_Asked_Questions.jnz?portlet=Helpful_Documents). Laptops or mobile devices should have strong passwords and/or complex unlocking patterns to access the device. Security patches announced by device manufacturers should be installed immediately after each release. Anti-virus/Anti-malware software should be installed and regularly updated. Patient data must never be stored on a student's personal computing devices.

2. Confidentiality & Privacy

In general, the University treats information stored on computers as private. However, there is no expectation of privacy or confidentiality for documents and messages stored on University-owned equipment. Email and data stored on the University's network of computers may be accessed by the University for a variety of business-related purposes. To the greatest extent possible, individuals' privacy should be preserved. Users of electronic mail systems should be aware that, in addition to being subject to authorized access, electronic mail in its present form may not be secured and may be vulnerable to unauthorized access and modification by third parties.

3. Prohibited Use

Examples of misuse include, but are not limited to:

  - using an unauthorized computer;
  - installing personal software on University computer systems;

- obtaining a password for an account without the consent of the account owner;
- using the campus network to gain unauthorized access to any system(s);
- knowingly performing an act that may interfere with normal computer operations;
- knowingly running or installing a program intended to damage the system;
- attempting to circumvent data protection schemes or uncover security loopholes;
- violating terms of licensing agreements or other laws;
- using email, social media, or other networks to harass others;
- masking the identity of an account or machine;
- posting anything on the internet that violates existing laws or the Student Code of Conduct; **and/or**
- attempting to monitor or tamper with another user's files.

Every time a site on the internet is accessed or communication happens via e-mail, your e-mail address, which identifies the University, is recorded. Using any computer system in any way to discredit the University or compromise University confidential or proprietary information is prohibited.

All violations or alleged violations by students should be referred to University Conduct for adjudication. Additionally, misuse can be prosecuted under applicable law.

4. E-Mail & Communications Policy

MBKU and its Programs maintain a direct and open line of communication with all students to ensure access to information. MBKU provides a University email account for all students upon enrollment. This address is used by all entities on campus for communicating with students. Students are expected to review and respond to email daily. Email sent to University accounts is assumed to be read. Students sending emails on University business should use their provided University email account. Personal communications using MBKU email systems should be kept at a minimum.

The email address naming convention is the following:

a. **Employees**: <first initial of first name><full last name>@ketchum.edu (e.g., Jane Smith would be jsmith@ketchum.edu). When a conflict occurs, additional characters of the first name will be used (and then middle name, if necessary).
b. **Students**: <full first name><full last name>.<SCCO/SPAS/COP><2 digit graduating year>@ketchum.edu (e.g., Jane Smith in OD class of 2025 would be janesmith.SCCO25@ketchum.edu). This format will begin with the fall 2021 incoming students. Previous students do not have program designation **or** have program short-hand designation (OD/PA/PH).
   - If two students have the same name and are in the same program and graduating class, their middle initial will be added to both addresses (e.g., JaneAsmith.SCCO25@ketchum.edu and JaneLsmith.SCCO25@ketchum.edu).
   - If two students have the same **full name** and are in the same program and graduating class, the students will be asked if they have a nickname. The nickname will be used in place of the first name and listed on the MBKU Directory.
   - Student email groups are available to facilitate group conversations. The format of student email groups are as follows: <SCCO/SPAS/COP>classof<graduating year> (e.g., SCCOclassof2025@ketchum.edu for the graduating class of 2025 for SCCO).
- The following email naming convention applies to MBKU's Non-Degree, Eulji, and MSVS programs.
   - COP Non-degree: <full first name> <full last name>.ND@ketchum.edu
   - Eulji International: <full first name> <full last name>.EULJI@ketchum.edu
   - MS in Vision Science: <full first name> <full last name>.MSVS@ketchum.edu

5. Reporting a Cyber Incident

The following cyber security incidents should be reported to ITSupport@ketchum.edu as quickly as possible so that the University may take appropriate action to minimize any negative impact.

Types of Incidents

- Clicking on a phishing email
- If you suspect your computer has been infected with malware
- Unauthorized disclosure of ePHI (Personal Health Information) whether accidentally or not

The University counts on all of us to "Say something if you see something" that appears to be a cyber security incident.

All students should immediately change the temporary password to a personalized password. Due to the importance of passwords in safeguarding University information, strong complex passwords are required. A strong complex password has the following characteristics: at least 8 characters long, with upper- and lowercase alpha characters mixed with symbols and numbers. Please keep in mind your email password expires every 12 months. It is recommended you change it before it expires to avoid loss of access to your account. Your email password is also your Moodle, Library Resource, and Wi-Fi password.

All electronic messages maintained on MBKU platforms are the property of MBKU. Users should not have an expectation of privacy. Access may be denied when there is a substantiated reason to believe that violations of policy or law have occurred or, in time-sensitive cases, when required to meet critical operational needs. The administrators of the University e-mail facility may, within certain limits, block mail including external, unsolicited, bulk e-mail or "spam."

Users should not assume the privacy of their e-mail. Users are advised not to send confidential University communications via e-mail. E-mail may be subject to disclosure under law. Backup copies may be retained for periods of time even if the user has deleted the message from the account. During routine system maintenance, troubleshooting and mail delivery problem resolution, network or systems staff may inadvertently see the content of e-mail messages.

Students should set up a signature line in their email. Students may not describe themselves as a candidate for their degree. The term "candidate" is reserved for students who have completed all their coursework, apart from their dissertation. The following is an example of a signature line for student use:

First Name Last Name
Optometric Intern / PA-S / Student Pharmacist
Class of 20##

Southern California College of Optometry/School of PA Studies/College of Pharmacy
Marshall B. Ketchum University

Student email addresses will be kept indefinitely, even after graduation. It will become a forwarding-only email address that directs to a designated external email account. Students must maintain an active external email address and update MBKU whenever that changes. Please see the Student Address Update Form on this Link to Portal (https://my.ketchum.edu/ICS/Online_Forms/). After graduation, contact University Advancement/Alumni Relations to update the external email address. The email group for each class year (i.e., SCCOclassof2025@ketchum.edu) will also be kept indefinitely to facilitate future communications.

Creation of non-individual email addresses (aka shared mailboxes or distribution lists) needs to be approved by the Director of Information Technology. Additionally, there are use restrictions on certain distribution groups. The following groups are restricted to the President's Executive Council (PEC), department heads and specific designees for official University business only:

- Everyone (includes students, employees, residents)
- All Employees
- Admin
- Ketchum Health (includes Employees and Residents of Ketchum Health)
- Clinic (includes Ketchum Health and UECLA)
- All Faculty
- All Staff

Unacceptable Usage of Emails:

- Emails containing confidential information such as social security numbers and credit card information.
- Sending or forwarding emails with any libelous, defamatory, offensive, racist, or obscene remarks.
- Copying and sending written material that is subject to copyright protection without permission.
- Knowingly sending an attachment that contains a virus.
- Sending unsolicited email messages.
- Forging or attempting to forge email messages.
- Disguising or attempting to disguise your identity when sending email.
- Sending email messages using another person's email account without their consent.
- Copying a message or attachment belonging to another user without permission of the originator.
- Sending chain letters or junk emails. Mass emails require approval from IT.

6. Social Media Standards

MBKU has created these social media guidelines to assist students in making professional decisions. The permanence and written nature of online postings cause them to be subject to high levels of scrutiny. Therefore, postings within social networking sites are subject to the same standards of professionalism as any other personal or professional interaction and are treated as if made in a public forum. This is the case for students, faculty, staff, and all other MBKU constituents.

The following are MBKU's expectations regarding social media participation. While not all-inclusive, it is expected that students use the highest integrity and judgment when engaging in any communication.

a. Monitor other people's statements/photos, etc. that may be viewed under your name. If others are displaying unprofessional behavior, consider changing your restrictions to avoid those statements, etc. from being affiliated with you.

b. Inappropriate postings may be considered as violations of the Student Code of Conduct (p. 77).

c. Always avoid giving medical advice on social media, as this may result in a violation of HIPAA and may cause danger to others.

d. Never discuss specific patient information online, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based upon the context.

e. Under no circumstances should photos of patients or photos depicting the body parts of patients be displayed online. Once you post, the actions of others could lead to legal or professional consequences.

f. To maintain healthy patient-clinician relations and to avoid potential legal consequences, refrain from interactions with patients on social media platforms.

g. The lines between public and private as well as personal and professional are often blurred online. By identifying yourself as a MBKU student, you may influence perceptions about MBKU or your program by those who have access to your information. All content associated with you should be consistent with MBKU's values and professional standards.

h. Influencer-driven content is very popular. As a student, if you are approached to be an influencer and represent yourself as an MBKU student, permission must be approved by Enrollment and Student Services and Marketing and Communication Departments prior to any content being created.

i. Final approval of content posted on MBKU's official social media accounts, including Instagram, TikTok, LinkedIn, and Facebook must be approved by the Marketing and Communications Department.

Copyrighted Works Policy

The Higher Education Opportunity Act of 2008 (HEOA) includes provisions designed to address illegal peer-to-peer sharing of copyrighted works by those using campus networks. Although the MBKU network infrastructure is a vital asset that enables academic and research activities by employees and students, it is important that this shared resource is used in compliance with copyright and information security laws.

The HEOA contains three general requirements that MBKU must implement to control illegal file sharing or risk losing federal financial aid funding for students.

1. An annual disclosure to students describing copyright law and campus policies related to violating copyright law.

2. Certify in the Department of Education Program Participation Agreement that MBKU has a plan to effectively combat copyright abuse on the campus network using a variety of technology-based deterrents.

3. An agreement to offer alternatives to illegal file sharing or downloading.

Annual Disclosures

All MBKU users must respect the copyrights in works that are accessible through computers connected to the MBKU network. Federal copyright law prohibits the reproduction, distribution, public display, or public performance of copyrighted materials without permission of the copyright owner unless fair use or another exemption under the copyright law applies. It is the policy of the University to respect the intellectual property rights of others. If it comes to the attention of the University that an individual is using MBKU computer equipment and/or network access to violate copyright law, the university will act to stop such activities.

1. The University has the right to determine the appropriate use of the MBKU name, shield, Program name, and associated logos and images. Any unauthorized use is a violation of copyright laws.
2. Any copyright violation traced to students will be referred to the UniverStudent Conduct for adjudication. Copyright violation penalties may include the loss of network connectivity and disciplinary action.
3. In addition, violations of copyright law may lead to criminal charges and civil penalties. Under current copyright law, criminal cases of copyright violation carry a penalty of up to five years in prison and a $250,000 fine. Civil penalties of copyright infringement include a minimum fine of $750 for each work. While criminal prosecution for illegal downloading is rare, civil lawsuits are quite common.

To avoid the risk of copyright infringement, as well as possible exposure to viruses or malware, unexpected material, or spyware, users should obtain materials through the many authorized internet services that legitimately distribute copyrighted works online, whether music, e-books, television shows, movies, and more. If you are in doubt regarding an issue or questionable use, you should contact the Director of Information Technology Services or the Senior Director of Library Services to resolve the issue before pursuing any questionable use of MBKU resources.

MBKU Plan to Combat the Unauthorized Distribution of Copyrighted Material

MBKU currently blocks ports commonly used for illegal Peer-to-Peer (P2P) use and monitors remaining network traffic for possible illegal use. If high bandwidth consumers are observed, they are contacted to ensure that their bandwidth consumption is the result of legal purposes only.

Warning signs are posted on campus stating that the person using the equipment is liable for any infringement. The University will also apply traffic monitoring and aggressively respond to Digital Millennium Copyright Act notices.

The MBKU Library provides licensed electronic access to books and journals through several publishers and databases. Password-protected access is provided through the library website. Authorized users include full-time and part-time students. By signed license agreement, each student may: access, search, browse, view, print, and store electronic copies for exclusive use, one article per journal issue, or one chapter or 10% of each book. By signed license agreement, students may not redistribute, or retransmit journal articles or book chapters downloaded from any of the electronic resources provided by the library.

MBKU is under no obligation to protect a user from a complaint or action arising from any violation, or alleged violation, of the law, including infringement of any intellectual property rights due to the use of peer-to-peer or any other type of file-sharing software applications. Users should understand that material accessible through the internet does not mean that accessing and distributing such material is authorized by copyright holders. Even when users pay for access, they do not necessarily acquire the right to distribute the material to others.

Copyright Clearance Center

The Copyright Clearance Center Annual License provides the MBKU community with comprehensive copyright coverage that colleges and universities need to share information. With this license, students have copyright permission to use thousands more books and journal articles in the classroom and in their research, while respecting the intellectual property of others. For more specific copyright information, please visit the MBKU Library website (https://ketchum.ent.sirsi.net/client/en_US/default/).

Student Grievance Procedures

Minor differences can be resolved informally by speaking directly with the person or persons involved in a disagreement. However, there may be situations where a more formal process may be necessary. A grievance is an official statement of a complaint by a student over something believed to be wrong or unfair that occurred at MBKU. This process is intended to settle disputes through mediation and reasoned discussion. It is not intended to replace the student conduct process, the Title IX sexual harassment and nondiscrimination process, the administrative rules of the University, or any other appeal/grievance already existing within a Program or department. Usually, the resolution of a complaint or grievance involves the resolution of the problem/issue; not the punishment of those involved. Students who have an informal complaint or academic or nonacademic grievance must follow the instructions below.

Procedures for Complaints or Grievances Not Discussed Below

More formal alternative procedures exist for situations such as when a student is erroneously required to pay a fine or penalty, erroneously has money withheld by the University, has been denied the right to amend their educational records, is charged with an offense under the student code of conduct, is alleging discrimination on the basis of race, national origin, religion, gender, sexual orientation, age, disabling condition or marital status, or is alleging sexual harassment.

For more formal procedures relating to such situations, consult the Title IX Sexual Harassment and Non-Discrimination Policy (p. 88), Student Code of Conduct (p. 79), or contact the Title IX Coordinator, Program Dean/Director, or Enrollment and Student Services for more information.

Definitions

1. Informal Complaint: An informal complaint is defined as an academic or non-academic issue that a student has with a faculty/instructor, staff member, administrator, or department or program of the University.
2. Non-Academic Grievance: A non-academic grievance occurs when a *grievance petition form* has been filed because a student believes that they have been dealt with arbitrarily, unfairly, or in ways that violate established laws, rules, policies, or procedures, or past practices by

the University as a whole or any unit or agency or function thereof and in a manner that has caused actual harm to the student.

3. Academic Grievance: An academic grievance occurs when a *grievance petition form* is submitted because a student believes that they have been harmed by being treated arbitrarily or unfairly within the context of the course or academic policies and procedures. In order to file an academic grievance, the student must demonstrate actual harm. It does not involve perceived rude treatment, classroom style, or general grading policies. For example, the student may not like a particular professor's classroom style or grading practices as a whole, but this does not constitute grounds for a grievance. The student may, however, use the informal complaint process to talk with an administrator about the perception of inappropriate behavior. The assignment of course grades is at the heart of the faculty member's responsibility. Only the responsible faculty member can judge students' performance in a particular course. Thus, only the responsible faculty member can assign or recommend changes of letter grades (A, B, C, D, F) for their courses.

4. Complainant/Grievant: A complainant/grievant is an individual who believes they meet the criteria listed in the definition of Non-Academic or Academic Grieve.

5. Respondent: A respondent is an individual who is the subject of the grievance or complaint, if applicable.

6. Appellant: An individual who is filing an appeal.

7. Appeal: The resolution of an academic or non-academic grievance may be appealed. Appeals must be based on the issue of substantive or procedural errors which are prejudicial to the impartial consideration of the case.

8. Confidentiality: It is understood that committee members, faculty, staff, and administrators involved in the discussion of complaints or grievances will maintain professional standards of confidentiality. Students should be aware that every effort will be made to maintain confidentiality; however, university officials may be obligated to disclose information to law enforcement or other agencies as required by law.

Informal Complaints

1. Resolving a Non-Academic Informal Complaint:

The student must first discuss and attempt to resolve the issue with whomever the issue arose, if at all possible. (Please note, this requirement does not apply in cases of alleged violations of the student code of conduct or sexual harassment, sexual misconduct, or discrimination. In those cases, the student should contact the Vice President for Enrollment and Student Services (VPESS) or the Title IX Coordinator for guidance.) In the event that such an informal discussion is not possible or the issue is not resolved, then the student should contact the Program Dean/Director, Department Director, appropriate administrator, or designee to try to reach an informal resolution. The student must initiate a complaint no later than thirty (30) business days after the alleged incident. The student may be aided by Enrollment and Student Services in following procedures correctly. The Program Dean/Director, Department Director, appropriate administrator, or designee receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their University email address within fifteen (15) business days of receiving the complaint.

2. Resolving an Academic Informal Complaint:

Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, including grade disputes, students will first address the issue with the faculty/instructor. In the event the student and faculty/instructor have not resolved the issue, the student will contact the Program Academic Affairs Officer or Program Dean/Director within thirty (30) business days after the alleged issue. The Program Academic Affairs Officer or Program Dean/Director receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) via their University email addresses within fifteen (15) business days of receiving the complaint.

Grievance

1. Initiating a Grievance

If the complaint is not resolved informally and the student wishes to continue the process, the student must email a completed *grievance petition form* (located on the Registration and Records (https://my.ketchum.edu/ICS/Office_of_Registrar/) tab at My.Ketchum.edu) to StudentGrievance@Ketchum.edu. The petition form will be forwarded to the appropriate person of the unit in which the alleged violation of rights occurred.

Prior to any grievance action, the complainant(s) must attempt to obtain a satisfactory resolution through the Informal Complaint process. A grievance petition must be filed no later than thirty (30) business days after the notice of the informal complaint resolution decision.

2. Non-Academic Grievances

A non-academic grievance must meet the definition in order to be reviewed and/or heard and not be covered by any other university policy, procedure, or administrative rule (i.e., student code of conduct).

The director, administrator, or designee receiving the written grievance shall attempt to resolve the matter and is required to report the decision, in writing, to the complainant(s) and respondent(s) via their University email addresses within fifteen (15) business days of receiving the grievance petition. If there is a need to extend the deadline, the director, administrator, or designee will inform the grievant of the new timeline and the reason for the extension. The director, administrator, or designee receiving the written grievance has the discretion to accept a grievance filed after the thirty (30) business day deadline.

If the grievant(s) wishes to appeal the grievance decision, the student must follow the appeal process outlined below.

3. Academic Grievances

An academic grievance must meet the definition in order to be reviewed and/or heard and not be covered by any other University policy, procedure, or administrative rule.

The Program Dean/Director then has fifteen (15) business days to make a determination and report the decision, in writing, to the complainant(s) and respondent(s) via their university email addresses. If there is a need to extend the deadline, the Program Dean/Director will inform the grievant of the new timeline and reason for the extension. The Program Dean/Director has the discretion to accept a grievance filed after the thirty (30) business day deadline.

If the grievant(s) wishes to appeal the grievance decision, the student must follow the appeal process outlined below.

Appeal

1. Grounds for an Appeal
   A student may submit an appeal within ten (10) business days of the notification of the grievance decision. The specific grounds to be addressed are:
   a. Were the procedures of the policy followed?
   b. If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?
   c. Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?
   d. Was the information presented during the review sufficient to justify the decision reached?
   e. Was there relevant information existing at the time of the review that was not discovered until after the review that is sufficient to alter a decision?

2. The Appeal Process
   If the grievant(s) wishes to appeal the grievance decision, the student must submit a completed *grievance appeal form* (located on the Registration and Records (https://my.ketchum.edu/ICS/Office_of_Registrar/) portal tab), including the written response to previous resolution attempts within ten (10) business days of receiving the decision to StudentGrievance@Ketchum.edu. The form will be forwarded to the VPESS for nonacademic grievance appeals or Vice President for Academic Affairs (VPAA) for academic grievance appeals.

The appeal will be reviewed within fifteen (15) business days of receipt. The Vice President will notify the appellant(s), respondent(s), and appropriate Program Dean/Director, Department Director, Administrator, or designee of the decision, in writing via their university email addresses, within ten (10) business days of their decision.

An appeal is limited to a review of the underlying decision, the file supporting the decision as provided by the decision-maker, and any statement supporting the appeal submitted by the appellant:
   a. To determine if the grievance procedures policy and investigation were conducted fairly in light of the complaint and grievance made and information presented and giving the appellant(s) a reasonable opportunity to present information. A deviation from procedures required by this policy will not be a basis for sustaining an appeal unless significant prejudice of impartial consideration of the case results;
   b. To determine whether the decision reached regarding the matter was based on substantial information, that is, whether there were

facts that, if believed by the Program Dean/Director or University Administrator, were sufficient to support the grievance decision;
   c. To consider new information sufficient to alter a decision or other relevant facts not brought out in the original complaint or grievance, but only if such information or facts were not known to the grievant at the time of presenting the grievance.

If the Vice President overrules a decision in whole or in part, they may:
   a. Modify the decision; or
   b. Remand for further proceeding.

No appeal shall be allowed unless the appellant cites specifically the grievance record and states with specificity the grounds under which the appeal shall be allowed. Any appeal submitted that does not include the required information will be dismissed without review.

The Vice President shall be responsible for reviewing substantive or procedural appeals from the decision(s) of a Program Dean/Director or University Administrator.

Decisions of the Vice President are final. There is no further appeal within the Student Grievance Procedures policy.

Institutional Record of Student Complaints

In compliance with federal regulations and accreditation requirements, an Institutional Record of Student Complaints is maintained in Enrollment and Student Services.

1. **Complaint about employees** - If a member of the MBKU community, or public reports a complaint against a University employee, the report is forwarded to the MBKU Office of Human Resources for resolution, and if the complainant is a student, it will be included in the Institutional Record of Student Complaints.
2. **Complaint about University policies or procedures** - If a student files a complaint against a University policy or procedure, it shall be addressed using the Student Grievance Procedure and included in the Institutional Record of Student Complaints.

Any student submitting a qualifying complaint shall have their complaint entered into the Institutional Record of Student Complaints and preserved for review by accrediting site teams. Though these complaints cannot be submitted anonymously, to maintain privacy, any request to view the log by accrediting bodies, or others, shall require that all names contained within logged complaints be redacted prior to inspection of the log. No actual documents accrued relating to a complaint shall be shared with an accrediting body without the express permission of the Complainant.

Filing Complaints Directly with the State of California

MBKU is committed to addressing student complaints timely and effectively, in accordance with the University's Student Grievance Procedures. If a student believes that the University's procedures have not adequately addressed their concerns, students may also file external complaints with the agencies identified below.

Bureau for Private Postsecondary Education

A complaint may be filed by writing or calling the Bureau's Enforcement Section at the following address and telephone number:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

For more information see How to File a Complaint (https://www.bppe.ca.gov/enforcement/complaint.shtml/).

An alternative avenue for filing a Complaint is to utilize the California Department of Consumer Affairs (DCA) online Complaint Form (Online Complaint Form (https://www.dca.ca.gov/consumers/complaints/consumer.shtml/)). The DCA will forward the Online Complaint to the Bureau.

Anyone may file a complaint if they believe an approved institution has violated the laws governing the institution's operation. Complaints are most often received from students, their families, other members of the private postsecondary education industry, law enforcement agencies, and other regulatory agencies.

Intellectual Property

MBKU holds the creative process and all products from that process, including copyrighted, trademarked, or patented material, and other intellectual property, in high regard, with the expectation that all students and employees of MBKU will conscientiously uphold principles of academic integrity and respect for the intellectual property of others. MBKU believes that our community is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the University and its learning communities reasonable access to, and use of, the intellectual property for whose creation the University has provided assistance. The University must ensure that its facilities, financial resources, and property are not used for personal profit or gain.

Therefore, it is policy of MBKU that:

1. All classes of intellectual property created on a student's or employee's own time, using their own resources, private property and facilities are the sole property of the owner;
2. Material created for ordinary teaching use in the classroom and in department programs, such as syllabi, PowerPoint presentations, assignments, and tests, shall remain the property of the faculty author and the University;
3. MBKU students may use course materials for their personal educational use only and may not make any of the material available to others without the express written permission of the instructor and the University;
4. A written agreement between the creator(s) and the University will occur for any form of intellectual property that was created or produced using the resources, property, or facilities of MBKU;
5. No student or employee shall realize a profit from any intellectual product sold exclusively to students at the University; **and**
6. All students and employees will maintain academic integrity and respect others' intellectual property rights.

Policy developed using, in part, the Sample Intellectual Property Policy and Contract Language from the American Association of University Professors (AAUP).

Jury Duty

Serving as a juror is an important part of civic duty but serving while enrolled in a program of study may be disruptive. Therefore, students who receive a notification to serve should go to the verification page on the Registration & Records (https://my.ketchum.edu/ICS/Registration_and_Records/) Tab on the Portal to review the procedure for securing an excuse letter. Registration and Records may write a letter on behalf of the student requesting their service obligation be postponed to a time after graduation. It is the student's responsibility to send the letter, along with their Jury Summons per the instructions on the jury duty notification, to the specific court indicated. All students are responsible for monitoring the court's response to the request.

Lost & Found

Money, purses/wallets, electronic devices, and all other valuables should not be left unattended. Lockers are provided to students in different areas on campus. MBKU Campus Safety maintains a Lost and Found so that items may be returned to their rightful owner. MBKU is not responsible for lost or stolen property. Thefts should immediately be reported to the Campus Safety. To assist in the investigation, please complete an incident report, available in the Campus Safety Office.

Mail Center

Auxiliary Services – Mail Center / Print Shop

The Mail Center/Print Shop provides the University with top quality mail & shipping services and high quality prints for handouts, tests, manuals, images, etc. Located in Building C, 1st Floor (Suite 106).

Mailing/Shipping Options: USPS, Fed Ex, and UPS.

Printing Options:

Black and White copies

Color Copies/Photo Images

Test, Manuals, Flyers, Handouts, Labels, Booklets, Pamphlets, and more...

Variety of paper types and sizes/colors/weights as well as gloss prints are available.

Bindery Options:

Coil Binding

2 & 3 Hole/Multi Punch

Folding, Stapling, Cutting & Padding

Preferred Name Use

Purpose: MBKU recognizes that members of the community may use first names other than their legal first name to identify themselves. As an equitable, diverse, and inclusive community, MBKU supports the use of a preferred first name for certain purposes and records in the course of university business, communication, and education.

Policy: The University allows a student to use a preferred name. A legal first name will be used where required by law or university requirements. An individual's information will be linked to an individual's legal first name and, if designated, a preferred first name for the purposes of university

records. A designated preferred first name will be used whenever possible during university life.

Definitions

Legal first name: an individual's first name as evidenced by one of the following documents: birth certificate; unexpired Government-issued photo ID (i.e., passport, driver's license, or non-driver identification card); marriage certificate/license or divorce decree; or court issued name change order.

Preferred first name: a first name used on a daily basis that is different from the student's legal first name.

Examples of reasons to use a preferred name include:

- Student's legal name is inconsistent with their gender identity
- Student primarily uses their middle name instead of their first name
- Student goes by a name significantly different from their first name
- Student uses an English language name during their course of study

Note: Nicknames that are common abbreviations of first names (such as "Joe" for "Joseph" or "Kate" for "Kaitlyn") are not covered under this procedure. For clarification on whether a name is a common abbreviation, students may contact Registration and Records.

Procedures

Any student who uses a name other than their legal name, for any reason, is welcome to submit a MBKU Preferred Name Request Form (available on the Registration and Records tab (https://my.ketchum.edu/ICS/Office_of_Registrar/Address_Name_Change__Preferred_Name_Request.jnz) on the portal) to Registrar@ketchum.edu, so long as it does not contain inappropriate or offensive language nor seek to misrepresent the identity of the individual. Registrations and Records will be responsible for updating the student record.

A preferred first name along with legal last name will be used in the following functions:

- Marshall B. Ketchum University Identification Card
- Email Name
- Moodle Name
- MyKetchum Display Name
- Course Rosters
- Presence Display Name
- Unofficial Transcript

A legal first name, along with legal last name, will be used for the following functions:

- Admissions Correspondence
- Degree Verification
- Enrollment Verification
- Financial Aid
- Federal and State Agency Reporting
- Student Accounts
- Official Transcript

- Diploma
- Accounts Payable and Payroll
- Patient Records in Clinical Education (the record may also denote the preferred first name if the electronic health record system allows for it)

Each Program will be responsible for collecting student names for use in the following areas:

- White Coats
- Commencement and White Coat Programs
- Scholarship and Awards Programs

Note: Students may use their preferred name for the above items. They should use their preferred name when placing orders for White Coats or when applying for scholarships. Registration and Records will notify the Programs of their students' preferred names.

Student Accounts Services Policies & Procedures

Student Accounts Services is responsible for the financial administration of all student billing and payments related to tuition and fees, University-owned housing, 3rd party billing, processing of refunds with approved disbursement amounts by Financial Aid and management of 1098-T tax reporting.

Any student who wishes to discuss their student account or needs further explanation of the policies and procedures presented in this section are encouraged to contact Student Accounts Services. More information can be found on the Student Accounts tab on the portal.

Students must:

- Review their bill to make sure that all charges and credits are correct
- Set up Authorized Users to grant account access to parents or other payers
- Pay the amount due by the due date

Tuition & Fees

Student Accounts Services presents timely and accurate quarter billing of tuition and fees to students, as well as notification of other charges. We will send an email when a statement is available after each quarter's initial billing, then monthly, by email, if a balance exists on their student account.

Students are responsible for their account balance and ensuring that their student account is in good standing. Please check your student account at least once a month and seek assistance if you have any questions.

Due Date – Students can find the upcoming published quarter tuition due date on the Student Accounts Services tab on the portal, under the Calendar section. Tuition and fees for each quarter are due by the first day of class, with a 10-calendar day grace period. A late fee may be assessed for payments received more than 10 calendar days after the start of each quarter. If you have difficulty meeting the payment deadline, contact StudentAccounts@Ketchum.edu (https://my.ketchum.edu/ICS/Student_Accounts/Sign_Up_for_Direct_Deposit.jnz).

In the final professional year, all accounts must be paid in full prior to commencement. The student will not receive their diploma from the University unless all accounts are paid in full. As a graduating student, any payment on the account made within 10 business days of commencement must be in the form of cash, cashier's check, and/or money order. Personal checks and credit cards will not be accepted.

Mandatory Equipment and Materials Fee

Depending on the Program, the Mandatory Equipment and Materials Fee is prorated. This prorated fee is calculated by adding the total fee for the entire length of the program and dividing this by the proration period. The fee for SCCO is prorated over ten quarters (first three years). The fee for SPAS is prorated over nine quarters. The fee for COP is not prorated.

Other Charges

a. Returned Checks - $25.00 for the first check and $35 for each subsequent check. Any check issued to MBKU which is returned by the bank as unpaid is considered a returned check. Returned checks are subject to an administrative fee, which will be charged to the student's account. The student's account may be placed in Past Due Status. MBKU may request the returned check be replaced by cash, money order, or cashier's check and MBKU reserves the right to not accept any future check payments from that student.

b. Library and Parking Fines and Fees - Library and Parking charges are assessed and collected by the respective departments. If payment for a charge is not received, the charge information is turned over to Student Accounts Services for collection. The student's account may reflect the amount due to the Library or Campus Safety and will be placed in Past Due Status until the charges are paid.

c. University-Owned Housing - Rent is due by the first day of each month, with a five-calendar day grace period. A late fee of $70 will be charged to students who pay their rent after the grace period. In the event the tenant does not pay their rent by noon on the first business day of the following month, MBKU may elect to start eviction proceedings.

d. Late Fee - $50.00. The late fee may be charged each quarter to students who have not paid their tuition balance in full by the tuition due date.

e. Interest Fee - All outstanding accounts are subject to interest at the rate of 6% annually (applied monthly) on the unpaid balance from the prior month.

f. Miscellaneous Fees - as determined by your Program.

g. The Board of Trustees of Marshall B. Ketchum University reserves the right to change tuition and fees or to establish additional fees for special features or services if deemed necessary.

Payments

Online: Tuition and fees can be paid online via my.ketchum.edu (https://my.ketchum.edu/ICS/Student_Accounts/Transact_Integrated_Payments_(Formerly_known_as_CashNET).jnz). Student Accounts Services does not accept debit or credit card payments. Debit and credit payment processing is outsourced to a third-party, via Transact SmartPay. A non-refundable processing fee of 2.95% for domestic cards and 4.25% for international cards will be added to debit or credit card payments made via Transact SmartPay. To avoid the debit or credit card processing fee but still pay online, you may pay with a check.

In-person: You may pay with checks, money orders, cashier's checks, or cash. We accept cash (up to $500.00 per quarter), personal check, cashier's check, money order, or bank wire transfers for payment of tuition and other fees. Payments received by wire may be subject to fees equal to those charged by our bank. Cash payments that total more than $10,000 as a result of a single transaction or two or more related transactions within a 12-month period requires an IRS Form 8300 to be filed within 15 calendar days of receipt. The term "cash" means coin and currency; or a cashier's check or money order having a face amount of $10,000 or less. Cash does not include a personal check, regardless of the amount.

International Payments

MBKU receives international payments through Flywire, a third-party service provider facilitating international payment processing. Flywire allows you to make a payment, typically in your home currency, via bank transfer, credit card, e-payment, and more. To make a payment, go to ketchum.flywire.com (https://payment.flywire.com/pay/payment/). We will accept payment for the student account balance only. We will not refund any surplus via a US bank account or paper check. For any surplus, funds will be returned to the original payment account. Please note Flywire may charge a 0.5% refund processing fee.

Past Due Status

A student may not proceed from one quarter to the next without having fully paid the previous quarter's student account balance. A student with a past due balance may be prevented from registering for classes or receiving their diploma. Any exception must have prior approval from University Administration by submitting a "Request for Payment Extension" form, which can be obtained through the Student Accounts Department. Accounts are assessed at each quarter's tuition due date and monthly. Students can find the upcoming published quarter tuition due date on the Student Accounts page (https://my.ketchum.edu/ICS/Student_Accounts/Calendar.jnz) on the portal. Accounts will be designated as past due if there is an unpaid account balance after the due date. It is important for students to monitor their accounts. Payments may be lower than expected (e.g., reduced scholarships, denied or defaulted loans) or charges (e.g., fees and fines) may be added leaving students with balances that must be paid. If a student withdraws from their program, the account is reassessed which may result in an account balance change.

In the final professional year, all accounts must be paid in full prior to commencement. The student will not receive their diploma from the University unless all accounts are paid in full. Any exception must have prior approval from University Administration. As a graduating student, any payment on the account made within 10 business days of commencement must be in the form of cash, cashier's check, and/or money order. Personal checks and credit cards will not be accepted.

Until the account balance is paid in full, or appropriate payment arrangements are made with Student Accounts Services, students will be charged a past-due fee, in addition to monthly interest if an unpaid balance exists.

Former students – A former student who has a balance on their MBKU student account or an intuitional loan with their loan servicer may have a hold on their student account. This hold may prevent a former student from being able to receive a copy of their diploma.

If a student leaves or withdraws from MBKU, the student is responsible for the remaining balance on the student account including any accrued

interest charges. The balance becomes immediately due and payable to MBKU unless appropriate payment arrangements are made with Student Accounts Services.

MBKU will make every effort to contact former students with past-due accounts. However, when a former student does not pay the balance due or fails to fulfill a commitment to a payment plan, or MBKU is unsuccessful in contacting the former student, the account is referred to a collection agency (see Collections (p.   )).

Emergency Loans

Should a student encounter an unexpected expense, they may apply for an Emergency Loan. To apply, students must visit the student portal to complete the Abel Emergency Loan Application. The application is in the Financial Aid Forms & Documents section of the Financial Aid tab (https://my.ketchum.edu/ICS/Financial_Aid/).

Approval of the request is subject to the availability of funds and is at the discretion of the Director of Financial Aid and/or Chief Financial Officer. Funds are disbursed within one week of approval of the Emergency Loan Application.

Emergency loans will be issued for a maximum of $950 and are repayable from federal or private student loan(s). Emergency loan repayment is due within 30 calendar days of the issue date.

Overpayment (or Living Expenses) Funds

When a student's MBKU student account has a credit balance (where payments, loans, and scholarships exceed charges), a refund for the overpayment is determined and a payment is due to the student. The University's policy is to resolve eligible credit balances on student accounts as promptly as possible, in compliance with all applicable regulations, and by the end of the term in which the credit balance is created, by issuing a refund to the student. Those accounts with a verified credit balance will have their funds refunded to them. Anticipated funds, including anticipated financial aid, are not considered credits to a student's account until the funds have been posted to the student account. Students will have two options for receiving their funds from overpayments:

1. ACH Direct Deposit (electronic payment to the student's bank account)
2. paper check.

To elect ACH Direct Deposit, see the procedure below; otherwise, a paper check payment will be issued and mailed to the student's address of record. There may be a delay in issuing an overpayment if students are late in submitting their required documents to Financial Aid Office by the financial aid deadline. If Financial Aid funding creates a credit balance after being applied to the student's account, any credit card payment will be refunded first.

ACH Direct Deposit Procedure

To receive funds as quickly as possible, all students are strongly encouraged to enroll in ACH Direct Deposit. To enroll, students must visit the student portal. The link is located in the Student Accounts tab (https://my.ketchum.edu/ICS/Student_Accounts/). Students need only to enroll once.

ACH Direct Deposit requests rejected by a banking institution may be issued as paper checks.

Student Financial Responsibility Agreement

All students are responsible for the tuition, fees, and costs associated with their enrollment in any programs and services at MBKU. Therefore, all students are required to sign the Student Financial Responsibility Agreement before they start their program with MBKU to ensure they are fully aware of their financial responsibility.

Authorization to Release Student Account Information

A student's account will not be discussed with any party, including a parent or spouse, without the authorization of the student. An authorization form, adding an authorized user or payer is available on Cashnet. This form is separate from any other release students may complete for another office on the MBKU campus.

Collections

If after graduating or withdrawing from MBKU, a student or former student (hereinafter "student") has a balance due to MBKU ("debt"), the student will be contacted via email and/or U.S. Mail. If the student does not respond, the debt may be sent to a collection agency and the student will be responsible for all interest, collection, and legal fees associated with the debt. The debt will be reported to a credit bureau.

Campus Store

The Campus Store handles all equipment distribution and most of the equipment repairs. Please refer to the Warranty Information, previously provided, for specifics. The Campus Store also carries a variety of merchandise and has sales throughout the year. Our normal hours of operation are Monday through Thursday 9:00 AM to 3:00 PM and Fridays 9:00 AM to 2:00 PM. Please stop by, call (714) 449-7434, or email us at MBKUStore@ketchum.edu. if you have any questions.

Student Identification Number

MBKU assigns a Student Identification (ID) number to all students. Students should identify themselves using their student ID number when communicating with various Departments on campus to ensure the Department is accessing the correct student information. This avoids mistaking students with the same or similar name. Your student ID is used in the library, campus store, campus accounts and campus safety offices.

While a student's Social Security number is requested at the time of admission, under the provisions of the Federal Privacy Act of 1974, a student is not required to provide the Social Security number. Although providing the Social Security number is voluntary at the time of admission, some students who do not provide it initially may be required to do so later to meet federal and state financial aid and other fiscal requirements.

Student Identification and Access Cards

In addition to the student ID number, all MBKU students are issued an Identification and Access (Access) card. All MBKU students and employees must wear an MBKU-issued ID Access Card when on campus or an MBKU-owned property. The card serves to quickly identify members

of the MBKU community and provides you access to the campus buildings by swiping your Access card across the keypad.

If lost or misplaced, please notify Campus Safety immediately. A replacement ID Access Card may be obtained by completing a replacement form. The ID Access Card is non-transferable to anyone, at any time, for any purpose. Disciplinary action may result if it is discovered that the ID Access Card was fraudulently used to gain access to any card-accessible area on campus.

For your convenience, your student ID is printed on the back of your Access card. It will appear like the example below:

- *1010XXXXX*
- Student ID: 10XXXXX - Your student ID number is a seven-digit number without the asterisks and first "10."
- Library ID: 1010XXXXX - A nine-digit number that is printed and used by the library for their bar code scanning system.
- When your student ID number is requested, please use the 7-digit number without the first 10.

Student Photographs at University Events

Photographs are commonly taken at University events by MBKU Multimedia Services and other personnel. These photographs may be used in University publications/communications including use on the University website and on the University's social media platforms.

Please note: You do not have to be photographed. If you do not want your photograph used, the best way to ensure this is by not posing for photographs taken by University officials. Photographs containing groups of students and do not list the names of students are considered directory information and may be used without additional consent (see "Directory Information (p.   )" policy). Photographs and video obtained at public events may also be used at the University's discretion. If a photograph is used that lists student names, a University designee will review the FERPA Confidentiality block list. All students who have previously indicated a Category II FERPA block will not be used.

Volunteer Activities with Outside Organizations

MBKU encourages its students and employees to participate in volunteer activities that have humanistic purposes. These activities may include health care and medical screening services to those who are otherwise unable to obtain such care. While organized local health and medical screenings are arranged through the Programs with appropriate faculty supervision, the University does not sponsor, control or otherwise supervise the activities of outside organizations sponsoring volunteer activities, including mission trips and travel to foreign countries to deliver care. Students may participate in such activities at their own discretion. However, students will not be excused from classes or assignments to participate in these activities, nor will patient care counts be given for participation, nor will work study funds be authorized.

It should be clearly understood that participation in such outside activities is up to the individual student/employee and is not a University-affiliated activity.

Student Conduct

The Student Code of Conduct (Code) supports MBKU's Vision, Mission and Core Values through educating the community on expectations and responsibilities related to student behavior. The academic environment should foster conditions that are conducive to the full pursuit of knowledge and learning. Therefore, MBKU has established guidelines for the adjudication of individuals accused of violating University or Program codes, rules, regulations and/or policies. In addition, MBKU has established the Code to ensure the protection of student and University expectations, the health and safety of the University community, to foster the personal and professional development of students, and to support the efficient operation of MBKU programs. The overall goal of the Code is to maximize student success and minimize negative impacts on individuals and the community. This Code sets forth the applicable standards of our community and authorizes the administration of student conduct at MBKU.

Upon acceptance of admission to an MBKU Program, each student subscribes to and pledges complete observance of the standards of conduct outlined in the University Student Handbook, University Catalog, and the respective Program Student Handbook. In the case a Program policy is in direct conflict with a University policy, the University policy governs.

Structure

This Chapter consists of nine sections and numerous sub-sections beginning with definitions of applicable terms, how the University creates, maintains, and disposes of conduct records, and descriptions of types of behaviors. The Chapter describes the expectations, responsibilities, and required behaviors of students, guests, and the community. In addition, this chapter outlines both the Program and University Conduct Processes and concludes with information related to Title IX of the Education Code.

Guiding Philosophy

As a health care university, MBKU is committed to educating and developing professionals with the highest ethical principles, professional standards, and understanding of legal responsibilities to achieve positive patient outcomes. To this end, the Code is guided by the philosophy that all students adhere to the Code, and if a potential violation of the Code occurs, they can learn from the situation to mitigate future potential consequences.

Purpose

The Code is our commitment to upholding the ethical, professional, and legal standards we use as the basis for our daily and long-term decisions and actions. We all must be aware of and comply with the relevant policies, standards, laws, and regulations that guide our education, work, and practice. We are each accountable for our actions and, are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws, regulations, and policies.

Being a member of the MBKU community is a privilege. This privilege comes with the responsibility to act in accordance with all institutional rules and policies. This Code provides information on behavioral expectations and outlines the process used to address violations of these expectations.

Process

All members of the MBKU community are responsible for holding themselves and others accountable for the standards of behavior outlined in the Code. If any member of the MBKU community believes a potential violation of the Code has occurred, it is their duty to report it to the appropriate University Official. Though every incident involving potential violations of the Code will vary, the general process is consistent, and details are listed in the Student Conduct Process (p. 82).

The effectiveness of the MBKU student conduct process is contingent upon the commitment of those involved to maintain a nurturing academic and social environment while affording an individual student's maximum personal freedom within University guidelines. These processes are designed to not only hear alleged incidents of student misconduct, but also to be a learning experience for those involved. If students are found responsible for misconduct, it is an opportunity to educate and affect change in future behaviors. However, when students fail to meet University standards, they ultimately risk separation from the University community. MBKU's system of progressive sanctioning principles is designed to effect positive behavioral changes for the betterment of students as well as the entire MBKU community.

Expression, Assembly & Forum

MBKU is committed to promoting an inclusive campus culture and fostering a learning environment where free inquiry is celebrated. Dissent, disagreement, a difference of opinion, or thinking differently from others is an aspect of expression in higher education, whether it manifests itself in a new and differing theory in quantum mechanics, a personal disagreement with a current foreign policy, opposition to a position taken by the University itself, or by some other means. The University recognizes the crucial importance of maintaining open communication and dialogue in the process of identifying and resolving problems that may arise in the dynamics of life in a university community.

Related Policies

In addition to the information included below certain existing policies under other categories within this handbook also address issues related to expression, assembly, and forums including the Student & University Expectations (p. 79), University Student Code of Conduct (p. 79), Student Association Handbook (https://my.ketchum.edu/ICS/Students/MBKU_Student_Government_Association_(MBKUSGA).jnz), Title IX: Sexual Harassment and Non-Discrimination Policy (p. 88), Drug & Alcohol Abuse (p. 111), and Classroom Behavior & Professional Standards of Dress (p. 78). Additionally, each Program has its own Professionalism policies located in the Program Handbook. Familiarity with these policies is extremely important as it relates to expectations of professionalism in clinical settings.

MBKU has published policies and procedures regarding hosting events on campus found in the Student Organization Handbook on the Portal (https://my.ketchum.edu/ICS/). Certain events (i.e., guest lectures, fundraisers, etc.) have a longer approval process than others to ensure a reasonably safe and professional learning environment is maintained.

By choosing to attend MBKU, students give their informed consent to follow University guidelines on professionalism and expectations of behavior. As a graduate health care institution, MBKU has extremely high standards of professional conduct which these policies and processes support.

Forums

As a private university, MBKU is not considered an acting arm of the state and therefore not directly bound by the First Amendment or the California Constitution (which only limits government action). University-owned spaces, including clinics, are private property and therefore not considered public forums. These spaces are also not available for use by people or groups unaffiliated with MBKU.

Certain locations on campus are not available for events or meetings unless an exemption is granted. These include:

    a. Private offices, research laboratories, and clinical facilities (not including designated meeting rooms)
    b. Facilities with sensitive materials, equipment, or records such as some offices and the library
    c. Classrooms or meeting spaces where classes or other activities are already being held or have been reserved for that specific date/time

Expression

Expression can take many forms, though at MBKU they will most often occur as meetings and scheduled events. Regardless of the form, expressive activities should not:

    a. Disrupt normal University operations
    b. Block access to campus buildings
    c. Obstruct free movement on campus
    d. Disrupt classes or other educational activities
    e. Disrupt patient care, delivery of health care, and other clinic-related services and/or education

What Is Not Considered Free Expression?

Students may be found in violation of University policy if they engage in the following actions or behaviors:

    a. Unreasonably infringing on others' rights to free expression at authorized demonstrations, events, or programs
    b. Violate the law
    c. Enter a restricted area without authorization

For more information on planning an event, please refer to the Student Association Handbook (https://my.ketchum.edu/ICS/Students/MBKU_Student_Government_Association_(MBKUSGA).jnz).

Classroom Behavior & Professional Standards of Dress

The classroom instructor, through their individual course syllabus, is responsible for outlining and managing the expected conduct of students in exercising classroom discipline, subject to accepted departmental, college, and University standards and practices.

MBKU policy only permits enrolled students, persons authorized by the instructor, and administrative personnel to be admitted to instructional areas during scheduled periods. MBKU policy prohibits all forms of disruptive or obstructive behavior in academic areas during periods of scheduled use or any actions which would disrupt scheduled academic activity.

Any person or persons in unauthorized attendance or causing a disturbance during scheduled academic activity shall be identified by the instructor and asked to leave and may be subject to disciplinary action. Persons refusing such a request may be removed by MBKU Campus Safety and Security and are subject to disciplinary action and/or criminal violations.

Use of classrooms and other areas of academic buildings during nonscheduled periods is permitted only in accordance with Program and University policy and practices.

In addition to academic standards and standards of conduct, MBKU has a significantly higher standard of dress expected and required than what most students may have encountered during undergraduate studies. The student intern is not only surrounded by fellow students, but also by future colleagues in the health professions and the community at large.

Students should conduct themselves in a manner befitting a health care professional. MBKU is an academic health care institution, and as such, it is expected that its students display a mature professional demeanor and observe an appropriate level of judgment regarding personal hygiene, grooming and dress. It is important to dress in a manner that is respectful to professors, classmates, staff, and campus and clinic visitors.

Individual Programs and instructors may elect to have more rigorous dress code requirements for certain classes (e.g., patient care-related laboratory proficiencies/clinical skills). If an instructor feels dress is inappropriate, action may be taken at their discretion. For details, please reference the respective Program Student Handbook, or classroom syllabus.

Student & University Expectations

Cultivating an environment of mutual respect and responsibility is the foundation of educational and professional excellence. Every member of the campus community expects to learn, work, and thrive in a safe environment where mutual respect is fostered, and the dignity and worth of diverse people and ideas are valued and respected. All students admitted and enrolled in the University have an obligation to uphold these expectations, and to conduct themselves in a manner compatible with the University's function as an educational institution. Similarly, students can expect the University to treat students with respect and in a professional manner of excellence. Should students have a negative experience they are encouraged to use the Student Grievance Procedures (p. 70) to resolve these matters.

What Students Should Expect from the University

1. Access to faculty, staff, academic technology, classrooms, MBKU Library services, Student Achievement Center resources and services, and other resources necessary for the learning process.
2. Access to academic advising and clear expectations for degree and graduation requirements.
3. Interactions with employees who act professionally, provide clear expectations for performance and evaluation, hold classes/meetings as scheduled, are accessible for office hours, appointments, or consultation, and maintain a clear connection between course description and content.
4. Employees sensitive to students' religious beliefs and observances and/or pregnancy/parenting status, including an expectation that reasonable arrangements should be made upon notice that a student will miss an exam or other academic/clinic obligation resulting from the observance of a religious holiday and/or pregnancy-related concerns.
5. Freedom to raise relevant issues pertaining to classroom discussion (including personal beliefs), offer reasonable doubts about data presented, and express alternative opinions without concern for any academic penalty or scrutiny.
6. Study, work and interact in an environment free of amorous or sexual advances by an employee. All amorous or sexual relationships, consensual or otherwise, between faculty/staff and students should be unacceptable when professional responsibility for the student exists. Such responsibility encompasses both instructional and non-instructional contexts.
7. Freedom from Unlawful Discrimination, Prohibited Harassment, and Sexual Misconduct: All students have the expectation to study, work and interact in an environment that is free from unlawful discrimination and prohibited harassment in violation of law or University policy by any member of the University community.
8. Expectation of Privacy: A student's personal privacy, as provided by law, shall be protected by the University.
9. Information: The University shall provide accessible information which explains applicable academic, clinical, and behavioral standards (i.e., MBKU Student Handbook, MBKU Catalog, Program Student Handbooks, Clinic/Rotation Manuals, and course syllabi).
10. Student Records: Student's academic, health, judicial, and other confidential records shall be maintained, and students shall have access to these records, in a manner consistent with University policies and applicable state and federal laws.
11. Participate in Student Organizations and Campus Activities: The University recognizes that students expect to form organizations in accordance with the law and University policy, including but not limited to those organized for intellectual, religious, social, economic, political, recreational, or cultural purposes.
12. Campus Climate, Curriculum, and Policy Development: The University/Programs afford(s) all students the opportunity to share their views and participate in the initiation and development of University/Program policies, curriculum, and services through course evaluations, focus groups, surveys and participation on select faculty/staff committees.
13. Fair Hearings: A student subject to University Student Conduct processes arising from violations of University policies and/or procedures shall be assured fair/impartial hearings.

University Student Code of Conduct

In cases where an MBKU student is found responsible for a violation of the Code, MBKU shall impose sanctions that are consistent with the impact of the offense on the community. MBKU reserves the right to pursue criminal and/or civil action where warranted.

1. Student Code Authority

a. The University President shall have the ultimate oversight and authority over University Student Conduct process.

b. For University Student Conduct processes, the President has designated the Vice President for Enrollment and Student Services (VPESS) as authorized to render decisions and sanctions, and/or assign cases to other trained Officers/designees in accordance with this process.

c. The VPESS shall develop processes and procedural rules for the consistent administration of University policies. The VPESS and/or designee shall serve as Chair of the University Conduct Committee and facilitate Committee hearings.

d. The Program Dean/Director or VPESS decisions shall be final after appropriate appeal processes have concluded.

2. Jurisdiction

The MBKU Code shall apply to conduct that occurs on University premises or clinical rotation sites, at University-sponsored activities, and to off-campus conduct that adversely affects the University community. Each student shall be responsible for their conduct and the conduct of their guests, from the time of admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end. Additionally, students shall be responsible for conduct that occurs during the academic year as well as during periods between terms of actual enrollment.

The Code shall apply to a student's conduct even if the student withdraws from classes at MBKU after a report was submitted or while a disciplinary matter is pending.

The Code applies at all University locations and any other ancillary educational locations including but not limited to clinical facilities, labs, internships, or rotation sites, when applicable and/or related to MBKU coursework.

3. Anonymous Material

The University will consider acting on a case-by-case basis if it receives anonymous material concerning student health, welfare, or safety, or if it is audio/video of a potential student conduct violation.

Verbal, written, or electronic communication forms of anonymous material related to a potential student conduct violation will not be considered for University action.

Anonymous material that threatens the safety of any persons or property at the University, shall be brought to the immediate attention of the President, Director of Campus Safety, and/or any appropriate law enforcement agencies.

4. Standards of Conduct

The commission of or attempting to commit a violation of a Standard of Conduct or being an accessory to the commission of an act or attempted act shall be considered a violation of the Standard of Conduct and subject to disciplinary sanctions.

4.1 Academic Dishonesty: cheating, plagiarism, academic negligence, and any other forms of academic dishonesty; misrepresentation or omission of facts or furnishing false information to any University official, faculty member, staff, or office; forgery, alteration, or misuse of any University document, record, or instrument of identification.

4.2 Professional Standards Violation: failure to follow the respective Program Professionalism Standards found in respective Handbooks.

4.3 Disruption: interrupting or disrupting an authorized university function or academic activity that impedes the normal continuation of that activity; or interfering with the freedom of movement of any member of the university community, guest, or visitor of the university or impeding or interfering with the rights of any person to enter, use or leave any university facility, or authorized university function or impeding or interfering with the ability of any university official to perform normal functions and duties.

4.4 Harm to Others: Causing physical harm to any person; endangering the health, safety, or welfare of any person; engaging in conduct that causes a reasonable person to fear harm to their health, safety, or welfare; or making an oral or written statement that an objectively reasonable person hearing or reading the statement would interpret as a serious expression or threat of an intent to commit an act of violence to a particular individual or group of individuals.

4.5 Discrimination: Conduct that is based upon an individual's status within a protected class under federal, local, or state law, that has the purpose or effect of unreasonably interfering with an individual's employment, educational access, educational performance or creates an intimidating, hostile, offensive, or abusive environment for that individual's employment, education, living environment, or participation in a University activity.

4.6 Harassment: Unwelcome verbal, non-verbal, graphic, physical, electronic, or other conduct that subjects an individual to an intimidating, hostile, or offensive educational or employment environment, is based on one or more of the characteristics listed above, and which:

a. Denigrates, insults, ridicules, disparage, or stereotypes an individual or an individual's conduct, family, friends, habits, or lifestyle; and

b. Is sufficiently severe, persistent or pervasive, and objectively offensive that it limits or interferes with the individual's ability to participate in or benefit from the University's programs or activities.

4.7 Sexual Misconduct: Refer to Title IX: Sexual Harassment and Non-Discrimination Policy (p. 88).

4.8 Hazing: Intentionally, knowingly, or recklessly, for the purposes of initiating admitting, or affiliating a student into or with an organization, or for the purpose of continuing or enhancing a student's membership or status in an organization, causing, coercing, or forcing a student to do any of the following, regardless of whether such conduct occurs on or off campus.

a. Violate federal or state criminal law.

b. Consume any food, liquid, alcoholic liquid, drug, or other substance which subjects the student to a risk of emotional or physical harm.

c. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics, or exposure to the elements.

d. Endure brutality of a mental nature, including actively adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment.

e. Endure brutality of a sexual nature.

f. Endure any other activity that creates a reasonable likelihood of bodily injury to the student. It shall not be a defense to a charge of hazing that the student consented to the conduct in question.

4.9 Property Violations: Any of the following conduct with respect to private or public property including, University-controlled property:

a. theft;

b. misappropriation or fraud;

c. unauthorized possession, use, sale, duplication, or solicitation of funds

d. vandalism- destruction; damage; or conduct that is reasonably likely to cause damage.

4.10 Unauthorized Use:

a. **Building:** unauthorized entry with or without force into any building, or facility or failure to vacate university facilities at the closing hours or at the request of a university official, unless prior approval is obtained to remain on the premises.

b. **Records:** gaining or attempting to gain unauthorized access to university records including but not limited to paper records, computer files or systems.

c. **Computers:** gaining use or attempting to gain use of university computers without proper authorization including but not limited to unauthorized:

   1. Use of computer and/or data processing equipment;

   2. Access to computer systems;

   3. Possession of computer software or data;

   4. Copying or use of computer software or data;

   5. Use of computer accounts; or

   6. Use of computer-related equipment.

d. **University Name or Logo:** use of the university's name without the express authorization of the university except to identify institutional affiliation in an authorized manner. University approval or disapproval of any political or social issue may not be stated or implied by an organization; or use of official letterhead stationery, envelopes, logo or seal as part of any publication, correspondence, or other printed material without prior submission of the material to, and written permission received from, the appropriate university official(s).

4.11 Safety Hazard:

a. **Fire:** Any act of arson; falsely reporting a fire, the presence of an explosive or incendiary device, or other emergency; setting off a false fire alarm; or tampering with, removing, or damaging fire alarms, fire extinguishers or any other safety or emergency equipment from its proper location except when removed in a situation in which there is a reasonable belief of the need for such equipment.

b. **Other:** Any act that creates a safety hazard to others on campus

4.12 False Information: Providing false information to a University official, at a university hearing, or the false reporting of an emergency or violation of this Code of Conduct; or without proper authorization, reproducing, copying, forging, tampering, altering, falsifying, misusing, or attempting to do the foregoing to any record, document, or identification.

4.13 Drugs and Paraphernalia: Using, manufacturing, possessing, distributing, selling, dispensing, or being under the influence of drugs, if prohibited by federal, state, or local law; using, manufacturing, possessing, distributing, or selling drug paraphernalia, if prohibited by federal, state, or local law; using or possessing a prescription drug if the prescription was not issued to the student; or distributing or selling a prescription drug to a person to whom the prescription was not originally issued. Although the State of California allows the private recreational

use and possession of small amounts of marijuana for people 21 years of age and older, marijuana is still illegal under federal law.

4.14 Alcohol: knowingly possessing, keeping, consuming, allowing to consume, serving, purchasing, selling, making available to another person or directly providing funding for alcoholic beverages in violation of state or local statutes, ordinances, laws, rules and regulations university rules and regulations.

4.15 Weapons: unauthorized possession or use of any type of firearm, explosive, taser or stun gun, switchblade, knife or sword longer than 2″ (besides kitchen knives), or other weapon, or firework. "Weapon" shall mean any instrument, device, substance, or item capable of causing or inflicting injury or death and designed or specifically adapted to look like or be used as a weapon or possessed, carried, or used as a weapon.

4.16 Misuse:

a. **Keys/Access Cards:** Possessing, using, or duplicating University keys, University access cards, or University identification cards without authorization from the University.

b. **Identification:** refusing to present identification when requested by a university police officer or other university official who identifies themselves; using or attempting to use any means of identification or other document or card not rightfully issued to the individual; or altering, tampering with, or misusing a university identification card or other university-issued means of identification.

4.17 Privacy: Invasion of another person's privacy when that person has a reasonable expectation of privacy including, without limitation, using electronic or other means to make a video or photographic record of any person in a location in which the person has a reasonable expectation of privacy, without the person's knowledge or consent. This includes but is not limited to, making a video or photographic record of a person in showers, locker rooms, or restrooms. The storing, sharing, and/ or distributing of such nonconsensual recordings by any means is also prohibited.

4.18 Failure to Respond or Comply: Failing to respond to a request to report to a University administrative office; failing to comply with a lawful directive of a University employee or other public official acting within the scope of their duties.

4.19 Policy or Rule: Violating a University or Program policy or rule including, without limitation, University or Program policies or rules relating to facilities' use, the acceptable use of information technology resources, research misconduct, University libraries, parking or transportation, posting or distribution of materials, University identification card use, and registered student organizations.

4.20 Indecent Conduct: Engaging in lewd, indecent, or obscene conduct, including, without limitation, public exposure of one's sexual organs, public urinating, and public sexual acts.

4.21 Violation of Interim Actions or Disciplinary Sanctions: Violating the terms of a no-contact directive, an interim restriction, a disciplinary sanction, or a condition of re-enrollment imposed by the University.

4.22 Violation of Law: Committing an act that is prohibited by local, state, or federal law.

4.23 Retaliation: MBKU encourages reporting any activity constituting a violation of policy, law, rules, or regulations, or mismanagement, gross waste of funds, abuse of authority, or a substantial and specific danger

to public health and safety without fear of retaliation. In compliance with federal and state law, this protects individuals from interference when making protected disclosures, and for refusing to take part in any activity that is illegal or in violation of any MBKU policies. Retaliation includes disciplinary or adverse action taken against an individual because they have made a protected disclosure or have participated in an investigation, proceeding, or hearing involving a protected disclosure. Individuals are protected from disciplinary action or other retaliation as a result of disclosing wrongful conduct. Individuals who self-report their own misconduct are not afforded protection by this policy.

4.24 Abuse of the Code Process: Abuse of the student conduct process, including but not limited to: falsification, distortion, or misrepresentation of information under review by the VPESS, the University Conduct Committee, Appellate Officer, and/or other University Conduct Officer; disruption or interference with the orderly conduct of a conduct meeting/Hearing; attempting to discourage an individual's proper participation in, or use of, the student conduct process; attempting to influence the impartiality of a University Conduct Officer prior to and/or during the conduct meeting/Committee Hearing; harassment (verbal or physical) and/or intimidation of a University Conduct Officer prior to, during and/or after a conduct meeting/Committee Hearing; influencing or attempting to influence another person to commit an abuse of the student conduct process; and retaliation against any person submitting a complaint of any alleged policy violation or against any person cooperating in the fact-finding (including testifying as a witness) of any alleged violation of this Code.

5. Intersection with Criminal Law

MBKU student conduct proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in a court of criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the VPESS. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal charges arising from the same factual circumstances as the alleged University rules/regulations violation were dismissed, reduced, or resolved in favor of or against the Respondent/Defendant.

When a student is charged by federal, state, or local authorities with a violation of law, MBKU shall not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under the Code, MBKU may advise off-campus authorities of the existence of the Code and of how such matters are typically handled through the University student conduct process. MBKU shall attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with campus rules or sanctions). Individual students and other members of the University community acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

Student Conduct Process

1. Reporting Misconduct

a. Any member of the public or University community may report a complaint against a student for alleged misbehavior. Different types of reports have different reporting processes including:

- Emergency/Urgent/Immediate safety situation – Campus Safety (714-992-7892)
- Title IX (p. 88) (discrimination/harassment/sexual misconduct involving student or employee) – TitleIX@ketchum.edu
- Student Code of Conduct or University Policy Violation – Enrollment and Student Services - StudentAffairs@ketchum.edu
- Complaint against a Program Policy – Program Dean/Director, or designee
- Employee as Respondent (non-Title IX) – Human Resources - HumanResources@ketchum.edu
- General Concern for student or employee wellbeing – Report a Concern Form (https://my.ketchum.edu/ICS/Community/Report_a_Concern.jnz)
- Unsure – Enrollment and Student Services – StudentAffairs@ketchum.edu

b. Each complaint and conduct process is unique and may not always follow this outline precisely. The Program Conduct Process section is intended to provide general guidance in resolution to potential Code violations. All conduct processes shall begin under the assumption that the Respondent has not violated Program or University policy.

2. Program Administrative Process

If a complaint about a potential violation(s) of the Code are reported to a designated Program administrator, the administrator either:

a. Speaks to the student directly to talk about the incident (no sanctions); OR

b. Forwards the complaint/report to the Enrollment and Student Services Conduct Officer (initiating the University Conduct Process, #4 below). Unofficial Program administrative procedures should only be utilized with simple, non-serious incidents where it would not be reasonably appropriate to provide sanctions after a first offense. Program administrators may not sanction students.

Any and all other reports should be forwarded to the University Conduct Process.

3. University Conduct Committee (UCC)

All cases involving sexual misconduct and/or harassment/discrimination shall be forwarded to the MBKU Title IX Office for resolution. (See Title IX: Sexual Harassment and Non-Discrimination Policy (p. 88).)

a. Composition – Managed by Enrollment and Student Services, the University Conduct Committee (UCC) shall be a University-wide standing committee comprised of nine faculty, and administrators from all University Programs. Each summer, the Program Dean/Director submits the names of three faculty and/or administrators within their Program to serve on the

Committee. These individuals may serve on the UCC for any number of years. Once selected, UCC members are trained on the Fair Hearing and University Student Conduct process.

b. Scope - The UCC shall conduct Fair Hearings or hear on matters involving scenarios in which:
- the student accepts responsibility but does not agree/accept the sanctions given by the University Conduct Officer (UCO);
- the student denies responsibility but is found to have violated the Code by the UCO;
- serious sanctions may be required (e.g., suspension or separation from the University) or cases serious in nature, involve complicated facts, and/or involve students/groups with previous disciplinary violations; OR
- the student requests a UCC hearing.
  - For matters in which individuals pose a danger to themselves, others, or the immediate well-being of the University community, the Medical Extended Absence Policy (p. 11) shall be followed, including the possibility of separation from the University.

c. Participation - If a need arises for a UCC Fair Hearing, the nine individuals shall be contacted to participate and 2-4 will be selected based on availability. The VPESS (and/or designee) shall serve as Committee Chair by facilitating the hearing, ensuring due process, and performing interviews and administrative functions. UCC policies and procedures are outlined in the Conduct Committee Handbook. This document is maintained by Enrollment and Student Services.

d. Initial Assumption - All UCC Fair Hearing processes shall be operated under the initial assumption that the Respondent has not violated University/Program policy.

4. University Conduct Committee Process

Every complaint and conduct process is unique and may not always follow the exact process below. However, this process is intended to provide general guidance in the resolution of potential Code violations.

a. **Complaint Intake** – The UCC Process will initiate either by transfer of complaint from a Program administrator, or by direct intake. University Conduct Officer (UCO) will ensure the appropriate intake of complaints, determine the basic validity of the complaint (is/is not a potential violation of the Code), review/edit the case file, and prepare for the next steps.
  i. The UCO will determine if Support Measures may be required due to concerns for the personal safety, health, well-being, or fear of confrontation by involved parties while the case is being investigated. Support Measures include, but are not limited to:
     1. No Contact Orders
     2. Campus Safety presence at meetings
     3. Temporary schedule adjustments
     4. Brief removal from class or campus
     5. Interim Suspension – Outlined below

b. **Initial Investigation** – The UCO shall conduct an initial investigation, including appropriate interviews with complainants and/or respondents, consideration of relevant materials, presentation of initial charge letter (subject to change based on circumstances of the case), and review of the next steps of the process.

i. If respondent admits and accepts responsibility, the UCC may resolve with consideration of the admission.
ii. If respondent denies responsibility, UCC will convene, conduct training review with UCC, and begin formal investigation

c. **Formal Investigation** – In consultation with the UCC, UCO will conduct a formal investigation into the allegation.
  i. If requested by respondent, UCO will provide relevant details related to initial complaint to inform respondent statement, or potential witnesses to rebut charges.
  ii. Initiate appropriate interviews with witnesses, or other related parties
  iii. Collect and organize relevant information and materials, which may include information from interviews, past conduct cases, respondent statement, etc.
  iv. Review, update, and present charge elements in Notice of Fair Hearing to respondent (in person when possible, or by electronic means if necessary) and answer any relevant questions. If charges change significantly from initial Notification of Charges, respondent will have opportunity to respond to new charges. Additionally, throughout the course of the Fair Hearing, new information may necessitate further modifications of the charges and the respondent will be notified accordingly and provided an opportunity to respond.
  v. Provide respondent with information regarding expectations and responsibilities related to Fair Hearing process. See below.
  vi. At the conclusion of the investigation, the UCA may prepare a written investigative report of the findings of the investigation. The investigative report may include an assessment of the credibility of persons interviewed during the investigation and an assessment of whether it is more likely than not that the Respondent violated the Code or other policy.

d. **Fair Hearing** – Fair Hearings shall be conducted using the following guidelines:
  i. The intent of Hearings is to use an educational perspective to provide a fair, efficient, and private process to determine if a student has violated the Code, what level of responsibility the student must take, and what consequences the student must accept in order to mitigate the impact on the community. The burden rests with the University to prove that a violation occurred.
  ii. In cases involving more than one respondent, the UCC shall conduct separate Hearings to determine the responsibility of each student.
  iii. Hearings shall be scheduled at the convenience of the VPESS, in consultation with the UCC. All efforts shall be made to schedule the Hearing as soon as possible. Respondents may be excused from educational activities for Hearings but will still be held responsible for any missed work/hours.
  iv. If Respondents wish to have witnesses, relevant information, or a support person present/considered at the Hearing, the respondent must notify the VPESS no less 72 hours prior to the hearing to verify and schedule. The student support person may not actively participate in the Hearing but may consult with their student if they have questions/concerns.

v. The VPESS, in their sole discretion, shall determine which information is relevant given the report and/or the facts and circumstances and will notify the respondent appropriately.

vi. After all relevant information, materials, witnesses, and statements are heard, the UCC shall consider if there is a preponderance of the evidence that the respondent more likely than not violated the Code as charged. Then the UCO will inform the respondent through a Notification of Findings letter outlined below.

1. **Notification of Findings** – Once the UCC reaches a decision on the question of responsibility, the UCO will notify University President, and Program Dean/ Director, then deliver the Findings to the student in person if possible, or electronically if needed, in order to provide additional information, support and resources, or answer any relevant questions.

2. Potential Findings:
   • If the UCC finds, through the Hearing process, that the charges require further modification, the Findings may indicate such. If charges change significantly from the Notification of Fair Hearing, respondent will have 3 business days to respond to new charges.
   • If the respondent is found not responsible, then the Notification of Findings indicates the case is dismissed and closed.
   • If the respondent is found more likely than not responsible for one or more violations, the Findings will indicate the charges they are responsible for, include sanctions and reference to the appeal process of the finding.

e. **Failure to Attend** - If the Respondent fails to attend a conduct meeting or Hearting, then the Respondent waives all rights to a Hearing. The UCO or UCC may; 1) proceed with the Hearing without the Respondent; AND/OR 2) automatically find the Respondent responsible and issue sanctions.

f. **Sanctions** – Possible sanctions are outlined below. In most cases, sanctions will be effective immediately upon receipt of Findings. However, in some cases they will be effective when possible, or following an appeal process. Appropriate academic penalties for students will be determined by the faculty (i.e., zero score for an exam if student is found responsible for cheating).

g. **Appeals** – When a UCO or the UCC reaches a Finding regarding the Code, it is important for both the respondent and complainant to understand their options and procedures for appealing the Finding. UCC Appeals are described in detail below.

h. **Authority** – A student's Program Dean/Director shall serve as the Appellate Officer (AO) for all cases or shall assign an appropriate AO to the case. The AO shall have the sole authority to determine whether an appeal warrants further review. An appeal that has been declined by the AO is considered a final and binding decision. An appeal that has been accepted for review (meets one, or more criteria below) shall be limited to a review of all supporting case documents, the verbatim recording of the Committee Hearing, and only new information specifically related to the appeal criteria (if applicable). The AO may request

(electronic) written clarification from appropriate parties to inform their decision on the appeal request.

i. **Criteria** – Appeals based solely on disagreement with the outcome and/or sanction(s) shall not be accepted. Any attempt to appeal must clearly demonstrate one (or more) of four criteria:

   i. There was a material deviation from written procedures that jeopardized the fairness of the process;
   ii. There is new information that was unavailable at the time of the Hearing, which could have resulted in a different outcome;
   iii. There was a demonstrable bias by the UCO, UCC, or VPESS;
   iv. The sanctions were substantially disproportionate to the severity of the violations, given the facts and relevant information.

j. **Timeline** – The eligible appealing party may submit an appeal within three (3) business days of the Finding being issued. Such appeals shall be in writing (electronic or paper) and must be delivered to the VPESS, who will ensure it is promptly delivered to the appropriate AO. If applicable, the VPESS may share the appeal with the non-appealing party directly involved with the case for possible counter-appeal.

k. **Counter-Appeal** – If applicable, the non-appealing party directly involved with the case may provide a response to the appeal. The non-appealing party shall have one (1) business day from the notification of appeal to submit a response (electronic or paper) to the VPESS, who will ensure it is promptly delivered to the appropriate AO. If no response by the non-appealing party is submitted, the AO shall make a final determination on the information provided by the appealing party.

l. **Valid Appeal** – If an appeal is deemed valid by the AO (addresses one of the outlined criteria above), the AO shall only consider information related to that criteria for the appeal to reach a decision on next steps. Decisions of the AO on next steps will fall into one, or more, of four outcomes related to each of the required criteria for appeal:

   i. Convene a UCC consisting of all new members to conduct a new Fair Hearing and re-notice the student in accordance with the UCC procedures outlined above.
   ii. Consider the new information presented and make the final determination and sanctions, if applicable.
   iii. Depending on which party is identified, convene a University Conduct Committee consisting of all new members to conduct a new Fair Hearing, or a new UCO to manage and review the specific components deemed inappropriate with the UCC. The UCC may issue new Findings based on revised process.
   iv. AO will adjust sanctions to be proportionate to the severity of the violation.
   Note: The decision of the AO, when made in any circumstances listed above, shall be final and binding upon all involved.

m. **Close of Case** – There shall be a single verbatim record of all student conduct Hearings. Digital recordings of interviews shall be the property of the University. These recordings will only be maintained until the appeal process has concluded or as deemed necessary by the University. Upon conclusion of the Appeals process, the entire case file shall then be stored with the University's disciplinary records. These records are kept separate from the student's academic record. While FERPA requires that students be provided the opportunity to "inspect and review" their record, the University is not required, nor shall it, provide a copy of the record to the student. Per University policy Disciplinary records are destroyed immediately after graduation. Please see the Records Retention Policy (p. 15) for details.

n. **Conclusion** – At the conclusion of the UCC Process, the involved MBKU administrators shall evaluate the matter for actions that may be taken to improve University practices.

5. Sanctions

These sanctions are available to appropriate University Conduct Officers or the UCC to apply to any student found responsible for violating University or Program policy. Program Administrators may not give sanctions to students. However, some are reserved specifically for UCC processes or student organizations as indicated below.

Disciplinary sanctions should be consistent with the impact of the offense on the University community shall be imposed. Progressive discipline principles shall be followed in that the student's conduct history at MBKU (and any other institution, if applicable) shall be considered, along with any other relevant information while determining sanctions. All sanctions will have a designated time frame for their duration, or in which they must be completed.

Academic standards shall continue to be established and administered by each Program, including Academic Probation and Academic Dismissal. Please see the respective Program Handbook for more information.

Disciplinary action taken against a student may include one or more of the following:

a. Mediation/Restorative Justice – A voluntary and confidential process where a neutral third-party facilitator helps two or more people in conflict have a constructive conversation to resolve issues, repair harm and improve relationships.

b. Written Warning – A notice in writing to the student that the student is violating or has violated University policy and a copy of the warning letter is placed in the student's conduct file (notation in their disciplinary record).

c. Administrator Conferences – Required meeting(s) with Program/University administrators to discuss behaviors and plan(s) for improvement.

d. Professional Probation – Places students at a higher risk of more severe disciplinary sanctions if the student is found to violate any University policy during the probationary period. Any MBKU student on Professional Probation may not participate in leadership roles on campus, including federal work-study positions. Temporarily noted on the student transcript.

e. Academic Penalties – Including but not limited to grading penalties and academic misconduct transcript notations.

f. Loss of Privileges – Denial of specified privileges.

g. Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service, monetary, or material replacement.

h. Educational/Developmental Sanctions – Work assignments, essays, service to MBKU, community service or other related discretionary or educational assignments.

i. Supportive Measures: Must be approved by VPESS and may include, MBKU No Contact Orders/No unnecessary contact between the Respondent and the Complainant, victims, survivors, witnesses, or other individuals, Interim Suspension (see below), or other supportive measures.

j. Interim Suspension - In certain elevated circumstances, the VPESS may impose an interim suspension prior to a conduct meeting. The University President shall be informed prior to notifying the student.

Interim suspension may only be imposed in one of the following circumstances:

i. To ensure the safety and well-being of members of the University community or preservation of University property

ii. To ensure the student's own physical or emotional safety and well-being

iii. If the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

1. Interim suspension shall take effect immediately and last for no more than ten (10) business days. The 10-day period may be extended for good cause by the VPESS or by agreement with the Respondent.

2. The Respondent may challenge an imposed interim suspension in writing within two business days. The challenge shall be sent to the Program Dean/Director, who will inform the VPESS of receipt.

3. The Dean/Director shall render a final decision

4. During the interim suspension, the Respondent shall be denied access to campus and/or all other University activities or privileges for which the student might otherwise be eligible, as the VPESS may determine to be appropriate.

5. The interim suspension does not replace the regular Conduct Committee process, which shall proceed on the normal schedule, up to and including the completion of the Hearing, submission of sanctions (if any), and if required, may include appeal processes (if any).

Sanctions *only* available to the University Conduct Committee

Given the serious nature of these sanctions, the following standards apply to all of them:

a. University President informed prior to receipt of Notification of Findings

i. Suspension – Separation of the student from the University for a definite period after which the student shall be eligible to return without reapplying. Conditions for return may be specified. Based on the UCC's decision, Suspensions may be effective immediately or deferred, pending an appeal process. Temporarily noted on the student transcript.

ii. Dismissal – Separation of the student from the University for a definite period after which the student shall be eligible to reapply for admission. Based on the UCC's decision, Dismissals may be effective immediately, or pending an appeal process. Permanently noted on the student transcript.

iii. Expulsion – Separation of the student from the University permanently. Based on the UCC's decision, Expulsions shall be effective immediately, or pending an appeal process. Permanently noted on the student transcript.

Sanctions available to be imposed upon recognized MBKU student organizations:

a. Those sanctions listed above.

b. Loss of selected privileges for a specified period

c. Suspension of recognition

d. Loss of recognition

6. *Record Keeping*

MBKU will maintain all the documentation related to reports of Misconduct using the schedule listed below. The documentation of all records is private and confidential to the extent possible under law. Student records of the conduct process are disciplinary records under Family Education Rights and Privacy Act (FERPA).

- Expulsion and Suspension are permanently noted on the transcript.
- Probation related to misconduct is noted on the transcript temporarily, being removed once the sanction is complete and the student is in good standing.
- All non-permanent conduct records are destroyed upon graduation.

Definitions Applicable to the Code of Conduct

To better understand the Code, it is important to have an agreed-upon set of terms and concepts that in a different setting might have various definitions. This list is not exhaustive but is meant to provide a general understanding of many concepts discussed throughout this document.

1. Academic Negligence

Unknowingly or unintentionally claiming credit for the work or effort of another person, or unknowingly or unintentionally gaining (or causing another to gain) an unfair academic advantage.

2. Anonymous Material

Verbal, written, or electronic communication or audio/video recording with information regarding student behavior with no ability to determine authorship.

3. Assault

Intentionally, knowingly, or recklessly causing bodily injury to another person. In this context, bodily injury - physical pain, illness, or any impairment of physical condition.

4. Bullying

Any written, verbal, graphic, or physical act that a student exhibits toward another student; and the behavior causes mental or physical harm to the other student; and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

5. Cheating

An act of academic dishonesty includes, but is not limited to:

a. use of any unauthorized assistance in taking quizzes, tests, or examinations

b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments

c. the acquisition, without permission, of tests or other academic material belonging to a member of the MBKU faculty, staff, or student

d. engaging in any academic behavior specifically prohibited by a faculty member in the course syllabus or class/clinic discussion.

6. Code

MBKU Student Code of Conduct.

7. Coercion

Intentionally compelling or inducing another person to: engage in conduct from which another has a legal right to abstain, or to abstain from conduct in which another has a legal right to engage, by threatening by words or conduct to take some negative action that may impact the other person.

8. Complainant

Any person who submits a report/complaint alleging that a student violated a University or Program policy. When a student believes that they have been a victim of another student's misconduct, the student who believes they have been a victim will have the same rights under this Code as are provided to the Complainant, even if someone else filed the complaint.

9. Consent

An affirmative, conscious, and voluntary agreement to engage in agreed-upon forms of sexual contact as consistent with California State Law. A person cannot give consent if the person is under the age of 18; if the person is developmentally or intellectually disabled; if the person is mentally incapacitated; or physically helpless or under the influence of alcohol and/or other drugs. An individual's intoxication is never an excuse for or defense for committing sexual or gender-based harassment, sexual assault, sexual exploitation, or sexual violence. Lack of protest or resistance and silence cannot be interpreted as consent. Consent must be ongoing throughout any sexual contact and may be revoked at any time. The existence of a dating relationship, domestic partnership, or marriage between the persons involved or the existence of past sexual relations between the persons involved, is never by itself an indicator of consent.

10. Dating Violence

Physical, sexual, emotional, financial, or psychological abuse or threats of abuse against another person who is or has been in a social relationship of a romantic or intimate nature with the alleged abuser; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the

type of relationship and the frequency of interaction between the persons involved in the relationship.

11. Domestic Violence

Physical, sexual, emotional, financial, or psychological abuse or threats of abuse against another person who is a family or household member. For purposes of this definition, the term household member is a cohabitant who is or was a spouse or intimate partner, or relative.

12. Faculty Member

Any person hired by MBKU to conduct classroom/clinic or teaching activities or who is otherwise considered by MBKU to be a member of its faculty.

13. Force

Physical contact, violence, threat, intimidation, or coercion.

14. Harassment

Conduct that is so severe, pervasive, and objectively offensive that it unreasonably interferes with a person's academic performance or participation in University programs or activities and creates a learning, program, or activity environment that a reasonable person would find intimidating, hostile, or offensive. The conduct does not have to be threatening and may include deliberate and persistent communication that unreasonably disturbs the recipient.

15. Incapacitation or Incapacitated

A mental or physical state in which a person lacks the ability to understand the consequences of their actions and, therefore, cannot make a rational, reasonable decision. An individual who is incapacitated is unable to give consent. States of incapacitation include sleep, unconsciousness, intermittent consciousness, or any other state where the individual is unaware. Incapacitation may also exist because of a mental or developmental disability that impairs the ability to consent.

16. MBKU Official

Any person employed by MBKU, performing their assigned administrative or professional responsibilities.

17. MBKU Premises

All land, buildings, facilities, and other property in the possession of, owned, used, or controlled by the University. University vehicles are always covered by this policy regardless of whether they are on University premises or not.

18. Physical Abuse

The non-accidental infliction of physical or bodily injury, pain, or impairment, including but not limited to hitting, slapping, causing burns or bruises, poisoning or improper physical restraint; or causing physical injuries that are not justifiably explained or where the history given for an injury is at variance with the degree or type of injury.

19. Plagiarism

An act of academic dishonesty and includes, but is not limited to, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes

the unacknowledged use of materials prepared by another person or agency engaged in the selling of academic materials.

20. Policy

The written regulations of MBKU as found in, but not limited to, its Bylaws of the Board of Trustees, its Administrative Procedures, the Student Code of Conduct, the Student Rights and Responsibilities, University and Program Handbooks, and University Catalog.

21. Respondent

Any person who has been notified of admission to MBKU, through to completion of their Program Requirements or upon dismissal, against whom a report has been filed alleging a potential violation of the Code.

22. Retaliation

Adverse action threatened or taken against a Complainant, Victim, Respondent, or third party related to a Conduct Process.

23. Sexual Assault

The act of committing unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger. Such contact is unwanted if:

>a. Any individual involved does not provide consent.

>b. Any of the individuals are incapacitated or otherwise incapable of giving consent.

24. Sexual Contact

Intentional touching or penetration of another person's clothed or unclothed body, including, but not limited to, the mouth, neck, buttocks, anus, genitalia or breast, by another with any part of the body or any object in a sexual manner. Sexual contact also includes causing another person to touch their own or another body in the manner described above.

25. Sexual Exploitation

Violating the sexual privacy of another, or taking unjust or abusive sexual advantage of another, without consent (as defined above), and when such behavior does not otherwise constitute sexual assault.

26. Sexual Harassment

Unwelcome or uninvited verbal, electronic, or physical behavior (either directly or indirectly when others are aware of it) of a sexual or gendered nature, and often intended to exert power or authority over another.

27. Sexual Intercourse

Anal, oral, or vaginal penetration of a sexual nature.

28. Stalking

Two or more acts of unwanted or harassing behavior, directed at a specific person that is sufficiently serious to cause physical, emotional, or psychological fear or to create a hostile, intimidating, or abusive environment. The conduct must be both objectively and subjectively perceived as hostile, intimidating, or abusive. That is, the reporting party must view the conduct as hostile, intimidating, or abusive, and a reasonable person with the same fundamental characteristics as the reporting party (e.g., actual or perceived sex, age, race, gender, sexual

orientation, and gender identity or gender expression) must also view the conduct as hostile, intimidating or abusive if they were in similar circumstances. Stalking may include, but is not limited to, situations occurring in person or through mail, electronic mail, text messaging, instant messaging, telephone, facsimile, social media websites, or other internet communications, for several days or for many years.

29. Student

Any person admitted to MBKU, and until they become permanently dis-enrolled, have completed program requirements for graduation, or are dismissed.

30. Under the Influence

A person who has ingested an intoxicant that has impaired the person's normal mental functioning or ability to guard against casualty. Examples of individuals under the influence include, but are not limited to slurred speech, lack of coordination, and the smell of alcohol or marijuana on the student that is coupled with unusual behavior of the student in general.

31. University or MBKU

Marshall B. Ketchum University.

32. University Conduct Officer (UCO)

A University employee authorized by the President to collect reports, investigate, decide, and deliver sanctions related to alleged student misconduct. This person oversees the University Conduct Process and University Conduct Committee Fair Hearing.

33. Weapon

Includes but is not limited to a firearm, Taser, stun gun, explosives, any bladed knife (regardless of length or size), and any other dangerous or deadly weapon or instrument, or common object used in a threatening/dangerous manner.

Interpretation & Revision

Any question of interpretation or application of the Code shall be referred to the VPESS in appellate cases for a final determination. The Code shall be reviewed and may be updated regularly by the VPESS. Changes, when made, shall be effective immediately. Students will be notified of updates during the year via email notification. A copy of MBKU's most current Code will be made available online.

Title IX: Sexual Harassment and Non-Discrimination Policy

Section 1: Introduction

1.1 Policy Statement: Marshall B. Ketchum University (MBKU) is committed to creating and maintaining a learning and working environment that is free from unlawful discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in education programs or activities; Title VII of the Civil Rights act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act, Clery Act, and the Violence Against Women Act (VAWA). Sexual Harassment and Retaliation under this Policy will not be tolerated by MBKU and

is grounds for disciplinary action, up to and including, permanent dismissal from MBKU and/or termination of employment.

1.2 Purpose: MBKU takes all reported sexual misconduct and harassment seriously. MBKU will promptly discipline any individuals within its control who are found responsible for violating this Policy. Additionally, reported sexual misconduct and harassment that does not meet the definitions and jurisdiction of this Policy will be referred for review to University Student Affairs if allegedly committed by a student or to Human Resources if allegedly committed by an employee under the respective Code of Conduct in compliance with VAWA and Clery Act.

1.3 Applicability: This Policy applies to students and employees as follows:

> **1.3.1 To Students:** Where the Respondent is a student at MBKU at the time of the alleged conduct, the alleged conduct includes Sexual Harassment under this Policy, the alleged conduct occurs in MBKU's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in MBKU's Education Program or Activity.

> **1.3.2 To Employees:** Where the Respondent is an employee at MBKU at the time of the alleged conduct, where the alleged conduct includes Sexual Harassment under this Policy, the alleged conduct occurs in MBKU's Education Program and Activity, the alleged conduct occurs against a person in the United States, and the Complainant is participating in or attempting to participate in MBKU's Education Program or Activity.

1.4 Title IX Coordinator and Key Title IX Officials: The Title IX Coordinator is the MBKU administrator who oversees MBKU's compliance with Title IX. The Title IX Coordinator is responsible for administrative response to reports and Formal Complaints of Sexual Harassment. The Title IX Coordinator is available to discuss the grievance process, coordinate supportive measures, explain MBKU policies and procedures, and provide education on relevant issues. The Title IX Coordinator may designate one or more Deputy Title IX Coordinators to facilitate these responsibilities.

Any member of the MBKU community may contact the Title IX Coordinator with questions. Title IX Coordinator and Deputy Title IX Coordinator contact information is as follows:

Melissa Contreras, OD, MPH
Title IX Coordinator
2575 Yorba Linda Blvd.
Fullerton, CA 92831
TitleIX@ketchum.edu | 714-449-7405
Website: https://www.ketchum.edu/student-life/title-ix (https://www.ketchum.edu/student-life/title-ix/)
Reporting Form (accessible after login): https://my.ketchum.edu/ICS/Report_a_Concern.jnz

Wende Holtzen, MS, SPHR, SHRM-SCP
Title IX Deputy for Employees
Vice President for Human Resources
2575 Yorba Linda Blvd.
Fullerton, CA 92831

TitleIX@ketchum.edu | 714-449-7459

In addition to the Title IX Coordinator, MBKU appoints investigators, decision makers, and informal resolution facilitators who have roles in the formal grievance process more fully explained in Sections six (6) through nine (9) of this policy.

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, decision-makers, and informal resolution facilitators will receive annual training in compliance with Title IX. All administrators in these roles will not rely on sex stereotypes and will provide impartial investigations and adjudications of Formal Complaints of Sexual Harassment. All materials used to train these administrators will be publicly made available on MBKU's website in accordance with Title IX requirements.

The Title IX Coordinator, Deputy Title IX Coordinators, investigators, decision-makers, and informal resolution facilitators shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent.

1.5 Notification: MBKU will use University electronic mail (email) for purposes of communication and notification under this Policy.

1.6 Free Speech: Freedom of speech and principles of academic freedom are central to the mission of institutions of higher education. Constitutionally protected expression cannot be considered Sexual Harassment under this Policy.

1.7 Dissemination of Policy: This Policy will be made available to all MBKU administrators, faculty, staff, and students online at www.ketchum.edu (https://www.ketchum.edu), in the MBKU Student Handbook and the MBKU Employee Handbook.

1.8 Effective Date: The effective date of this Policy is August 14, 2020.

1.9 Retaliation and False Statements Prohibited: Neither MBKU nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this Policy or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy.

1.9.1 Alleged violations of Retaliation will be referred to University Student Affairs or Human Resources to be investigated and resolved under the respective conduct Policy.

1.9.2 The exercise of rights protected under the First Amendment does not constitute retaliation prohibited under this Policy.

1.9.3 Charging an individual with a Code of Conduct violation for making a materially false statement in bad faith during a grievance proceeding under this Policy does not constitute Retaliation prohibited under Policy. However, a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

1.10 Amnesty: Reporting Sexual Harassment is encouraged at MBKU. Thus, it is imperative that Complainants and witnesses share information without fear of potential consequences for minor policy violations including, but not limited to, underage consumption of alcohol or the use of illicit drugs. MBKU offers parties and witnesses amnesty from such minor violations but may include educational opportunities for individuals in lieu of a finding of responsibility or punitive sanctions.

1.11 Other University Policies: This Policy takes precedence over other University policies and procedures concerning Sexual Harassment under Title IX in the event of a conflict.

1.12 Modification and Review of this Policy: MBKU reserves the right to modify this Policy to consider applicable legal requirements. MBKU will regularly review this Policy to determine whether modifications should be made.

1.13 Additional Code of Conduct Violations: Alleged violations of the student or employee Code of Conduct that rise from the same events as alleged Sexual Misconduct under this Policy will be investigated and resolved under the grievance process in this Policy unless the Sexual Harassment has been dismissed under Section 5.2 of this Policy.

Section 2: Definitions

2.1 Definitions of Prohibited Conduct Under this Policy[1]

2.1.1 Sexual Harassment means conduct based on sex that satisfies one or more of the following:

2.1.1.1 An employee of the recipient conditioning the provision of aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct (Quid Pro Quo);

2.1.1.2 Unwelcome conduct determined by a Reasonable Person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity[2]; or

2.1.1.3 Sexual Assault, Dating Violence, Domestic Violence, or Stalking as defined in this Policy.

2.1.2 Sexual Assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation, including Rape, Fondling, Incest, and Statutory Rape as defined in this Policy.

2.1.3 Rape[3] means the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent of the victim.

2.1.4 Fondling[4] means the touching of the private body parts of another person for the purpose of sexual gratification, without the Consent of the victim, including instances where the victim is incapable of giving Consent because of his/her age or because of his/her temporary or permanent mental Incapacity.

2.1.5 Incest[5] means sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

2.1.6 Statutory Rape[6] means sexual intercourse with a person who is under the statutory age of Consent.

[1] See Appendix 1 for reference to California state law definitions that may apply to the definitions contained within this Policy.

[2] A severe, pervasive, and objectively offensive assessment includes, but is not limited to, a consideration of the frequency of the offensive conduct, the nature of the unwelcome sexual acts or words, such as whether the harassment was physical, verbal or both; whether the harassment was merely an offensive utterance; and the number of victims involved and the relationship between the parties including, but not limited to, the ages of the harasser and the victim. In evaluating whether conduct is severe, pervasive, and objectively offensive, MBKU will look at the totality of the circumstances, expectations, and relationships.

[3] Rape as defined in the Uniform Crime Reporting Program (UCR) includes:

Forcible Rape: The carnal knowledge of a person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity.

Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

Sexual Assault with an Object: —To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will in instances where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

[4] Fondling is referred to as Forcible Fondling in the UCR.

[5] Incest is a Nonforcible Offense in the UCR.

[6] Statutory Rape is a Nonforcible Offense in the UCR.

2.1.7 Dating Violence means violence committed by a person –

2.1.7.1 who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.1.7.2 where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship,
- The type of relationship,
- The frequency of interaction between the persons involved in the relationship.

Dating violence includes but is not limited to, sexual or physical abuse or the threat of such abuse.

2.1.8 Domestic Violence includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse or intimate partner of the victim,
- a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of California, or

- any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of California.

2.1.9 Stalking means engaging in a Course of Conduct directed at a specific person that would cause a Reasonable Person to—

- fear for his or her safety or the safety of others; or
- suffer Substantial Emotional Distress.

2.2 Definitions Related to Sexual Harassment: Consent, Course of Conduct, Incapacitation, Reasonable Person, Substantial Emotional Distress

2.2.1 Consent is affirmative, conscious, voluntary, and revocable. Consent to sexual activity requires from each person an affirmative, conscious, and voluntary agreement to engage in sexual activity.

It is the responsibility of each person to ensure they have the affirmative Consent of the other to engage in the sexual activity. Lack of protest, lack of resistance, or silence do not, alone, constitute consent. Affirmative consent must be ongoing and can be revoked at any time during sexual activity.

The existence of a dating relationship or past sexual relations between the Complainant and Respondent will never by itself be assumed to be an indicator of consent (nor will subsequent sexual relations or dating relationship alone suffice as evidence of Consent to prior conduct).

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable. In making this determination, the decision-maker will consider all the facts and circumstances the Respondent knew, or reasonably should have known, at the time. In particular, the Respondent's belief is not a valid defense where:

2.2.1.1 The Respondent's belief arose from the Respondent's own intoxication or recklessness;

2.2.1.2 The Respondent did not take reasonable steps, in the circumstances known to the Respondent at the time, to ascertain whether the Complainant affirmatively Consented; or

2.2.1.3 The Respondent knew, or a reasonable person should have known, that the Complainant was unable to Consent because the Complainant was incapacitated, in that the Complainant was:

- asleep or unconscious
- unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication
- unable to communicate due to a mental or physical condition.

2.2.2 Course of Conduct means two or more acts, including, but not limited to, acts in which the individual directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveils,

threatens, or communicates to or about, a person, or interferes with a person's property.

2.2.3 Incapacitation means that a person lacks the ability to actively agree to sexual activity because the person is asleep, unconscious, under the influence of alcohol or other drugs such that the person does not have control over their body, is unaware that sexual activity is occurring, or their mental, physical or developmental abilities render them incapable of making rational informed decisions. Incapacitated is a state beyond drunkenness or intoxication. A person is not necessarily incapacitated merely because of drinking, using drugs, or taking medication.

A person violates this policy when they engage in sexual activity with another person who is Incapacitated and a Reasonable Person in the same situation would have known that the person is Incapacitated. Incapacitation can be voluntary or involuntary. Signs of Incapacitation may include, without limitation: sleep; total or intermittent unconsciousness; lack of control over physical movements (e.g., inability to dress/undress without assistance; inability to walk without assistance); lack of awareness of circumstances or surroundings; emotional volatility; combativeness; vomiting; incontinence; unresponsiveness; and inability to communicate coherently. Incapacitation is an individualized determination based on the totality of the circumstances.

2.2.4 Reasonable Person means a reasonable person under similar circumstances and with similar identities to the victim.

2.2.5 Substantial Emotional Distress means significant mental suffering or anguish that may, but does not necessarily require, medical or other professional treatment or counseling.

2.3 Other Defined Terms

2.3.1 Actual Knowledge means Notice of Sexual Harassment allegations to the Title IX Coordinator or any Official with Authority, except that actual knowledge is not met when the only individual with actual knowledge is the Respondent.

2.3.2 Business Day means any weekday not designated by MBKU as a holiday or administrative closure day. When calculating a period of Business Days specified in this Policy, the Business Day of the event that triggers a time period is excluded.

2.3.3 Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.

2.3.4 Confidential Employee means an individual who will not report any information about an incident to the Title IX Coordinator without the Complainant's permission.

2.3.5 Disciplinary Sanctions are imposed only after a finding of responsibility through the grievance process or an agreement through the informal resolution process.

2.3.6 Education Program or Activity includes locations, events, or circumstances over which MBKU exercises substantial control over both the Respondent and the context in which the Sexual Harassment occurs. This includes conduct that occurs on MBKU property, during any MBKU activity, or in any building owned or controlled by a student organization that is officially recognized by MBKU.

2.3.7 Formal Complaint means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that MBKU investigate the allegation of Sexual Harassment.

2.3.8 Official with Authority means an individual who has the authority to institute corrective measures and is required to report Sexual Harassment to the Title IX Coordinator to initiate MBKU's response to the Sexual Harassment allegations. Officials with Authority are limited to the following positions at MBKU, Title IX Coordinator and Deputy Title IX Coordinators.

2.3.9 Remedies are designed to restore or preserve equal access to MBKU's Education Program or Activity. Remedies may include but are not limited to the same individualized services as Supportive Measures; however, Remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

2.3.10 Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. Complainants and Respondents are referred to collectively as "parties" throughout this Policy.

2.3.11 Retaliation means intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or Sexual Harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or Formal Complaint of Sexual Harassment, for the purpose of interfering with any right or privilege secured by Title IX or this Policy.

2.3.12 Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed.

Such measures are designed to restore or preserve equal access to MBKU's Education Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MBKU's educational environment, or deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Section 3: Reporting Sexual Harassment and Preservation of Evidence

3.1 Reporting to MBKU

3.1.1 Reporting to Title IX Coordinator: Reports of Sexual Harassment may be made to the Title IX Coordinator in any of the following ways, by anyone, at any time: email, phone, online form, mail. Reports may be made to the Title IX Coordinator in person at 2575 Yorba Linda Blvd during normal business hours. After Title IX Sexual Harassment has been reported to the Title IX Coordinator, the Title IX Coordinator will promptly offer supportive measures to the Complainant, regardless of whether the Complainant was the reporter of the Sexual Harassment.

3.1.2 Reporting to Officials with Authority: The following positions are Officials with Authority: Title IX Coordinator, Deputy Title IX Coordinators, Title IX Investigator, and Title IX Support Coordinators. If they are notified of Sexual Harassment, they will promptly report such Sexual Harassment to the Title IX Coordinator.

3.1.3 Reporting to Confidential Employees: The Director of University Student Counseling and the medical providers at the Ketchum Health Medical Clinic are Confidential Employees. Reports made to Confidential Employees are considered confidential reports and will not be reported to the Title IX Coordinator without the Complainant's permission and will not constitute actual notice to MBKU.

Alyse Kirschen, PhD
Director of University Student Counseling Services
2575 Yorba Linda Blvd.
Fullerton, CA 92831
Main Campus, F112
AKirschen@ketchum.edu | 714-595-9700

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Ketchum Health Medical Clinic Providers  (including
staff involved in direct patient care) operate as
confidential employees only in the context of providing
medical care to students or employees of MBKU. Ketchum
Health Medical Clinic 5460 E. La Palma Ave Anaheim,
CA 92807 khmedicalclinic@ketchum.edu | 714-463-7505
Reports made to confidential employees are considered
confidential reports. The confidential employee
must explain the following to a person who informs
them of conduct that reasonably may constitute sex
discrimination:     (1) The employee's status as
confidential for purposes of this policy, including
any circumstances in which the employee is not required
to report to the Title IX Coordinator;     (2) How
to contact the Title IX Coordinator and how to make
a complaint of sex discrimination; and     (3) That
the Title IX Coordinator may be able to offer and
coordinate supportive measures, as well as initiate an
information resolution or an investigation under the
grievance procedures.
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3.1.4 Notification to all other MBKU Employees: Employees who are not defined as Officials with Authority or Confidential Employees are strongly encouraged to report Sexual Harassment to the Title IX Coordinator.

3.1.5 Anonymous Reporting: Anonymous reports may be made by telephone, in writing, or electronically (p.   ) (sign-in required) with Title IX Coordinator. A decision to remain anonymous, however, may greatly limit MBKU's ability to stop the alleged conduct, collect evidence, or act against parties accused of violating this Policy.

3.2 Reporting to Law Enforcement: Reports may be filed with local law enforcement agencies. The Title IX Coordinator can assist with contacting law enforcement agencies. Law enforcement investigations are separate and distinct from MBKU investigations.

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Fullerton Police Department:        714-738-6800
Placentia Police Department:        714-993-8164
Anaheim Police Department:          714-765-1900 Brea
Police Department:                  714-990-7625
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Los Angeles Police Department: 877-275-5273

3.3 Reporting to Outside Agencies: Students and employees may report to external agencies:

- **Students**

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The OCR office for California is located at:
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Office for Civil Rights- Seattle Office
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174-1099
Telephone: 206-607-1600
Fax: 206-607-1601; TDD: 800-877-8339
Email: OCR.seattle@ed.gov (https://catalog.ketchum.edu/ university-student-handbook/student-conduct/title-ix-policy/ OCR.seattle@ed.gov)

Office for Civil Rights
U.S. Department of Health and Human Services
90 7th Street, Suite 4-100
San Francisco, CA 94103
Telephone: 800-368-1019
Fax: 202-619-3818
Email: ocrmail@hhs.gov (ocr.seattle@ed.gov)

- **Employees**

U.S. Equal Employment Opportunity Commission
Los Angeles District Office
California Workforce Commission
Roybal Federal Building
255 East Temple St., 4th Floor
Los Angeles, CA 90012
Telephone: 213-785-3090
Fax: 213-894-1118
info@eeoc.gov

3.4 Outside Agency Support and Resources:

Sexual Assault Victim Services: 714-834-4317
Rape Crisis Hotline: 714-957-2737
OC Domestic Violence Hotline: 714-992-1931 or 800-799-7233
Legal Aid Society of Orange County: 714-835-8806

3.5 Local Emergency Facilities

St. Jude Medical Center
101 E Valencia Mesa Drive
Fullerton, CA 92835
714-871-3280

Placentia Linda Hospital

1301 N Rose Drive
Placentia, CA 92870
714-993-2000

Kaiser Permanente
3430 E La Palma Avenue
Anaheim, CA 92806
714-644-2000

3.6 Time Limits on Reporting. There are no time limits on reporting Sexual Harassment to the Title IX Coordinator or MBKU. If the Respondent is no longer subject to MBKU's Education Program or Activity or significant time has passed, MBKU will have limited ability to investigate, respond, and/or provide disciplinary remedies and sanctions.

3.7 MBKU Federal Reporting Obligations: Certain MBKU employees, called Campus Security Authorities (CSAs), have a duty to report certain incidents of misconduct to comply with the Clery Act. CSAs are not required to report personally identifiable information for Clery Act purposes, but statistical information must be sent regarding the type of incident that occurred and its general location (e.g., on or off-campus) for publication in an annual report of crime statistics, called the Annual Security Report. Statistics published in the Annual Security Report help to provide the campus community with a clearer picture of the extent and nature of campus crime, but the statistics do not personally identify Complainants or Respondents. Reports by CSAs are not official police reports and do not initiate criminal investigations.

When Sexual Assault, Domestic Violence, Dating Violence, and/or Stalking are reported under the Clery Act, MBKU must issue timely warnings for such incidents that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

MBKU will not disclose a Complainant's name and other identifying information in a timely warning but will provide sufficient information for MBKU community members to make informed safety decisions in response to potential danger.

3.8 Preservation of Evidence: MBKU recognizes that a Complainant may need time to decide whether to report an incident of Sexual Harassment to the police and/or MBKU. The purpose of this section is to provide Complainants with suggestions on preserving evidence while they decide whether to report an incident. MBKU encourages Complainants, as soon as possible after experiencing Sexual Assault to take steps to preserve evidence such as:

- Have a forensic sexual assault nurse examination performed as soon as possible after the incident, but no later than 72-96 hours after the incident
- When possible, prior to having a forensic sexual assault nurse examination performed, avoid: changing clothing, bathing, showering, using a douche, using the bathroom, brushing one's teeth, drinking liquids, washing one's hands or face, or combing one's hair;
- Preserve any clothing, sheets, or other materials (items containing bodily fluids should be stored in cardboard boxes or paper bags);
- Preserve or capture electronic communications such as text messages, e-mails, social media posts or exchanges (e.g., Snapchat, Facebook, Twitter);

- Preserve or capture video, audio (e.g., voice mail messages), or photographs, including those stored on smartphones or other devices; and
- Preserve any other physical, documentary, and/or electronic data that might be helpful to an investigator.

Section 4: Initial Response to Reported Sexual Harassment

Upon receipt of a report of Sexual Harassment, the Title IX Coordinator will promptly contact the Complainant, regardless of whether the Complainant was the individual who initiated the report. During the initial contact with the Complainant, the Title IX Coordinator will:

- Provide the Complainant with notice of their rights and options
- Explain the process for filing a Formal Complaint;
- Explain the Grievance Process;
- Discuss the availability of Supportive Measures regardless of whether a Formal Complaint is filed;
- Consider the Complainant's wishes with respect to Supportive Measures.

Section 5: Formal Complaint

MBKU will investigate all allegations of Sexual Harassment in a Formal Complaint.

5.1 Filing a Formal Complaint: A Formal Complaint must:

5.1.1 Contain an allegation of Sexual Harassment against a Respondent;

5.1.2 Request that MBKU investigate the allegation; and

5.1.3 Be signed by the Complainant or Title IX Coordinator. In limited circumstances, if a Complainant does not sign a Formal Complaint, the Title IX Coordinator may sign a Formal Complaint. In determining whether to sign a Formal Complaint, the Title IX Coordinator will consider factors that include but are not limited to:

5.1.3.1 Whether there have been other reports of Sexual Harassment or other relevant misconduct concerning the same Respondent whether the incidents occurred while the Respondent was an MBKU student or employee;

5.1.3.2 Whether the Respondent threatened further Sexual Harassment or other misconduct against the Complainant or others;

5.1.3.3 Whether the alleged Sexual Harassment was committed by multiple perpetrators;

5.1.3.4 The nature and scope of the alleged Sexual Harassment including whether the Sexual Harassment was perpetrated with a weapon;

5.1.3.5 The ages and roles of the Complainant and the Respondent;

5.1.3.6 Whether MBKU can pursue the investigation without the participation of the Complainant (e.g., whether there are other available means to obtain

relevant evidence of the alleged Sexual Harassment such as security cameras or physical evidence);

5.1.3.7 Whether the report reveals a pattern of perpetration (e.g., perpetration involving illicit use of drugs or alcohol) at a given location or by a group.

5.2 Dismissal of a Formal Complaint

5.2.1 Required Dismissal: The Title IX Coordinator will dismiss a Formal Complaint for purposes of Sexual Harassment if:

5.2.1.1 The conduct alleged in the Formal Complaint would not constitute Sexual Harassment as defined in this Policy even if proved;

5.2.1.2 The conduct alleged did not occur in MBKU's Education Program or Activity; or

5.2.1.3 The Conduct alleged in the Formal Complaint did not occur against a person in the United States.

Dismissal of a Formal Complaint does not preclude action under other provisions of the MBKU's policies and procedures. If a Formal Complaint is dismissed under this section and the Respondent is a student, the matter will be sent to University Student Affairs for review. University Student Affairs will decide whether the matter will be pursued under the MBKU Code of Conduct.

If a Formal Complaint is dismissed under this section and the Respondent is an employee, the matter will be sent to Human Resources for review. Human Resources will decide whether the matter will be pursued under the MBKU Code of Conduct.

5.2.2 Permissive Dismissal: The Title IX Coordinator may dismiss a Formal Complaint or any allegations within the Formal Complaint, if at any time during the investigation or hearing:

5.2.2.1 A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the Formal Complaint or any allegations within the Formal Complaint,

5.2.2.2 The Respondent is no longer enrolled or employed by MBKU, or

5.2.2.3 Specific circumstances prevent MBKU from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations within the Formal Complaint.

5.2.3 Appeal of Dismissal: Either party may appeal the dismissal of a Formal Complaint or any allegations therein. See Section 7 for bases and process for appeals.

5.3 Consolidation of Formal Complaints: The Title IX Coordinator may consolidate Formal Complaints as to allegations of Sexual Harassment against more than one Respondent or by more than one Complainant against one or more Respondents where the allegations arise out of the same facts or circumstances.

Section 6: Grievance Process

The grievance process within this Policy is designed to treat Complainants and Respondents equitably. Remedies are provided to a Complainant where a determination of responsibility for Sexual Harassment has been made against the Respondent and Disciplinary Sanctions are not imposed against a Respondent prior to the completion of the grievance process.

6.1 General Grievance Process:

6.1.1 Burden of Proof and Burden of Gathering Evidence: All investigations and proceedings, including hearings, relating to Sexual Harassment will be conducted using a "preponderance of the evidence" (more likely than not) standard. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibly rest on MBKU, not the parties.

6.1.2 Presumption of Not Responsible: The Respondent is presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the end of the grievance process.

6.1.3 Time Frames for Grievance Process: MBKU strives to complete the grievance process within one hundred and twenty (120) Business Days. Temporary delays and/or extensions of the time frames within this Policy may occur for good cause. Written notice will be provided to the parties of the delay and/or extension of the time frames with explanation of the reasons for such action. Examples of good cause for delay/extensions include but are not limited to considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6.1.4 Medical Records: MBKU will not access, consider, disclose, or otherwise use party's records that are that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MBKU obtains that party's voluntary, written permission to do so for the grievance process within the Policy.

6.1.5 Privileged Information: MBKU will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

6.1.6 Range of Disciplinary Sanctions: Disciplinary action taken against a student may include one or more of the following:

For Students

- Written Warning – A notice in writing to the student that the student is violating or has violated University policy and a copy of the warning letter is placed in the student's

conduct file (notation in their disciplinary record).

- Professional Probation – Places students at a higher risk of more severe disciplinary sanctions if the student is found to violate any University policy during the probationary period. Any MBKU student on Professional Probation may not participate in leadership roles on campus, including federal work-study positions. Temporarily noted on the student transcript.
- Loss of Privileges – Denial of specified privileges.
- Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service, monetary, or material replacement.
- Educational/Developmental Sanctions – Work assignments, essays, service to MBKU, community service or other related discretionary or educational assignments.
- Suspension – Separation of the student from the University for a definite period after which the student shall be eligible to return without reapplying. Conditions for return may be specified. Based on the University Conduct Committee's decision, Suspensions may be effective immediately or deferred, pending an appeal process.
- Dismissal – Separation of the student from the University for a definite period after which the student shall be eligible to reapply for admission.
- Expulsion – Separation of the student from the University permanently. Dismissal and expulsion sanctions are permanently noted on the student transcript.

For Employees

- Warning – Verbal or Written
- Performance Improvement Plan
- Referral for Counseling
- Required Training or Education
- Loss of Potential Merit Pay Increase
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Suspension with Pay
- Suspension without Pay
- Termination
- Other Actions: In addition to or in place of the above sanctions, MBKU may assign any other sanctions as deemed appropriate.

6.1.7 Notice of Meetings, Interviews, and Hearings: Parties and witnesses will be provided notice of any meeting, interview, and/or hearing with sufficient time (approximately three (3) days) to prepare to participate. This notice will include the date, time, location, participants, and purposes of the meeting, interview and/or hearing.

6.2 Notice of Allegations: Upon receipt of a Formal Complaint, the investigator will provide Notice of Allegations to the parties who are known. The Notice of Allegations will include:

6.2.1 Notice of the party's rights and options

6.2.2 Notice of MBKU's grievance process

6.2.3 Notice of MBKU's informal resolution process and options

6.2.4 Notice of the allegations of Sexual Harassment including:

  i. The identities of the parties involved in the incident, if known,
  ii. The conduct allegedly constituting Sexual Harassment, and
  iii. The date and location of the incident, if known.

6.2.5 Notice that the Respondent is presumed not responsible of the alleged conduct and that a determination regarding responsibility is made at the conclusion of grievance process.

6.2.6 Notice that the parties may have an advisor of their choice, who may be, but is not required to be an attorney, and that the advisor may inspect and review evidence as explained in section 6.3.2 of this Policy.

6.2.7 Notice of the MBKU Code of Conduct provision that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Notice of Allegations will be updated, and written notice provided to the parties if at any time during the investigation, MBKU decides to investigate allegations about the Complainant or Respondent that are not included in the initial Notice of Allegations.

6.3 Investigation of Formal Complaint. MBKU will investigate following a Formal Complaint and Notice of Allegations. During all meetings and interviews the parties may be accompanied by an advisor of their choice, which can be, but is not required to be an attorney. During the investigation stage of the grievance process, the advisor's role is limited to assisting, advising, and/ or supporting a Complainant or Respondent. An advisor is not permitted to speak for or on behalf of a Complainant or Respondent or appear in lieu of a Complainant or Respondent during the investigation phase of the grievance process.

6.3.1 Opportunity to Provide Information and Present Witnesses: Each party will be provided an equal opportunity to provide information to the investigator and present witnesses for the investigator to interview. The information provided by the parties can include inculpatory (evidence that may support a finding or conclusion that Respondent engaged in Sexual Harassment) and exculpatory evidence (evidence that may support a finding or conclusion that a Respondent did not engage in Sexual Harassment). The witnesses can include both fact witnesses and expert witnesses.

6.3.2 Opportunity to Inspect and Review Evidence: Each party will be provided an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the

Formal Complaint, including evidence upon which MBKU does not intend to rely upon in reaching a determination regarding responsibility. This review includes inculpatory and exculpatory evidence that is obtained by a party, witness, or other source. Each party and their advisor (if any) will be provided an electronic copy of the evidence for inspection and review. The parties will have ten (10) business days to review submit a written response to the investigator. The investigator will consider the written responses prior to completing an investigative report. All evidence provided during the inspection and review phase will be available at any hearing for the parties to use during the hearing, including for purposes of cross examination.

6.3.3 Investigative Report: Following the opportunity to inspect and review evidence related to the allegations raised in the Formal Complaint, the investigator will create an investigative report that fairly summarizes relevant evidence obtained during the investigation.

6.3.4 Review of the Investigative Report: At least ten (10) Business Days prior to a hearing, the investigator will provide each party and the party's advisor (if any) an electronic copy of the investigative report for their review and written response.

6.3.5 Investigation Timeframe: The investigation of a Formal Complaint will be concluded within 90 Business Days of the filing of a Formal Complaint. The parties will be provided updates on the progress of the investigation, as needed.

6.4 Live Hearing: After the investigation, MBKU will provide for a live hearing for all Formal Complaints of Sexual Harassment that have not been dismissed per Section 5.2 or resolved by informal resolution under Section 8. At the request of either party, or at the discretion of the Title IX Coordinator, MBKU will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker and parties to simultaneously see and hear the other party or witness answering questions.

6.4.1 Information at the Hearing: The following information/evidence will be available in electronic form at the hearing:

6.4.1.1 Evidence from the investigation, including the evidence related to the allegations that was reviewed by the parties, regardless of whether it was incorporated into the report.

6.4.1.2 The investigation report and any attachments/appendices.

6.4.2 Decision-maker: The decision-maker will be appointed by MBKU and will not be the Title IX Coordinator or investigator. The decision-maker will be trained, impartial, and without a conflict of interest. The decision-maker will be an MBKU employee or external individual designated by MBKU.

6.4.3 Challenge to the decision maker: Either party may challenge the appointment of a decision-maker, based on conflict of interest or bias, in writing to the Title IX Coordinator, no less than five (5) Business Days prior to the scheduled hearing.

6.4.4 Advisor's Role at the Hearing: Each party must have an advisor present at the hearing. The advisor's role is limited to supporting, advising, and assisting the party during the hearing and conducting questioning (cross-examination) of participants. Advisors are required to follow rules of decorum enforced by the decision-maker. Failure to follow the rules of decorum by an advisor may result in removal of an advisor from the hearing. If a party does not have an advisor present at the live hearing, MBKU will appoint the party with an advisor without fee or charge.

6.4.5 Recording of the Hearing: MBKU will create an audio or audiovisual recording of all live hearings and make the recording available to the parties for inspection or review.

6.4.6 Hearing Process Facilitator: MBKU may designate a hearing process facilitator to coordinate the hearing, including, but not limited to, coordination and scheduling of the hearing; the logistics of physical or virtual rooms for parties and/or witnesses, including separation of the parties; ensuring all technology is working appropriately; ensuring the parties have access to electronic documents during the hearing; distributing materials; etc. The facilitator may also be the Title IX Coordinator. The facilitator may invite the parties and their advisors, separately, to a meeting prior to the hearing to review the hearing process for the purpose of ensuring a smooth hearing. This meeting is separate from the pre-hearing conference discussed below.

6.4.7 Pre-Hearing Matters: To streamline the hearing process, the decision-maker may request the submission of questions prior to the hearing through electronic submission and/or a pre-hearing conference.

6.4.7.1 Pre-Hearing Submission of Questions: The decision-maker may request the parties submit questions, in writing, prior to the hearing. This submission does not preclude the advisor from asking additional questions live during the hearing. The decision-maker may allow for the pre-hearing submission of questions regardless of whether a pre-hearing conference occurs.

6.4.7.2 Pre-Hearing Conference: The decision-maker may hold a pre-hearing conference to further streamline the live hearing, especially in complex cases involving multiple Complainants, Respondents, and/or a significant number of witnesses. During the pre-hearing conference, parties and their Advisors will meet with the decision-maker separately to review written questions previously submitted and/or to submit, in writing, any questions they wish to ask during the live hearing so that the decision-maker can be prepared to respond to the relevancy of said questions during the live hearing. The decision-maker may discuss any preliminary relevancy determinations regarding submitted questions and/or discuss alternative ways in which to ask questions; however, the decision-maker will make any final relevancy determinations in real-time, orally, during the live hearing. This conference does not preclude the advisor from asking additional questions live during the hearing.

At the pre-hearing conference, the decision-maker may also hear arguments regarding the relevance of the evidence identified in the investigation report as relevant or not relevant, and/or related to the allegations.

6.4.7.3 Hearing Documents: The decision-maker or hearing facilitator will provide parties with a copy of all materials provided to the decision-maker about the matter.

6.4.7.4 Accommodation Requests: Participants in need of disability-related accommodations and/or interpretation services during the hearing must contact the Title IX Coordinator with said requests five (5) days prior to the hearing.

6.4.8 Participants in the Hearing. Participants at the hearing include the decision-maker, the investigator(s) who conducted the investigations, the parties, advisors to the parties, witnesses, and anyone providing authorized accommodations. In addition, MBKU may have a hearing facilitator present. Any witnesses scheduled to participate in the hearing must have been first interviewed by the investigator (s) or have provided a written statement or answered questions from the investigator in writing. The decision-maker will provide the names of all persons participating in the hearing to the parties at least seven (7) days prior to the live hearing.

6.4.9 Hearing Process and Phases: The live hearing will include the following phases:

6.4.9.1 Notice of Hearing: After the investigative report has been completed and at least ten (10) business days prior to the date set for the hearing, the parties, and their Advisors (if any) will be provided with a Notice of the Hearing. The Notice will include the date, time, location, name of the decision-maker, names of all participants in the hearing, and the location (virtual or in person) of the hearing.

6.4.9.2 Opening Statements: Each party will have the opportunity to present an opening statement to the decision-maker.

6.4.9.3 Questioning of Hearing Participants: The investigator will be the first witness to provide information. The investigator will submit their investigation report and describe the evidence and information gathered in their investigation. The parties and witnesses will then be called in an order determined by the decision-maker. Questioning of parties and witnesses will occur in the following manner:

    i. **By the Decision-maker:** The decision-maker will ask initial questions of the participants at the hearing.

    ii. **By the Advisors:** After the decision-maker asks questions of a participant, each party's advisor will be permitted to ask relevant questions and follow up questions orally, directly, and in real-time of the participant. The parties are never permitted to ask questions of participants directly. The questioning of participants by

advisors will be conducted in the following manner:

- A question is asked by an advisor.
- Before participant answers the questions, the decision-maker determines whether the question is relevant.
- If the question is determined relevant by the decision-maker, the participant answers the question.
- If the question is determined not to be relevant by the decision-maker, the decision-maker must explain the decision to exclude a question as not relevant.

    iii. **Evidence and Questions Excluded:**

- **Sexual Predisposition or Prior Sexual Behavior of the Complainant:** Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove Consent.
- **Privileged Information:** No person will be required to disclose information protected under a legally recognized privilege. The decision-maker must not allow into evidence or rely upon any questions or evidence that may require or seek disclosure of such information, unless the person holding the privilege has waived the privilege. This includes information protected by the attorney-client privilege.
- **Medical Records:** Evidence or records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, are not permitted to be used during a hearing unless the party provides voluntary, written permission to do so for the grievance process within this Policy.

6.4.9.4 Closing Statements: Each party will have the opportunity to present a closing statement to the decision-maker.

6.4.9.5 Determination Regarding Responsibility:
After the live hearing, the decision-maker will issue a written determination regarding responsibility using the preponderance of the evidence standard. The decision-maker will provide the Complainant and the Respondent with the written determination simultaneously. The determination regarding responsibility becomes final either on the date that MBKU provides the parties with the written determination of the result of the appeal, if an appeal is filed, or, if an appeal is not filed, the date on which an appeal would no longer be considered timely. The written notice will include:

i. Identification of the allegations potentially constituting Sexual Harassment;

ii. A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

iii. Findings of fact supporting the determination;

iv. Conclusions regarding the application of this Policy to the facts;

v. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions that MBKU imposes on the Respondent, and whether remedies designed to restore or preserve equal access to MBKU's education program or activity will be provided by MBKU to the Complainant[1]; and

vi. The procedures and permissible bases for the Complainant and Respondent to appeal.

[1] The Title IX Coordinator is responsible for the implementation of any remedies.

Section 7: Appeals

Either party may appeal the determination regarding responsibility, or the dismissal of a Formal Complaint or any allegations therein within three (3) Business Days of the receipt of the determination regarding responsibility or dismissal. The appeals must be made in writing and delivered to the Title IX Coordinator.

7.1 Bases for Appeal: Appeals of the determination of responsibility or the dismissal of a Formal Complaint may be made on the following bases:

7.1.1 Procedural irregularity that affected the outcome of the matter;

7.1.2 New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or

7.1.3 The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against Complainants

or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter.

7.2 Appeal Procedures: If an appeal is submitted, MBKU will

7.2.1 Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

7.2.2 Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator.

7.2.3 Provide the non-appealing party with five (5) Business Days from receipt of the notification of appeal to submit a written statement in support of the outcome of the determination or dismissal.

7.2.4 Issue a written decision describing the result of the appeal and the rationale for the result which can be one of the following:

7.2.4.1 Affirm the decision-maker's determination regarding the Respondent's responsibility and affirm the disciplinary sanctions and remedies, if applicable;

7.2.4.2 Affirm the decision-maker's determination regarding the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable;

7.2.4.3 Remand the process back to the hearing stage for the decision-maker to remedy any procedural irregularity or consider any new evidence;

7.2.4.4 Reverse the decision-maker's determination of the Respondent's responsibility and amend the disciplinary sanctions and remedies, if applicable; or

7.2.4.5 Affirm or amend the sanctions and/or remedies outlined in the determination issued under this Policy.

7.2.5 Provide the written decision simultaneously to both parties.

7.3 Appeal Timeframe: The appellate decision-maker will release the written decision within twenty (20) Business Days of receiving the appeal.

Section 8: Informal Resolution Process

At any time after a Formal Complaint has been signed and before a determination regarding responsibility has been reached, the parties may voluntarily agree to participate in an informal resolution facilitated by MBKU, that does not involve a full investigation and adjudication. Types of informal resolution include, but are not limited to, mediation, facilitated dialogue, conflict coaching, and restorative justice and resolution by agreement of the parties.

8.1 Informal Resolution Notice: Prior to entering the informal resolution process, MBKU will provide the parties a written notice disclosing:

8.1.1 The allegations;

8.1.2 The requirements of the informal resolution process, including the right of any party to withdraw from the informal

resolution process and resume the grievance process and the circumstances which preclude parties from resuming a Formal Complaint arising from the same allegations;

8.1.3 Consequences resulting from the informal resolution process, including that the records will be maintained for a period of seven (7) years but will not be used by investigators or decision-makers if the formal grievance process resumes.

8.2 Informal Resolution Agreement: Prior to entering the informal resolution process, the parties must voluntarily agree, in writing to the use of the informal resolution process.

8.3 Informal Resolution Availability: The informal resolution process is not permitted to resolve allegations that an employee committed Sexual Harassment against a student.

8.4 Informal Resolution Timeframe: Informal resolutions of a Formal Complaint will be concluded within 45 days of notice to MBKU that both parties wish to proceed with the informal resolution process. Such notice that the parties wish to proceed with an informal resolution process will "pause" the counting of the timeframe to conclude the Grievance Process of this Policy, should the informal resolution process fail, and the parties continue with the Grievance Process.

8.5 Informal Resolution Documentation: Any final resolution pursuant to the Informal Resolution process will be documented and kept for seven (7) years. However, no recording of the informal resolution process will be made, and all statements made during the informal resolution process will not be used for or against either party (and the decision-maker and/or appellate decision-maker may not consider any such statement made during informal resolution) should the parties resume the grievance process. Failure to comply with an informal resolution agreement may result in disciplinary action.

Section 9: Emergency Removal and Administrative Leave

9.1 Emergency Removal: At any time after the Title IX Coordinator is on notice of Sexual Harassment, MBKU may remove a Respondent on an emergency basis. MBKU will only conduct an emergency removal after:

9.1.1 Undertaking and individualized safety and risk analysis,

9.1.2 Determining that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment justifies removal, and

9.1.3 Providing the Respondent with notice and an opportunity to challenge the decision to the Title IX Coordinator, within two (2) Business Days following the removal.

9.2 Administrative Leave: MBKU may place a non-student employee Respondent on administrative leave during the pendency of the grievance process in this Policy.

Section 10: Recordkeeping

MBKU will maintain all the documentation related to reports of Sexual Harassment, Formal Complaints, the grievance process, and information resolution process for seven years in accordance with state and federal records laws and requirements. The documentation of all records is private and confidential to the extent possible under law. Student records of the grievance process are disciplinary records under Family Education Rights and Privacy Act (FERPA). Employee records of the grievance process are subject to the Freedom of Information Act (FOIA) and applicable state laws and included in the employee's official employment record.

Section 11: Additional Conduct Violations Related to this Policy

Alleged violations of the terms in this section will be sent to University Student Affairs for student Respondents or to Human Resources for employee Respondents for investigation and adjudication under the MBKU Student Code of Conduct and Employee Standards of Conduct. The following are violations of the Code of Conduct for Students regarding knowingly providing false information or disruption and will be resolved through the Student/Employee Conduct process:

11.1 Falsification, distortion, or misrepresentation of information under review by a University Conduct Officer, the University Conduct Committee, and/or Appellate Officer.

11.2 Disruption or interference with the orderly conduct of a conduct meeting/Hearing.

11.3 Attempting to discourage an individual's proper participation in, or use of, the student conduct process.

11.4 Attempting to influence the impartiality of a University Conduct Officer prior to and/or during the conduct meeting/Committee Hearing.

11.5 Harassment (verbal or physical) and/or intimidation of a University Conduct Officer prior to, during and/or after a conduct meeting/Committee Hearing.

11.6 Influencing or attempting to influence another person to commit an abuse of the student conduct process. Retaliation against any person submitting a complaint of any alleged policy violation or against any person cooperating in the fact-finding (including testifying as a witness) of any alleged violation of this Code.

Appendix 1: Applicable State Laws

This section includes California definitions related to and referenced in the defined prohibited conduct under this Policy.

Sexual Assault Related Crimes

Rape: Cal. Pen Code § 261:

1. Rape is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under any of the following circumstances:
   a. Where a person is incapable, because of a mental disorder or developmental or physical disability, of giving legal consent, and this is known or reasonably should be known to the person committing the act.
   b. Where it is accomplished against a person's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another.

c. Where a person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused.

d. Where a person is at the time unconscious of the nature of the act, and this is known to the accused. As used in this paragraph, "unconscious of the nature of the act" means incapable of resisting because the victim meets any one of the following conditions:

   i. Was unconscious or asleep.

   ii. Was not aware, knowing, perceiving, or cognizant that the act occurred.

   iii. Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.

   iv. Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraudulent representation that the sexual penetration served a professional purpose when it served no professional purpose.

e. Where a person submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by any artifice, pretense, or concealment practiced by the accused, with intent to induce the belief.

f. Where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat. As used in this paragraph, "threatening to retaliate" means a threat to kidnap or falsely imprison, or to inflict extreme pain, serious bodily injury, or death.

g. Where the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official. As used in this paragraph, "public official" means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

2. As used in this section, "duress" means a direct or implied threat of force, violence, danger, or retribution sufficient to coerce a reasonable person of ordinary susceptibilities to perform an act which otherwise would not have been performed, or acquiesce in an act to which one otherwise would not have submitted. The total circumstances, including the age of the victim, and his or her relationship to the defendant, are factors to consider in appraising the existence of duress.

3. As used in this section, "menace" means any threat, declaration, or act which shows an intention to inflict an injury upon another.

Rape of a Spouse: Cal. Pen Code § 261:

1. Rape of a person who is the spouse of the perpetrator is an act of sexual intercourse accomplished under any of the following circumstances:

   a. Where it is accomplished against a person's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another.

   b. Where a person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known, by the accused.

   c. Where a person is at the time unconscious of the nature of the act, and this is known to the accused. As used in this paragraph, "unconscious of the nature of the act" means incapable of resisting because the victim meets one of the following conditions:

      i. Was unconscious or asleep.

      ii. Was not aware, knowing, perceiving, or cognizant that the act occurred.

      iii. Was not aware, knowing, perceiving, or cognizant of the essential characteristics of the act due to the perpetrator's fraud in fact.

   d. Where the act is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat. As used in this paragraph, "threatening to retaliate" means a threat to kidnap or falsely imprison, or to inflict extreme pain, serious bodily injury, or death.

   e. Where the act is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another, and the victim has a reasonable belief that the perpetrator is a public official. As used in this paragraph, "public official" means a person employed by a governmental agency who has the authority, as part of that position, to incarcerate, arrest, or deport another. The perpetrator does not actually have to be a public official.

2. As used in this section, "duress" means a direct or implied threat of force, violence, danger, or retribution sufficient to coerce a reasonable person of ordinary susceptibilities to perform an act which otherwise would not have been performed, or acquiesce in an act to which one otherwise would not have submitted. The total circumstances, including the age of the victim, and his or her relationship to the defendant, are factors to consider in apprising the existence of duress.

3. As used in this section, "menace" means any threat, declaration, or act that shows an intention to inflict an injury upon another.

Statutory Rape: Cal. Pen Code § 261.5

Unlawful sexual intercourse is an act of sexual intercourse accomplished with a person who is not the spouse of the perpetrator if the person is a minor. For the purposes of this section, a "minor" is a person under the age of 18 years and an "adult" is a person who is at least 18 years of age.

Sexual Battery: Cal. Pen Code § 243.4

1. Any person who touches an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, and if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of sexual battery.

2. Any person who touches an intimate part of another person who is institutionalized for medical treatment and who is seriously disabled or medically incapacitated, if the touching is against the will of the person touched, and if the touching is for the purpose of sexual arousal, sexual gratification, or sexual abuse, is guilty of sexual battery.

3. Any person who touches an intimate part of another person for the purpose of sexual arousal, sexual gratification, or sexual abuse, and the victim is at the time unconscious of the nature of the act because the perpetrator fraudulently represented that the touching served a professional purpose, is guilty of sexual battery.

4. Any person who, for the purpose of sexual arousal, sexual gratification, or sexual abuse, causes another, against that person's will while that person is unlawfully restrained either by the accused or an accomplice, or is institutionalized for medical treatment and is seriously disabled or medically incapacitated, to masturbate or touch an intimate part of either of those persons or a third person, is guilty of sexual battery.

Incest: Cal. Pen Code § 285

Persons being within the degrees of consanguinity within which marriages are declared by law to be incestuous and void, who intermarry with each other, or who being 14 years of age or older, commit fornication or adultery with each other

Stalking: Cal. Pen Code § 246.9

Any person who willfully, maliciously, and repeatedly follows or willfully and maliciously harasses another person and who makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family is guilty of the crime of stalking.

Domestic Assault/Dating Violence-Related Crimes

Domestic Battery: Cal. Pen Code § 243

When a battery is committed against a spouse, a person with whom the defendant is cohabiting, a person who is the parent of the defendant's child, former spouse, fiancé, or fiancée, or a person with whom the defendant currently has, or has previously had, a dating or engagement relationship.

Corporal Injury to a Spouse or Cohabitant: Cal. Pen Code § 273.5

Any person who willfully inflicts corporal injury resulting in a traumatic condition upon a victim who is one or more of the following:

1. The offender's spouse or former spouse.
2. The offender's cohabitant or former cohabitant.

3. The offender's fiancé or fiancée, or someone with whom the offender has, or previously had, an engagement or dating relationship

Prohibited Discrimination, Harassment & Sexual Misconduct Outside the Scope of Title IX

Alleged Conduct will be evaluated by the Title IX Coordinator to determine whether it will be investigated under the Student Code of Conduct or Employee Code of Conduct if it is determined prior to a Formal Complaint or after the dismissal of a Formal Complaint under the MBKU Title IX Policy, that the Respondent is a student or employee of MBKU and the alleged conduct meets one or more of the following:

1. the alleged conduct does not fall within the definition of Sexual Harassment as defined in the Title IX Policy (p. 88),

2. the alleged conduct, if proved, would constitute a violation of Sexual Harassment as defined in the Title IX Policy and did not occur in the Education Program or Activity of MBKU but would have a substantial impact on MBKU,

3. the alleged conduct, if proved, would violate the definition of Sexual Harassment as defined in the Title IX Policy and did not occur in the U.S.,

4. the Complainant is not participating in or attempting to participate in MBKU's Education Program or Activity, **and/or**

5. the alleged conduct, if proved, would constitute any of the following:

5.1 Non-Title IX Sexual Harassment: Unwelcome verbal or physical behavior which is directed at an individual based on sex, when these behaviors are sufficiently severe or pervasive to have the effect of unreasonably interfering with an individual's educational experience, working conditions, or living conditions by creating an intimidating, hostile, or offensive environment.

5.2 Sexual Exploitation: Any act whereby one individual violates the sexual privacy of another or takes unjust or abusive sexual advantage of another who has not provided consent.

Enrollment and Student Services

The Mission of Enrollment and Student Services (ESS) is to attract a talented and diverse student body, providing comprehensive services, support, and programs to foster a safe, inclusive campus environment for student success. We are dedicated to inspiring and transforming the campus life experience, building community, and supporting the holistic and professional development of our students as they achieve academic and personal success, with a specific focus on those pursuing health care professions. Our commitment is to foster a diverse and inclusive community, facilitating the success of all students and creating a safe, welcoming, and empowering campus environment for success in their chosen health care professions.

ESS is comprised of a variety of departments and services that support all students at MBKU. These offices include the following:

- University Student Affairs (p. 102)
- Student Disability Services (p. 102)
- Student Counseling Services (p. 105)

- Financial Aid (p. 105)
- Registration and Records (p. 105)
- Recruitment and Admissions (https://catalog.ketchum.edu/university-student-handbook/university-student-affairs/recruitment-admissions/)

University Student Affairs

University Student Affairs serves as the campus advocate for student ideas, concerns, and issues. In addition to University Student Affairs, each Program has a designated student affairs/student support professional that reports to their respective Dean/Director for Program-related concerns. Specific people and/or titles may change from year-to-year; please refer to your Program Student Handbook. Although University and Program Student Affairs representatives work collaboratively to support students on a regular basis, they do not operate within the same office.

When questions and/or issues arise that cannot be addressed or resolved by an office or department on campus, a Student Affairs representative is a good place to begin. University or Program Student Affairs staff may give advice, direct students to the appropriate resource(s) for assistance or problem resolution, and/or advocate on behalf of the student with other departments/offices. In addition to filling distinct student services roles, student affairs professionals are dedicated to creating an atmosphere of support, inclusion, and belonging within each Program and the University community.

Mission and Learning Outcomes for University Student Affairs

Mission

The Mission of University Student Affairs is to offer co-curricular programs and support services that provide a safe, inclusive and engaged campus environment to foster student success.

University Student Affairs Co-Curricular Learning Outcomes

University Student Affairs (USA) support student learning both in the classroom and in the larger campus community. Student learning happens throughout and across the MBKU experience. We promote student learning outside of the classroom with a variety of programs, services, and development opportunities. USA documents its impact on student learning by establishing Program and Student Learning Outcomes. These outcomes describe the co-curricular learning that takes place through the programs, activities, and services offered by USA. These outcomes also consider and reflect the missions and strategic plans of the University and USA.

Program Learning Outcomes

1. **Professional and Career Development:** Students will develop life-long skills they can use to seek jobs, residencies/internships, apply to post-graduate school and make career decisions.
2. **Leadership Development:** Students will develop the knowledge of organizational structure and best practices, effective leadership communication skills, and the capacity to be an ethical, compassionate, and effective leader.
3. **Academic Development:** Students will develop academic excellence using goal setting, organization, strategic learning, and test-taking skills.

4. **Personal Enrichment/ Development:** Students will develop effective communication skills to allow for collaboration, healthy lifestyle choices, a positive sense of self, a personal code of ethics, an appreciation of differences, financial literacy, a strong social connection with the MBKU campus community and an understanding of MBKU resources.

Accommodating Students & Applicants with Disabilities

MBKU is committed to full and equal opportunities for all students and applicants. MBKU does not unlawfully discriminate against qualified applicants or students with disabilities and encourages their full participation within the MBKU community. To this end, MBKU accepts and supports qualified students and applicants with disabilities and complies with the Americans with Disabilities Act (ADA), as amended, Section 504 of the Rehabilitation Act, and state and local regulations regarding students and applicants with disabilities.

Disability Defined

Disabilities include any physical or mental impairment(s) that limit one or more major life activities, or a record of such limiting impairment. Applicants or students with disabilities seeking to enroll in any program, service, or activity of MBKU must be able to meet the minimum standards of MBKU and their respective program, service, or activity with or without reasonable accommodation.

Requesting Reasonable Accommodations

MBKU provides reasonable accommodations to otherwise qualified applicants and students with known physical or mental disabilities, unless it would create an undue hardship or fundamentally alter the nature of the academic program, service, or activity. MBKU will remove barriers where readily achievable and/or provide alternative measures when removal of barriers is not readily achievable. Applicants or students needing accommodations must make their needs known in advance. MBKU cannot provide accommodations when it does not know that accommodations are required.

Applicants or students with disabilities may request accommodations at any time. However, because MBKU must have time to review and approve the request before making accommodations and because some accommodations take more time to provide, applicants or students with disabilities should contact MBKU and request an accommodation as soon as possible. The MBKU Vice President for Enrollment and Student Services (or designee) serves as the Student Disability Services (SDS) Coordinator.

Applicants who do not need a reasonable accommodation during the application process are encouraged to wait until after they are admitted into their respective academic program to request accommodations.

All requests are submitted to SDS. SDS will review the situation with the applicant or student to identify possible accommodations, if any. If a reasonable accommodation can be identified which will not impose an undue hardship or fundamentally alter the nature of the academic program, service, or activity, then MBKU will make the accommodation. If there is more than one possible accommodation, MBKU will decide which option will be provided. SDS make these determinations, and the determination is subject to the appeals procedure discussed below. SDS will notify the applicant or student, the student's Program Dean/Director,

administrators, and appropriate faculty members, as necessary, of any accommodations to be provided.

MBKU maintains appropriate confidential records in accordance with the law.

How to Apply for Accommodations and/or Disability Support Services

Students seeking accommodations or disability support services at MBKU are required to register with SDS by completing the following steps. *If new to the process, students are encouraged to meet with SDS prior to completing or requesting any paperwork to ensure they have a thorough understanding of the process.* If a student is requesting additional or a change in accommodations, they may be asked to provide additional documentation. While students are welcome to contact SDS directly at any time to discuss their situation or ask questions, the typical initial registration process is as follows:

1. **If applicable, contact SDS by emailing** StudentDisabilityServices@ketchum.edu (studentdisabilityservices@ketchum.edu) **to schedule an inquiry appointment.**

2. **Make a formal request for accommodations.** Complete the Request for Accommodations & Services form (https://www.ketchum.edu/ sites/default/files/SA1059%20-%2005%20Request%20For %20Accommodations_2022_Fillable_v4.pdf). (https://ketchum.edu/ student-life/student-disability-services/#SDS_Forms) Be prepared to provide information about your disability and any history of accommodations and to request specific accommodations. Any information provided is confidential and only accessible by SDS. If you have any questions about the registration process, you are encouraged to make an appointment to discuss the process prior to obtaining documentation.

3. **Collect disability related documentation* and submit the Disability Verification Form.** SDS has developed Documentation Guidelines (https://ketchum.edu/student-life/student-disability-services/#SDS_Forms) to assist students when requesting the necessary disability documentation from their treatment providers. Disability documentation can be submitted via email to StudentDisabilityServices@ketchum.edu (studentdisabilityservices@ketchum.edu) . Please review the Documentation Guidelines or contact SDS if you have questions.

4. **Request an Intake Appointment.** Once you have completed your application and submitted your verification documents, email StudentDisabilityServices@ketchum.edu (studentdisabilityservices@ketchum.edu) to request an intake appointment. You will be contacted via email by SDS within 3 business days. If you have not heard from us after that time, please contact our office. Appointments may take place virtually or in-person.

5. **Determination of eligibility and accommodations.** SDS Takes into consideration the information provided during the intake meeting, your disability documentation, and the requirements of your academic and clinical program to determine your eligibility for services and, if appropriate, recommend specific accommodations. This is an interactive process in which it is essential that you be an active participant.

Notification and Implementation

Program faculty and administrators responsible for the implementation of accommodations will be notified once accommodations have been approved by SDS. It can take several days or more to implement accommodations. Students and applicants will be notified by the program administrator when the accommodations are in effect. If you have not heard from the program administrator within 5 business days from the conclusion of the intake appointment, please contact SDS at StudentDisabilityServices@ketchum.edu (studentdisabilityservices@ketchum.edu) for support.

Record Keeping

MBKU will maintain all the documentation related to Student Disability Services, including registration materials, intake notes and notices for five years. The documentation of all records is private and confidential to the extent possible under law. Documentation of Student Disability Services are health records under Family Education Rights and Privacy Act (FERPA).

Service and Emotional Support Animals

Marshall B. Ketchum University (MBKU) is committed to providing reasonable accommodations for qualified students with disabilities. This policy provides these guidelines where students will be allowed to have service or support animals while ensuring safety for all members of the MBKU community.

Terminology

Pets are domesticated animals kept for companionship. Pets are welcome additions to many people's lives. However, pet owners must be cognizant of how bringing their animals to campus could negatively affect others. Members of the MBKU community may have allergies or be fearful of animals. In addition, pets may cause unwanted distractions and disruptions in some cases. Pets are not allowed in any MBKU buildings or on campus grounds.

Service Animals are trained to perform specific tasks for individuals with disabilities (e.g., guiding the blind, alerting for seizures). Service animals are working animals, not pets and are protected under the Americans with Disabilities Act (ADA). Students, please refer to the Accommodating Students & Applicants with Disabilities policy in the MBKU Student Handbook student disability services (StudentDisabilityServices@ketchum.edu). Employees, please refer inquiries to HumanResources@ketchum.edu.

Emotional Support Animals (ESAs) are animals that provide **emotional or therapeutic support** for a diagnosed mental health condition. These animals provide emotional or other support to improve one or more identified symptoms or effects of a person's disability. Like service animals, ESAs are not pets. Unlike service animals, ESAs are not required to be trained to perform work or tasks that are important to the independence or safety of their disabled handler. Their therapeutic support is a function of their presence and interaction with the person with a disability. ESAs are covered primarily under the Fair Housing Act (FHA) and require approval as reasonable accommodation.

MBKU will consider a request by an individual with a disability for reasonable accommodation to allow an ESA that is reasonable and necessary because of a mental health disability. However, an ESA is not permitted indoor areas of the University (e.g. libraries, academic buildings, classrooms, labs, individual centers, etc.).

Notice of Service Animals and ESA Animals

MBKU asks that students go through the student disability services (StudentDisabilityServices@ketchum.edu) to provide the animal's recent Rabies Shot Records and Orange County License prior to bring the animal to campus.

Informal Procedures

Applicants or students may disagree with the determination made by SDS concerning accommodations and/or removal of barriers. Applicants or students are encouraged to work with MBKU informally to resolve their concerns at any stage in the request for accommodations process and may address their concerns with the Disability Services Coordinator, their Program Dean/Director, or other Enrollment and Student Services personnel. Applicants or students may opt out of this informal process and move directly to the formal processes.

Appeals Process for Decision made by Disability Services

Applicants or students who are dissatisfied with the determination made by SDS concerning accommodations and/or removal of barriers may appeal the decision. The Vice President for Human Resources serves as the ADA/504 Coordinator and reviews all appeals. Applicants must contact the ADA/504 Coordinator to initiate the appeal. Students must submit an appeal in writing using the Disability and Accommodation Appeal Form (https://ketchum.edu/student-life/student-disability-services/#SDS_Forms). The ADA/504 Coordinator will review the appeal form and interview the applicant or student to discuss the applicant or student's appeal. The decision of the ADA/504 Coordinator will be final.

Contact Information

MBKU Student Disability Services Assistant Coordinator
Melissa Brown, MA| *Registrar*
studentaffairs@ketchum.edu | mbrown@ketchum.edu | 714.449.7462

MBKU American with Disabilities Act (ADA)/504 Coordinator
Wende Holtzen, MS, SPHR, SHRM-SCP | V*ice President for Human Resources*
studentaffairs@ketchum.edu | wholtzen@ketchum.edu | 714.449.7459

Religious Adjustments

MBKU respects the religious beliefs and practices of all members of our community and shall make, on request, an accommodation for such observances when a reasonable accommodation is available.

Students whose religious beliefs or practices conflict with their schedule, or with the policy on dress and appearance, and who seek a religious accommodation must submit a written request for the accommodation to the VPESS. The written request needs to include the type of religious conflict that exists and the student's suggested accommodation.

The VPESS shall evaluate the request considering whether a conflict exists due to a religious belief or practice and whether an accommodation is available that is reasonable and would not create an undue hardship or a change in the technical standards of the student's program. An accommodation may be a change in schedule, using excused time off, or allowing an exception to the dress code that does not affect safety or violate the professional standards of dress. Depending on the type of conflict and suggested accommodation, the

VPESS may confer with the student's Dean/Director and/or Clinical Preceptor.

The student and VPESS shall meet to discuss the request and decision on an accommodation. If the student accepts the proposed religious accommodation, the VPESS shall implement the decision. If the student rejects the proposed accommodation(s), the student may appeal to the Vice President of Human Resources (VPHR). The VPHR's decision shall be final.

Accommodating for Pregnancy & Related Conditions

TitleIX@ketchum.eduMBKU is committed to creating an accessible and inclusive environment for pregnant and parenting students in accordance with Title IX, and will not unlawfully discriminate against any student, or exclude any student from its education program or activity, on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from any of these conditions.

Pregnant students will be treated the same as similarly situated students with any other temporary disability and will be required to submit medical certification like other students with physical or emotional conditions requiring the attention of a health care provider. Requests for accommodations should be directed to the S (p. 4)tudent Disability Services Coordinator who will discuss the student's needs and determine appropriate adjustments because of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions.

Students who are interested in learning about their Title IX rights as a pregnant or parenting students may contact the Title IX Coordinator a TitleIX@ketchum.edu. (TitleIX@ketchum.edu)

FAQs Related to Pregnant and Parenting Students

How long are students entitled to have the accommodations before the delivery?

Title IX does not have a timeframe limitation, because individual circumstances differ. MBKU uses the same policy we use for any other temporary disability or absence such a leave policy for students or for students who do not qualify for the leave policy, the timeframe is for "so long a period of time as is deemed medically necessary by the student's physician." See 36 CFR § 106.40(b)(4) and (5).

How long are students entitled to have the accommodations after the delivery?

Post-pregnancy, Title IX also requires that accommodations be provided for breastfeeding and recovery. And, in certain situations, a pregnancy-related or recovery complication may be protected under the Americans with Disabilities Act (ADA), entitling the student to reasonable accommodations under that federal law.

California has pregnancy and breastfeeding protections, including the California Equity in Higher Education Act (AB2350), which specifically guarantees leave for graduate student parents. This law allows for graduate students to take leave for longer than what is medically necessary and return without penalty.

Do accommodations apply to breastfeeding students?

Yes, as a pregnancy related condition, breastfeeding students can access a lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, may be used by a student for expressing breast milk for breastfeeding as needed. See CFR 106.40. A map of lactation spaces can me found on the MBKU Student Portal (log in required).

Mental Health Counseling Services

MBKU offers a multitude of services with a goal of providing support, assistance, and resources which enable students to achieve at the highest possible level. Wellness is a priority, and all registered students are encouraged to take advantage of the services offered.

The Director of University Student Counseling Services is available on a part-time flexible schedule throughout the week for personal counseling at no cost. Set up an appointment via e-mail (akirschen@ketchum.edu) or phone (714-595-9700).

Common Student Issues:

- Academic pressure
- Managing difficult emotions
- Anxiety and stress
- Personal development
- Mild depression
- Life transitions
- Relationship issues
- Grief and loss
- Family and interpersonal conflicts

Services We Offer:

- Individual sessions with a licensed psychologist for short-term issues
- Resources and support
- Literature
- Referral to outside resources for more serious issues
- Seminars devoted to issues such as time management and resilience

Services We Do NOT Offer:

- Intensive outpatient mental health treatment
- Treatment mandated by the legal system
- Assessment for learning disabilities

Supplemental Services:

In addition to the Director of University Student Counseling Services, MBKU has a special arrangement with Hope Counseling Center (HCC) that allows an expansion of counseling options to all current MBKU students. HCC trains graduate students to help clients enhance their daily living and become empowered to overcome any obstacles clients may face. They offer personal/individual, marriage/couples, and family counseling Monday through Friday from 9:00am to 8:00pm and cost only $5 per session. No reports of any kind will be sent to MBKU.

The HCC facility is located at 2585 E. Chapman Ave, Fullerton, CA 92831, right next door to Chase Bank (5 minutes from MBKU main campus). For more information and to schedule an appointment, call 714-879-3901 ext. 1266.

All conversations are confidential and provided by qualified professionals. If you are experiencing a medical or psychiatric emergency call 911.

Other Resources:

- 988 Suicide and Crisis Lifeline (24/7): Dial or Text 988
- Trans Lifeline: 877-565-8860
- SAMHSA's National Mental Health Helpline: 800-662-HELP (4357)
- National Mental Health Hotline: 866-903-3787
- National Alliance on Mental Illness: 800-950-NAMI (6264)
- National Sexual Assault Hotline: 800-856-4673

Financial Aid

Student financial aid includes all resources used to finance education (other than those provided directly by students and their families). It includes scholarships; grants; work-study; and Federal, private, and institutional educational loan programs.

For general and program-specific Financial Aid information, visit the Financial Aid tab (https://my.ketchum.edu/ICS/Financial_Aid/) of the portal.

All official MBKU Financial Aid policies are located in the University Catalog (p. 18).

In awarding financial aid, MBKU does not discriminate based on race, color, national or ethnic origin, religion, age, sex, disability, or prior military service.

Contact Information

Email: FinancialAid@ketchum.edu
Phone: 714-449-7448

Location/Hours:
MBKU Fullerton Campus, Building D
Monday – Friday 8:00am – 5:00pm

FAFSA School Code: 001230

Address:
Marshall B. Ketchum University
ATTN: Financial Aid
2575 Yorba Linda Blvd.
Fullerton, CA 92831-1699

Registration & Records

Registration and Records maintains all official student records. Any changes pertaining to student information should be directed to this office. For a full list of their services, please visit the Registration and Records tab (https://my.ketchum.edu/ICS/Office_of_Registrar/) on the portal. Unofficial transcripts are available on the My Records tab (https://my.ketchum.edu/ICS/My_Records/My_Unofficial_Transcript.jnz) on the portal.

Refer to the University Catalog (p. 15) for more information regarding student records.

Contact Information

Email: Registrar@ketchum.edu

Location/Hours:
MBKU Fullerton Campus, Building D
Monday-Friday 8:00am – 5:00pm

Local Housing Options

Fullerton, being a college community, has many apartments and rental houses around the University. There are no residential halls at MBKU; however, there are a variety of apartment complexes within walking distance of campus. MBKU owns several off-campus housing units that are rented to students on a first-come, first-served basis. Vacancies are filled via the Housing Wait List on the portal (https://my.ketchum.edu/ICS/Students/Student_Housing.jnz). Hope International University offers on-campus living options to MBKU students that include meal plans. If you have reliable transportation, there are other living options for all needs and budgets in Fullerton, Yorba Linda, Placentia, La Habra, Brea, Orange, and Anaheim – just to name a few!

All students are responsible for acquiring their own housing at their own discretion and risk.

Student Achievement Center and Other Student Support Resources

Peer Advisor Program

Peer advising provides informal, non-academic advice and personal student perspectives about life and learning at MBKU to incoming/first-year students. New students gain informed student perspectives on MBKU based on their Peer Advisor's personal experience within their program along with formal training. Peer Advisors show a strong commitment to helping new students make the transition from undergraduates to informed, successful professional students who will be responsible for their own academic goals and professional growth.

Students interested in becoming a Peer Advisor during their second professional year may apply during winter quarter each year. Information is shared via email leading up to the application process and applications are submitted via Presence (https://ketchum.presence.io/). The application process includes the following:

1. a brief personal statement highlighting why they are applying for the position and what personal attributes make them suited for this role; AND
2. any pertinent leadership and/or work experience should also be noted.

University Student Affairs conducts applicant interviews during spring quarter. Qualified students will be offered Peer Advisor positions. In the event of an abundance of applicants, the applicants are ranked, and the top candidates will be offered the positions.

University Student Affairs oversees and trains all Peer Advisors with input from Program representatives to enhance the students' advising skills. They receive training documents compiled by University Student Affairs.

Peer Advisors provide guidance and advising during mutually agreed after class/lab hours. Advising can be face-to-face meetings or conducted electronically. Peer Advisors are valuable members of the MBKU community and, as such, are compensated as a work-study position.

Peer Tutoring Program

Peer Tutors are upper-level MBKU students who have excelled in the course they tutor and are trained to facilitate discussions on course content as well as study skills and strong academic habits. Peer tutoring services are available at no cost for students experiencing academic difficulty and for students desiring additional assistance with course work. Arrangements for tutoring may be made by the instructor or student. Tutors are selected based on cumulative GPA/academic progress with faculty approval.

Each Program is in charge of their own Peer Tutoring program. Program Student Affairs representatives are available to assist faculty and students in the selection of tutors and/or course review session leaders. The earlier an instructor identifies students needing tutorial assistance, the more likely the services will be of value. Peer Tutors are valuable members of the MBKU community and, as such, are compensated as a work-study position.

Dr. Lorraine Voorhees Student Achievement Center Resource Room

The Dr. Lorraine Voorhees Student Achievement Center Resource Room is a one-stop-shop quiet place to study, meet with a tutor, peer advisor or study group. Open to all MBKU students and located in the Administration Building (second floor), there are a variety of personal and professional reading materials and other resources, white board, electric back massagers, device charging station and a lounge chair if you simply need a break.

The Student Achievement Center Moodle page (https://moodle.ketchum.edu/login/) is an online information source where you may find handouts and recordings of previous seminars, helpful academic/study resources, career development resources (including articles, resume/CV/cover letter templates, and more), student counseling services, Title IX/FERPA/ADA information and more. All current MBKU students have access to the SAC online resources.

Lecture Capture

MBKU uses a Lecture Capture (LC) system to record presentations and other content. LC can be a powerful tool in the learning process; it

offers an opportunity to deliver course content in new ways and/or to make content available for students after class and to meet a variety of learning needs. Recordings are viewed as a study aid and should not be used in lieu of attending class.

LC technology is automatically scheduled to record course lectures in the classrooms. This policy is implemented to all Program courses. All invited/guest lecturers must be notified in advance that their lecture presentation may be captured. Recorded lectures are accessible via Blackboard or Moodle to students currently enrolled in the class. LC recordings associated with courses are stored for the entire quarter. Exceptions to this may be considered on a need basis.

Every effort is made to record each lecture, however, there may be occasions when a lecture does not record or is delayed in its publishing – for this reason we remind students this is a supplemental study tool and not to be used in lieu of attending class.

Lecture capture is permitted to be streamed and viewed by students currently enrolled in the class for which the recording was made. In all cases, duplication or redistribution by students is strictly prohibited. It is not permissible to download, record, share, or duplicate any lecture capture recording in part or whole. Unauthorized duplication or dissemination of lecture capture materials violates University policy and may result in disciplinary action. Students wishing to prepare summaries of LC material may do so provided they are not sold to others.

Activities & Seminars

Every student at MBKU can become a capable, caring, and inspired health care professional through academic and personal growth. The mission of the Student Achievement Center (SAC) is to provide services and support to help all students reach that goal. The following activities and seminars are available to all students at no cost and advertised on MBKU social media pages, the University events calendar, Presence (https://ketchum.presence.io/), e-mail, and campus flyers.

Welcome Back BBQ

Held during the first few weeks of Fall classes, the Student Events Committee (part of the MBKU Student Government Association) hosts a "Welcome Back BBQ" where all new and returning MBKU students and faculty gather to socialize and ring in a new academic year on the Commons lawn. Lots of food, snacks, and drinks are provided along with a little bit of entertainment. Spouses and children are welcome to attend.

Stress Recess Series

The SAC hosts several "Stress Recess" activities to help ease anxiety and tension during high-stress time periods throughout the academic year. One of the most popular activities is supported by "Puppies 2 Partners." Besides being cute, these dogs are incredibly special because they are all being trained for Guide Dogs for the Blind. Other traditional Stress Recess programs include craft activities, wellness walks, networking lunches, and Yoga/mindfulness/meditation sessions. For students interested in leading their own Personal Wellness Sessions for their peers, contact University Student Affairs for work-study opportunities!

Navigating Professional School Series

The Navigating Professional School (NPS) seminar series is comprised of programs on a variety of topics designed to help MBKU students thrive in their respective programs and as members of an interprofessional health care community. NPS events are open to all MBKU students at no cost.

Seminars are scheduled at least once per quarter and include workshops, lectures, and discussion panels that cover a wide range of topics such as:

- Stress and test anxiety management
- Study tips
- Effective communication
- Assertiveness
- Financial wellness

Career Development Services
Online Job Board

The MBKU Online Job Board (https://jobs.ketchum.edu/) ("The Career Resource Center") advertises open positions (full-time, part-time, and fill-in) for all three fields of practice. This service is free for students and includes a resume review service, interviewing tips, and tricks (and other content), and an Ask-The-Experts feature where you can submit questions to real career experts! Students create a personalized unique profile and job alerts; upload resumes and cover letters (or you can build them through the site) and apply for jobs directly through the site. The search function has a variety of filters so you can sort out exactly what you are looking for. The student account dashboard includes any contact requests from potential employers, messages, job applications, saved jobs, and saved searches. Anyone can search for jobs on this site – students, graduates, and even people unaffiliated with MBKU!

Electronic Resources

The SAC Moodle page (https://moodle.ketchum.edu/login/) hosts a section titled "Career/Job Search Resources" that includes a wealth of professional development articles, resources, and information. This section provides links to MBKU internal employment opportunities, the MBKU Career Resource Center and MBKU-hosted continuing education opportunities, and more:

- Resume, CV, and cover letter tips and tricks, examples, and templates
- Sample acceptance, decline, follow-up, and thank-you letters
- Field-specific job boards
- Educational videos and information on effective job searching, networking, interviewing, and negotiating, entrepreneurship, private/independent practice, and how to build and maintain a professional brand
- And **tons** more helpful articles on related miscellaneous topics

MBKU Career Symposium

The Symposium is an annual summertime event for 3rd/4th year optometry and pharmacy students and 1st year PA students. The Symposium begins with an opening speaker followed by career development activities and a full-service hors d'oeuvres networking reception. Community professionals, alumni, faculty, and staff are all invited to the reception so students may network with their future colleagues.

Leadership Development Certificate Program

The MBKU Leadership Development Certificate program is for students who have a desire to make a positive difference in their University, program, community, and profession through leadership. Students learn

to lead with integrity through a program that combines academic and experiential learning which prepares them to become engaged and influential members of their future communities.

The application process is open to all MBKU students interested in exploring and developing their leadership skills. Students email StudentAffairs@Ketchum.edu to request enrollment into the Certificate program. The "Leadership Development Certificate Program" online course is used to keep track of program requirement completion and other information. Students who have fulfilled all program requirements are awarded with a Leadership Certificate at their graduation awards program and presented with a Leadership Medal to wear at commencement. In addition, students will be presented with a lapel pin that they can wear on their White Coats.

Program Overview

The program begins with the annual MBKU Leadership Summit held during the winter quarter which explores leadership principles and ideas, as well as basic theories and models of leadership. Students gain awareness and clarification of their personal styles, strengths, and challenges as a leader and begin to develop their own definition of leadership. This includes acquiring concrete skills, such as time management and communication.

The focus then shifts beyond the individual to being part of a team and learning to recognize and strengthen the dynamics within the group. Leadership positions, selective work-study roles, and community service projects are a part of this experience.

Throughout the remaining time in their academic program at MBKU, these students will continue to attend regular seminars and meetings, participate in leadership and service opportunities, and grow and develop as leaders. Students continue to complete program requirements throughout their time on campus.

Participation

There is no formal application process for this program - students may join the program at any time. To be eligible to participate, students must be in good academic standing with a "Pass" standing or GPA of 2.75 or higher. All requirements are submitted through the online course.

Interested students may begin completing requirements at any time. Email StudentAffairs@ketchum.edu for enrollment in the online course, which is used to submit and track requirements. All requirements are submitted through the online course. All assignments must be completed at least 8 weeks prior to the student's commencement ceremony.

Career Readiness Microcredential

The MBKU Career Readiness Microcredential is designed for students who want to make targeted professional development efforts in several different competency areas. Students progress through Career Readiness assignments that combine short lectures, self-reflection, and experiential learning opportunities which prepare them for the transition from graduate student to an engaged and influential member of their field.

The Career Readiness Microcredential is open to any interested MBKU student looking to prepare for post-graduate professional life. Students who have completed all assignments are awarded a certificate of completion and presented with a Career Readiness lapel pin to wear on their White Coats.

The program is designed to:

1. Stress the importance of professional affiliations and networking skills to build a strong professional foundation.
2. Teach and strengthen a variety of "soft" skills including professional branding, negotiating, interviewing, networking, and communication.
3. Practice professional etiquette and networking skills with classmates and future colleagues.
4. Encourage structured time to craft and refine documents/tools for the residency and/or professional job search process (e.g., resume, cover letter, social media accounts).
5. Foster personal and professional development by helping students identify and strengthen those skills which will support their success in their chosen field.

Participation

There is no formal application process for this program - students may join the program at any time. To be eligible to participate, students must be in good academic standing with a "Pass" standing or GPA of 2.75 or higher. All requirements are submitted through the online course.

Interested students may begin completing requirements at any time. Email StudentAffairs@ketchum.edu for enrollment in the online course, which is used to submit and track requirements. All assignments must be completed at least 8 weeks prior to the student's commencement ceremony.

Service Learning Microcredential

The MBKU Service Learning Microcredential is designed for students who want to make targeted service learning efforts on campus, within the community and their chosen profession. Students progress through a service learning checklist that combines videos and other resources, self-reflection and experiential learning opportunities which prepare them to be an engaged and influential member of the health care profession.

The Service Learning Microcredential is open to any interested MBKU student looking to supplement their health care education. Students who have fulfilled program requirements are awarded with a certificate of completion and presented with a Service Learning lapel pin to wear on their White Coats.

The program is designed to help students:

1. Participate in a variety of service learning experiences and projects and create a personal definition of social justice.
2. Formulate humanitarian values, such as being committed to current health care needs, social justice, engaging in social responsibility, and serving as positive change agents.
3. Engage in controversial conversations and/or scenarios with civility and effectively convey thoughts and feelings.
4. Exhibit self-awareness and self-authorship through service, show the ability to think critically about the root causes of issues related to community needs, demonstrate the ability to think reflectively, and constructively facilitate reflection and discussion among peers.

Participation

There is no formal application process for this program - students may join the program at any time. To be eligible to participate, students must

be in good academic standing with a "Pass" standing or GPA of 2.75 or higher. All requirements are submitted through the online course.

Interested students may begin completing requirements at any time. Email StudentAffairs@ketchum.edu for enrollment in the online course, which is used to submit and track requirements. All assignments must be completed at least 8 weeks prior to the student's commencement ceremony.

Cultural Humility Microcredential

In an increasingly diverse world, and as racial justice and equity come to the forefront in American society, successful health care professionals must be culturally competent and understand how to practice cultural humility in order to reduce health disparities and increase equity for positive patient outcomes.

The MBKU Cultural Humility Micro-Credential is designed for students who want to develop their capacity to understand and address their own cultural knowledge and biases. Students progress through a self-paced series of events and self-guided activities including seminars, workshops, videos, self-reflection, and experiential learning opportunities. These activities are intended to better prepare students to transition into their professional field with a foundational level of cultural humility, upon which they will be able to grow throughout their careers.

The Cultural Humility Micro-Credential is open to any interested MBKU student. Since this program is mostly self-guided, each student experience will vary, but this program is intended to take 20-25 hours over the course of 2 years. Students who fulfill the program requirements are awarded a certificate of completion and lapel pin to wear on their White Coat.

Students who complete the Cultural Humility Micro-Credential:

1. Differentiate between cultural competency and cultural humility.
2. Assess their own cultural knowledge and bias.
3. Interpret the inter-cultural behaviors of a social or professional setting.
4. Participate in, and reflect upon, a culturally foreign setting.
5. Construct an action plan for continued development of their cultural humility.

Participation

There is no formal application process for this program - students may join the program at any time. To be eligible to participate, students must be in good academic standing with a "Pass" standing or GPA of 2.75 or higher. All requirements are submitted through the Moodle course.

Interested students may begin completing requirements at any time. Email StudentAffairs@ketchum.edu for enrollment in the Moodle course, which is used to submit and track requirements. All assignments must be completed at least 8 weeks prior to the student's commencement ceremony.

Student Government Association

- Student Government (p. 109)
- Student Recreation Center (p. 109)

Student Government

The mission of the MBKU Student Government Association (SGA) government is to advocate on behalf of the entire student body with the goals of enhancing the quality of education and student life on campus, to foster a sense of community within the University and advance the growth of interprofessional relationships in accordance with the evolving needs of today's healthcare.

Annually, each class elects their own class cabinet positions (which vary between the Programs), as well as SGA officers to represent the student body (president, vice president, secretary, treasurer, and committee chairs, and committee positions). Each class is free to maintain its own voluntary organization and treasury for social and other extracurricular functions under the supervision of the SGA. Class cabinet elections are held in the fall for every first-year class and in the spring for upper-level classes.

SGA is ultimately managed by the University Student Executive Council (USEC) which is comprised of the elected SGA President, Vice President, Treasurer, Secretary, the class presidents from each class, and the committee chairs. SGA meetings occur once per month during the academic year and all MBKU students are welcome to attend as observers. Only USEC members may participate in the meeting.

Students are charged an annual Student Association fee which is split two ways:

1. $45 goes directly into each class cabinet account and
2. $70 is collected by the MBKU Student Government Association for campus programming and other initiatives.

Each class cabinet is free to maintain their budget as they see fit — any unspent funds roll into the next year. Once the class graduates, the account is closed, and any money left is reabsorbed by the SGA. The SGA budget is maintained by USEC under the supervision of the SGA Treasurer. For more information, reference the Student Government Association Constitution and Bylaws documents on Presence (https://ketchum.presence.io/).

More information regarding official documents for the Student Government Association (including constitutions and bylaws for all clubs and organizations), a list of student organizations, the Student Government Association Handbook, meeting minutes and events calendars are located on Presence (https://ketchum.presence.io/).

The following policies and procedures can be found in the SGA Handbook:

- Funding & Financial Management
- Event Planning & Scheduling
- Fundraising Policy
- Alcohol at Student Events
- Establishing a New Student Organization

Student Recreation Center

The Student Recreation Center, located in the Low Student Union is provided to give students a place to study, socialize, and/or relax between classes/labs. Refrigerators and microwaves are available, and the lounge is furnished with a variety of tables, chairs, booths, sofas, and a

television for comfort. Pool, ping pong tables, paddles, and other games are provided as well.

A micro-market run by a third-party company provides a wide selection of healthy food and snacks including a variety of chips, candy, protein bars, sandwiches, breakfast items, milk, juices, assorted energy drinks, coffee, sodas, and water. The market also sells Keurig pods for use in their provided machines.

Payments may be made with an app, debit/credit card, Apple Pay, or USConnect card. The app is through USConnect.com. Additionally, you can load funds on the USConnect card located at the kiosk of the micro-market. Keep in mind that while the kiosk will accept cash for loading funds, it will not give change. Machines accept cash or debit/credit cards. For any issues with machines or vending suggestions, contact the Campus Store Manager.

The Low Student Union is open every day to all students, faculty, staff, and guests. Each person is asked to make a special effort to leave the room in better condition than they found it. Please observe the following rules and regulations:

1. Respect each other and take care of the equipment, furniture, and appliances. Return all equipment to the storage area if no one else is next in line. Cover any equipment if a cover is available.
2. Any event sponsored by a campus organization that is in the Student Recreation Center should be open to the entire student body.
3. **Absolutely no food or drink** is allowed on or near the pool or ping pong tables. All the equipment has been purchased with Student Government Association funds or donated and is not easily replaced or repaired. Maintenance is everyone's responsibility. Refer to rule #1.

Health & Safety

- Campus Safety & Security (p. 113)
- Drug & Alcohol Abuse (p. 111)
- MBKU Fitness Center (p. 113)
- Smoking Policy (p. 113)
- Student Health Policies (p. 110)
- Stop Campus Hazing (https://catalog.ketchum.edu/university-student-handbook/stop-camp-hazing/)

Student Health Policies

Student Health & Insurance

Campus Health Rooms

Occasionally students and/or employees need a quiet, private room to assist with a variety of personal needs including but not limited to:

- Pumping/breastfeeding
- Insulin injections
- Migraine relief
- Prayer
- Emotional phone calls; a place to calm down/relax

Health Rooms are located on main campus in the Health Professions Building (#228 and #229). There is also a Health Room at Ketchum

Health Anaheim on the second floor near the Multipurpose Room (#2122). Rooms are equipped with a sink, cupboards, and chair and are first-come, first-served. If locked, call Campus Safety. Additionally, room #228 is equipped with a couch and a small refrigerator for storage of personal medical/health-related items.

Student Health Insurance

All California residents are required to have qualifying health insurance coverage throughout the year. Residents who fail to maintain coverage each month, could face a penalty at tax time, unless they qualify for an exemption. Generally, the penalty will be $850 or more when you file your state income tax return.

There are several ways you can meet this requirement:

    a. You may be covered under your parents' policy
    b. You may be covered through your spouse's policy
    c. You may be covered by Medi-Cal
    d. You may be covered by a policy you have purchased for yourself

Note: If you plan on going out of state over summer breaks or on clinical rotations, please make sure that you have adequate coverage. Not all plans can be used outside of California. Insurance coverage is an expense that can be added to your financial aid budget / funding. Contact Financial Aid for more information. In California, you may seek coverage through www.coveredca.com (https://www.coveredca.com) or www.healthcare.gov (https://www.healthcare.gov).

Accidents & Injuries

Accidents and injuries may happen at any time, so it is important to carry medical insurance. The University has protocols put in place for reporting accidents that occur while on campus and during clinical rotations. The number one priority is student safety. If the accident is serious, please call 911. Fortunately, most accidents do not require emergency services. Regardless of where the accident takes place, please contact Campus Safety immediately at 714.992.7892. They may help take care of the situation and call an ambulance if need be and facilitate their arrival on campus. Campus Safety will complete an incident report.

After the situation is stable, the student should report the injury to their program Student Affairs representative and complete a claim form. They will forward a copy of the claim form and all necessary information to Human Resources who will report the claim. If a student is injured while on rotations, they should please seek immediate care and then follow the procedure list above.

Workers' Compensation Insurance coverage may apply to a student who is injured during an assignment, including class, laboratory, or clinic and while performing a campus work-study job. The Workers' Compensation Claim Form (DWC-1) should be completed within 24 hours of the injury. This form is located on the Work Study page (https://my.ketchum.edu/ICS/Financial_Aid/Federal_Work_Study__Student_Employment.jnz) of the portal. For medical attention outside of California, call (888) 558-7478.

Immunizations

Entering students are required to provide the University with immunization records by July 31 which is collected by your Program. The University follows the Center for Disease Control (CDC) recommended vaccines for Health Care Workers (https://wwwnc.cdc.gov/travel/yellowbook/2024/work-and-other-reasons/health-care-workers/), including the COVID vaccine (https://www.cdc.gov/vaccines/covid-19/).

However, your program may have additional requirements. See Program Handbook for details.

Maintenance of Health Records

Student health records are kept separate from their educational records and are protected by FERPA/HIPAA. General student health records not related to immunization or tuberculosis tests, are confidential and accessible, or can be reviewed, by MBKU officials only with express written authorization from the student. Access to such files is restricted to the designated individuals and for limited purposes, as indicated in the written authorization. Access to student health information is granted only to the Program designee for the maintenance and compliance with immunization, tuberculosis tests, and health physical requirements. Limited health information (i.e., immunization and tuberculosis screening results), for the purpose of compliance with clinical rotation participation, is granted to the Program designee. The immunization records, as well as the tuberculosis screening results, are maintained and released with permission from the student through various third-party programs for ease of credentialing during clinical rotations. See Program Handbook for details.

Student Fee Reduction/Waiver Courtesy Policy for the University Eye Center

Students and their immediate family members are entitled to 100% fee waiver for all diagnostic service charges and may purchase dispensing materials (e.g., glasses and contact lenses) at a discount.

Fee waiver appointments are available Monday through Friday (excludes Saturday). MBKU students simply need to show their ID/access card to receive the fee reduction. If you would like a fee reduction for a family member, you must complete the Fee Waiver Request Form. Immediate family includes spouse, registered domestic partner, parents (and in-laws), and children (up to the age of 25). Approval must be obtained 2 weeks prior to the rendering of services and/or ordering of materials. Fee reductions will not be honored after the service is rendered or materials are ordered.

More information, including the Fee Waiver Request Form (https://my.ketchum.edu/ICS/icsfs/mm/kh_fee_waiver_form_and_policy.pdf?target=2e39e6b1-1b8c-4361-b08a-070506b02659) is located on the portal. You must be logged in to the portal when using the embedded link above.

Ketchum Health Medical Clinic Courtesy Policy

Urgent care consultations will be provided free of charge for MBKU students. For any additional urgent care services beyond consultation, there will be a fee depending on each type of service. Urgent care services available include a variety of on-site or external laboratory studies/tests, injectables; including medications and immunizations, durable medical equipment, and surgical procedures such minor laceration repairs, incision and drainage of abscesses, ingrown toenail extractions, ear wax removal, among others.

Please call 714-462-7500 or visit Ketchum Health Medical Clinic in suite 2108 to schedule an appointment.

Student patients will be informed of all in-clinic charges prior to treatment and payment. Specific lab specimens will be sent to external laboratories such as Labcorp or Quest with patient's authorization. *Any external lab*

fees will be billed by laboratories to students' individual health plans. Any expenses not covered by the patient's medical insurance will be the patient's responsibility.

Drug & Alcohol Abuse

Introduction

MBKU recognizes the illegal or abusive use of alcohol or other drugs by members of the community has a detrimental effect on the University's commitment to educate caring, inspired health care professionals who are prepared to deliver collaborative, patient-centric health care in an interprofessional environment. The University community mutually shares the responsibility for creating and maintaining an atmosphere conducive to academic and professional excellence. Responsible conduct and accountability are required from all University constituents whether student, faculty, staff, administrator, or Trustee.

The University has a significant and ongoing interest in ensuring the health, safety, and well-being of all its students and employees. The University will not tolerate the illegal use of drugs or alcohol, and by law, we cannot. Under the Drug-Free Schools and Communities Act Amendments of 1989 in order for an institution of higher education to be considered a "responsible source" for the award of Federal and State contracts, including student financial aid, we are required to maintain a policy that ensures that students are absolutely prohibited from the unlawful possession, use or distribution of illicit drugs and alcohol on university property or as part of any university activity. Examples of controlled substances covered under this policy are as follows:

    a. Narcotics (heroin, morphine, etc.)
    b. Cannabis (marijuana, hashish)
    c. Stimulants (cocaine, diet pills, etc.)
    d. Depressants (tranquilizers)
    e. Hallucinogens (PCP, LSD, "designer drugs", etc.)
    f. Alcohol

Note: California allows the private recreational use and possession of small amounts of marijuana for people 21 years of age and older. Marijuana is still illegal under federal law and is prohibited under the Drug Free Schools and Communities Act. The Controlled Substances Act states that the growing and use of marijuana is a crime. Federal enforcement agencies can prosecute on this basis regardless of state law. In addition, the Drug Free Schools and Communities Act requires the prohibition of marijuana at any university receiving federal funding. MBKU is one such university.

- As a result of these federal regulations, MBKU prohibits students, employees, and members of the general public from possessing, using, or distributing marijuana in any form in any University-owned or operated facility and during any University activity (Student Code of Conduct (p. 79)) (p. 77).

Drug Abuse Policy

MBKU has a comprehensive approach to the issues associated with substance abuse by emphasizing the following:

    a. The University shall take the necessary effective steps to create and maintain a drug-free educational and work environment for its students.

b. Individuals who are experiencing issues with the use and/or abuse of alcohol or other drugs are encouraged to seek treatment and/or rehabilitation confidentially and voluntarily.

c. Students experiencing issues from drug, narcotic, or alcohol abuse or dependency should seek assistance through the VPESS, the Director of University Counseling Services, and/or Program Dean/Director who shall make referrals to credentialed professional counselors. The counseling relationship is to be professional and confidential.

d. The University encourages and reasonably accommodates students with chemical dependencies (alcohol or drug) to seek treatment and/or rehabilitation. To this end, students desiring such assistance should request a treatment or rehabilitation leave by contacting the VPESS or Program Dean/Director. The University, however, is not obligated to continue enrollment of any student who continues to use drugs or alcohol, nor is the University obligated to re-admit any student who has participated in treatment and/or rehabilitation if that student's academic and/or professional performance remains impaired as a result of dependency. Additionally, students given the opportunity to seek treatment and/or rehabilitation but fail to successfully overcome their dependency or problem will not automatically be readmitted. This policy on treatment and rehabilitation is not intended to affect the University's treatment of a student who violates the regulations described here. Rather, rehabilitation is an option for a student who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency. Any accommodations granted are only in effect while the student is free of drug and/or alcohol dependency.

e. A student must notify the University of any Criminal Drug Statute Conviction for a violation occurring on university property or as part of any university activity no later than five days after such conviction. Failure to inform the University will subject the student to disciplinary action, up to and including suspension for the first offense.

f. As part of the University's Drug and Alcohol Abuse Prevention Program, the University has instituted an educational program for all students on the dangers of substance abuse. All incoming students are required to participate in several training modules on health and wellness, social responsibility, and University support services. To assist members of the University Community in overcoming substance abuse problems, upon request the University will offer information on rehabilitative help, including educational materials, information about community resources for assessment and treatment, and counseling programs. Additionally, students may seek advice confidentially from the Director of University Counseling Services.

Alcohol Regulations

The possession and consumption of alcoholic beverages on MBKU campus and at University recognized events is governed by appropriate state and municipal laws as well as by University regulations. All persons regardless of age or status are governed by these laws and regulations in their administrative practice as well as in personal conduct. All members of the University community are expected to observe the applicable laws and regulations for responsible drinking behavior and to follow appropriate hosting guidelines.

The University's policy with respect to alcohol fully complies with the state laws of California and the municipal laws of Fullerton, Anaheim, and Orange County. These laws apply regardless of the country or state from which a person has come or in which the person maintains official residence.

The University reserves the right to institute stricter regulations beyond that of state or local laws. An individual or group which sponsors a campus event at which alcoholic beverages are made available is responsible for adherence to the applicable state and local laws and university regulations and for the abuses arising from the use of alcoholic beverages. Where alcoholic beverages are permitted, ample non-alcoholic beverages and food must be provided as well.

The intention to serve alcoholic beverages must be registered with University Student Affairs prior to staging the event. The purpose of registration is to ensure that the sponsor understands the rules and that appropriate controls for underage drinking are in place. Organizers of parties (hosts) must be aware of their responsibilities. Hosts must designate specific individuals who will not consume alcohol during the event. These individuals may not serve guests who appear to be intoxicated, and they must prohibit access to alcohol by guests who are under 21. Hosts must follow all of the regulations as listed herein and in the "MBKU Alcohol Policy Agreement for Events" form located on the Forms tab of Presence (https://ketchum.presence.io/). Once the form is completed and submitted to University Student Affairs, MBKU Campus Safety will be alerted to make sure they have the appropriate officer representation based on the event attendance estimate (see below).

In general, social events involving the use of alcohol can be very hazardous to the health and welfare of persons and/or the University property. The University requires that security arrangements be taken to maintain order and control access to social events at which alcohol will be served. MBKU Campus Safety and/or administration has the right to terminate any function at which attendees become disruptive and/or destructive, or the function is not considered to be in good taste.

Everyone is reminded that every member of the University community shares responsibility for the safety and welfare of others who become a danger to themselves and/or to others. The law provides that individuals may be held liable for damages or injury resulting from serving alcohol to persons of any age. Furthermore, any person responsible for organizing or sponsoring an event may be vulnerable to legal prosecution if alcohol is served and minors are present.

The following University regulations shall apply at all University/student functions:

a. It is illegal for anyone to serve alcohol to anyone under 21 years of age. It is also illegal for anyone under the age of 21 to purchase, possess, distribute, or consume alcohol.

b. Identification cards with proof of age must be presented when requested at all events at which alcohol is served.

c. Non-alcoholic beverages and select food items must be readily available and accessible throughout the duration of the event.

d. Alcoholic beverages may not be sold at any campus event without an appropriate State license.

e. Alcohol may not be served to persons who appear to be intoxicated.

f. Any student event in which alcohol is served or consumed on campus must have received prior approval from University Student Affairs – who shall communicate with Campus Safety

and request additional Safety Officers be present for the duration of the event.

    g. No person under the influence of alcohol or other drugs is permitted to enter MBKU clinics, see patients or enter a classroom or laboratory.

The federal government requires the University to issue clear statements about sanctions it is prepared to impose on violators.

If an individual or group violates the alcohol policy (e.g., use, possession, or distribution of alcoholic beverages by a person under the age of 21; use of a false ID; failure to ensure that IDs are checked for admission to a social event where alcohol is served; provision of alcohol to someone under the age of 21), the following range of sanctions may be applied: Warning; fine; loss or suspension of social and campus privileges; suspension or denial of permission to hold further social events; suspension or loss of organizational status; referral to the appropriate judiciary body for disciplinary action up to and including suspension, termination or expulsion from the University. See the Code of Conduct (p. 77) for more information.

Smoking Policy

As a health care facility, the University is committed to a philosophy of a healthy and safe environment. Therefore, smoking is not permitted anywhere on campus. Violators will be subject to the same disciplinary actions that accompany infractions of other University rules up to and including suspension.

MBKU Fitness Center

MBKU believes in the promotion of physical health and mental well-being for all students. In that spirit, a fitness center is available on campus. All current members of the student body (and employees) are eligible to use the Fitness Center at no cost. The Fitness Center includes lockers, showers, and restrooms that are available for temporary use while utilizing the facilities.

Use of the Fitness Center and workout equipment is at your own risk. MBKU is not responsible for any claim, liability, or demand of any kind because of personal injury, personal property damage, or any other damage resulting from or associated with the use of Fitness Center Facilities. If a piece of equipment needs to be serviced or repaired, please alert MBKU Campus Safety.

Fitness Center Rules and Regulations

1. Hours of Operation
The Fitness Center is open from 6am to 1am, 7 days a week, in accordance with campus hours. It may also be closed for cleaning and/or repairs. MBKU ID Access Card is required for entry.

2. Lockers, Showers, and Restrooms
The lockers are only available for temporary use while utilizing the Fitness Center facilities. At each visit, a key may be checked out from Campus Safety and returned immediately upon exiting the Fitness Center. Lockers are available on a "first-come, first-served" basis. Lockers cannot be reserved. A $15 fee will be assessed if a locker key is not returned within 48 hours.

3. Dress Code
Appropriate workout attire (e.g., closed-toe workout shoes, shirts, shorts, pants, leggings, etc.) must always be worn.

4. Television Monitoring
As part of the campus security system, a television camera is mounted in the northwest corner of the ceiling and records all activities 24 hours per day.

5. General Rules and Regulations
    a. At any time, MBKU Campus Safety and/or administration may revoke Fitness Center use privileges for any abuse or violation of the Fitness Center, equipment, and rules and regulations.

    b. Participation and use of facilities are entirely at your own risk. MBKU is not responsible for any lost, stolen, or damaged items. Where property damage is incurred, the person responsible shall reimburse all costs for repair or replacement.

    c. The Fitness Center is for the exclusive use of MBKU students and employees. No other persons are eligible to use the facility.

    d. ID Access Cards must always be in possession.

    e. No food or drink is allowed other than bottled water.

    f. Be courteous and allow others to exercise in your immediate vicinity. Please observe a 30-minute time limit on all cardio equipment when others are waiting.

    g. Wipe any perspiration off equipment and/or mats immediately after use. Replace weights and other objects to the proper location.

    h. No towels are provided. No bags are allowed in the Fitness Center – please use a locker.

    i. No personal workout equipment (i.e., Kettlebells, Dumbbells) may be brought into the MBKU gym.

    j. Workout equipment is not permitted to be removed from the MBKU gym to utilize on campus.

    k. No chalk.

    l. Report any dangerous behavior or unprofessional activity by others Campus Safety immediately.

Campus Safety & Security

MBKU continuously strives to provide the safest possible environment for classroom, work, study, and after-hours activities for everyone on campus and at MBKU clinics. Personal safety continues to be of paramount importance and will remain one of the highest priorities.

Campus is responsible for ensuring overall safety and security on all University properties. Campus Safety Officers are available on the Fullerton campus 24 hours, 7 days a week. The Campus Safety office is located on the ground level of Building B next to the parking structure.

Each student, faculty, and staff member have been issued ID Access Cards and must carry them for identification at all times. Campus Safety Officers have the authority to check and identify anyone on any campus at any time. If proper identification cannot be provided and it is determined that an individual does not have business on MBKU property, the individual may be escorted off campus.

All members of the campus community are urged to help monitor and maintain the safety of campus. If students suspect an unauthorized or suspicious individual on campus or in the immediate area, they should call Campus Safety (714.992.7892). Please stay on the line until an Officer answers your call and provide details on the individual to the Officer on duty. Located in the parking structure and in Lot C parking

area are blue light emergency intercom systems, which are monitored by Campus Safety. These emergency call systems should be used for emergencies only (e.g., not parking issues).

The city of Fullerton has a major university, multiple colleges, and various other schools within its boundaries. This makes the Fullerton Police fully aware of the constant activities on each campus and the potential crime that could occur. MBKU maintains a working relationship with the Fullerton Police Department and has always found them swift to respond to any reported problem.

The University has an Emergency Alert System to communicate with students and employees should there be an emergency. Students can enroll or update their information in the system via the MBKU portal. Once the student is enrolled, and in the event of an emergency or a high-concern event, a notification will be sent to inform the student of the incident and safety directions (e.g., not to come to campus, when to return to campus, etc.). The notification is distributed via automated voice call, email, or voicemail (mobile and landline phones).

Safety as a Social Responsibility

At MBKU, we continually strive for a culture of reporting. It is not the responsibility of a few select people to keep the community safe – it is the responsibility of everyone to maintain overall safety. For more information regarding social responsibility and bystander training, please visit the Student Achievement Center Moodle site (https://moodle.ketchum.edu/login/) for a training video and additional resources on these topics.

If students see something suspicious on campus or have a non-emergency concern about a situation or fellow student, please report the concern via the "Report A Concern (https://my.ketchum.edu/ICS/Report_a_Concern.jnz)" form on the portal. This form may be submitted anonymously. This form is for reporting general concerns regarding the safety and well-being of the MBKU community only. Anonymous reports regarding alleged University policy violations will not be accepted through this form. University policy violations and/or grievances may be submitted to the VPESS (see Student Conduct (p. 77)).

Once submitted, the form will be reviewed and the concern may be investigated, if necessary or appropriate. If students include their own information, they may or may not be contacted for more details or follow-up. Due to specific circumstances and/or confidentiality concerns, it is likely the reporter will not be informed of any outcomes or resolutions.

Make caring a habit… If you see something, say something.

MBKU Campus Safety

MBKU provides information to the University community regarding sexual assault and other personal safety issues annually. University offices, such as University Student Affairs and Human Resources, may refer survivors/possible victims to local support agencies and assist them with reporting the crime to local authorities. The President shall take measures as deemed appropriate after due process and careful consideration with respect to any member of the University Community involved with all sensitive crimes.

Objectives

 a. To annually update and provide statistical information (ensuring that personal information is not being shared) regarding sexual assault on the external MBKU website, in the University Student Handbook and the Student Achievement Center Moodle page which includes local referral sources.

 b. To assist any member of the University community who may be a victim of personal crimes including but not limited to sexual assault, with securing counseling services and reporting the crime to law enforcement.

 c. To educate and train public safety personnel and individuals who advise and/or supervise students regarding prevention and the importance of support services for members of the University Community who may be a victim of and/or affected by any crimes committed including sexual assault.

Disclosure

 a. The University Student Handbook contains the complete policy, including its objectives.

 b. University students will be sent information directly and informed of any changes.

 c. Special flyers will be posted regarding sensitive crimes. They illustrate the need to seek out emotional support as well as the need to report the crime. In addition, pamphlets will be available regarding these matters in a variety of student gathering areas on campus and in the clinics.

 d. The VPESS maintains ongoing referral sources available to students. If a student reports a crime, the VPESS encourages the student to seek out emotional support and immediately provides the student with contact information for local agencies. The student will be informed of the option to report the crime to local law enforcement. If the student desires, the student will be assisted with this process.

 e. The Director of Campus Safety, or designee, aids the affected individual in reporting the crime. This person explains the process and, if necessary, escorts the student to the local authorities.

 f. If the crime occurs on the University premises, the Director of Campus Safety works with the local law enforcement to apprehend and/or prosecute the assailant.

 g. For additional information, please reference the Title IX: Sexual Harassment and Non-Discrimination Policy (p. 88).

Please be Alert at all Times

 a. Identification/Access Cards are issued to all students for identification and security purposes and must always be worn in a visible location while on campus.

 b. Purses, keys, and personal belongings must always remain with you (or in a locker).

 c. Identify all items of value with your name and if possible, your student identification number.

 d. Be alert when using school equipment. Help protect it from theft, unauthorized use, or vandalism.

 e. Keep your vehicle locked when not in use, and lock valuable items in the trunk.

 f. Check the back seat before entering your car.

 g. Report any suspicious activity or any concerns you may have via the "Report A Concern (https://my.ketchum.edu/ICS/Report_a_Concern.jnz)" form. ***Make caring a habit… If you see something, say something.***

 h. Always park in a well-lit area. Always be conscious of your surroundings and not be distracted by items such as mobile devices or conversations, etc.

 i. Do not walk alone at night, get a friend to go with you, or call Campus Safety for an escort.

j. Walk on well-lit paths and avoid shortcuts and dark or isolated spots.

On Campus Emergencies

All crimes (assault, thefts, vandalism, etc.) and accidents should be reported to Campus Safety. Reporting should be completed as quickly as possible after any one of these occurrences. This enables the University's Safety and Emergency Preparedness Management Organization (SEPMO) to review and correct policy to insure your continued safety. The Director of Campus Safety shall notify the Fullerton Police Department and a formal report will be completed for any major incident or crime.

Problem	Contact	Telephone Number
Accident	Campus Security – Main Campus	(714) 992-7892
	Campus Security – Ketchum Health	(714) 463-7509
	Student Affairs	(714) 449-7414
	studentaffairs@ketchum.	
	Human Resources	(714) 449-7459
	humanresources@ketchu	
Poison Control		(800) 222-1222
Emergency Only	--------------------------	9-1-1

Local Hospitals

Hospital	Contact	Telephone Number
St. Jude Medical Center	101 E. Valencia Mesa Drive, Fullerton	(714) 871-3280
Placentia Linda Hospital	1301 N. Rose Drive, Placentia	(714) 993-2000
Kaiser Permanente	3430 East La Palma Avenue, Anaheim	(714) 644-2000

Community Resources

When in doubt, call 911 or a local law enforcement agency. If using a University phone line, you must dial 9 first.

Local Law Enforcement Agencies

Agency	Telephone Number
Fullerton Police Department	(714) 738-6800
Placentia Police Department	(714) 993-8164
Anaheim Police Department	(714) 765-1900
Brea Police Department	(714) 990-7625
Orange County Crime Stoppers *anonymous	1-855-TIP-OCCS (847-6227)

Hotline Support

Hotline	Telephone Number
Crisis Prevention Hotline	877-7-CRISIS or 877-727-4747
National Suicide Hotline	800-SUICIDE or 800-784-2433
OC Domestic Violence Hotline	714-992-1931 or 800-799-7233

REACH (Reflect. Emerge. Act. Choose. Hope) formerly Center Against Sexual Assault	866-373-8300
National Sexual Assault Hotline	800-656-4673
Rape Crisis Hotline	714-957-2737
Sexual Assault Victim Services	714-834-4317
Orange County Rape Crisis Center	919-967-7273
University Counseling Services	714-595-9700 or 714-992-7835

Campus Hours

Campus hours are from 6:00am to 1:00am, 7 days a week. Campus is closed from 1:00 am to 6:00am. Student ID access cards will not have access during these hours. During all other hours all doors are still locked but accessible with your access card. Exceptions to these posted office hours include:

Library: For up-to-date Library hours, visit their website (https://ketchum.ent.sirsi.net/client/en_US/default/).

Administration Building (Building D)

Days	Hours
Monday through Friday	7:00 a.m. - 6:00 p.m.
Saturday and Sunday	- Closed -

The extended time in the academic buildings is to provide the time necessary for students to study and practice clinical skills. Students must yield to the janitorial service for scheduled cleaning. Safety personnel, faculty, staff, and janitorial crew have the right to ask all persons, including students, to leave the buildings at the above closing times.

A Safety Officer is on duty and conducts campus rounds twenty-four hours a day. Anyone desiring access to any classrooms or laboratories, for either study or practice time, at any time other than the times indicated above, must have written permission from the department responsible for that space and present it to the officer in the Safety Office before entry may be granted.

During weekends, the outside elevator in Building D will be shut down. Second-floor entrance to Building C (at the end of the student lockers) will be secured. Entrance will require the use of the ID access card that has been issued to you.

Note: Regardless of circumstances, if a Campus Safety officer asks students, staff, or faculty to vacate campus, they must do so.

Campus Safety Escorts

If for some reason a student feels unsafe, it is late at night, and/or must walk a distance to their vehicle after class, MBKU Campus Safety will escort them to the intended destination. This service is available to all students, faculty, and staff to provide a safe and secure environment. For a Safety Escort, please call Campus Safety: Fullerton (714-992-7892), Ketchum Health Anaheim (714-463-7509), and Ketchum Health Los Angeles (323-234-1356). Stay on the line and your call will be forwarded to a cell phone if an officer is not in the office.

Clery Act

MBKU, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (also referred to as the "Clery Act"), publishes an Annual Security Report (ASR) to provide its students and employees with an overview of crime that occurs on or near MBKU campus (including CSUF). This information is found on the following website: ope.ed.gov/security (https://ope.ed.gov/campussafety/#/). Click "Get data for one institution/campus." Scroll to the bottom section and complete the "Name of Campus" and "Campus City" fields and select search. The full ASR may be obtained from the University website: https://www.ketchum.edu/student-life/safety-security (https://www.ketchum.edu/student-life/safety-security/)

Firearms & Weapons

Firearms and other dangerous weapons may not be brought into or kept on University-owned property and/or an affiliated clinic under any circumstances. A student may possess self-defense spray but may not use it for purposes other than self-defense. For more information, please reference the Student Code of Conduct (p. 79). Violation of this policy may be punishable by disciplinary action, up to and including immediate dismissal or expulsion from the University.

MBKU Safety Officers carry firearms on MBKU campuses to increase our ability to respond to unsafe situations caused by potential threats of violence. No other exception regarding firearm licensure will be allowed.

Non-MBKU Guest Policy

Student guests are welcome on campus. Due to liability issues, guests may not use the Fitness Center. Policies related to computer and facility use apply to student guests as to all other members of the University community.

Campus Safety continually maintains a log of all guests and their MBKU escorts. This is to make sure all non-MBKU persons on campus have been authorized for campus access and to have an accurate campus headcount if an emergency were to occur. MBKU students who have a minor child, relative, friend or other guest visit them on campus must register them with Campus Safety and Security prior to their arrival. MBKU students must be the minor's parent/guardian OR have permission from the minor's parent or guardian to be with them on campus. The student accompanying the minor is responsible for the minor's welfare. All guests (including family members) should carry a photo ID, be accompanied by an MBKU-affiliated escort, and visit the Campus Safety Office (first floor of Building B) to check-in in person. Only if an officer is not available, call 714.992.7892 to contact the Officer on duty. Stay on the line – even if it sounds like the phone hung up. That noise is the call transferring from the Safety Office landline to the patrolling officer's cell phone. For any permit and/or guest parking inquiries, contact Campus Safety prior to the guest(s) arriving on campus.

Non-Service Pets on Campus

Pets are welcome additions to many people's lives. However, pet owners must be cognizant of how bringing their animals to campus could negatively affect others. Members of the MBKU community may have allergies or be fearful of animals. In addition, pets may cause unwanted distractions and disruptions in some cases.

Unless a registered service animal, pets belonging to employees and/or students are not allowed on campus. This includes outdoor spaces and within campus buildings and/or clinics. This policy applies to everyone at MBKU unless a specific exception has been granted. Students, please refer to the Accommodating Students & Applicants with Disabilities (p. 102) policy. Employees, please refer inquiries to HumanResources@ketchum.edu.

Parking

The use of the parking structure shall be at the permit holders' risk. The University shall not be responsible nor assume liability for any damage to or theft of the vehicle or contents therein while parked in the parking structure. Authorization to park in any of the MBKU-owned parking facilities is given to those students who pay the parking fee. The student ID card/access card is programed to allow access/entrance into the University's parking structure.

Student parking fees are in the form of an annual automatic fee that is charged at the beginning of each of the student's academic years. The fee is determined by the student's program and year of participation. All enrolled students who utilize MBKU parking on any of the campuses will receive a parking pass in the form of a hangtag. Student parking privileges may be canceled within the first 10 days of the first term of the academic year to receive a full refund. No refunds will be provided after the first 10 days. To cancel parking privileges and request a refund, please email StudentAccounts@Ketchum.edu. (studentaccounts@ketchum.edu)

If a student will not be utilizing any of the MBKU properties for parking, they may complete and submit a "Parking Permit Waiver Form" to Campus Safety for approval. Those students who are approved for the waiving of parking fees will not receive an automatic parking fee charge at the beginning of the student's academic year.

Student Parking Lots

Parking is on a first-come, first-served basis. The following are the University-owned parking facilities. Only students (and employees) who have purchased valid parking will be allowed to park in any of these facilities.

Lot	Location
Lot A	Fullerton Campus Parking Structure located on Associated Road
	*ID access card required for entrance and exit
Lot B	Ketchum Health Parking Lot located at 5460 East La Palma Ave. Anaheim
Lot C	Health Professions Parking Lot located off Yorba Linda Blvd.
	No student parking before 5pm – Reserved for employees and guests only
Lot E	UECLA Parking Lot located in Los Angeles
Lot G	Joeun Church Parking Lot located at 2001 N. State College Blvd. Fullerton
	Gate closes at 7pm sharp! Last pickup on campus is 6:45 pm.

Parking in Lots A (Garage) and C will be open to all employees and students starting at 5PM and lasting until 1:00 am, no current purchase of parking required. All vehicles must be removed from campus by 1:00 am. Vehicles left after 1 am are subject to citation or towing at owner's expense unless special permission has been granted.

Temporary Parking

15-minute temporary parking is allowed for those who are coming onto main campus for a quick errand, if space is available. Contact Campus Safety at 714.992.7892 to request approval prior to coming onto main campus (Fullerton). Spaces are limited and are based on a first come first serve basis. The 15-minute time frame will be enforced due to the limited spaces.

Parking Guidelines – All Violations are Subject to Fine

a. Parking is non-transferrable unless a group of students is registered with Campus Safety as a carpool group. If you have forgotten your Student ID card or are driving a different vehicle, stop by the Campus Safety office upon arrival and notify them. If you have lost or misplaced your Student ID card, a replacement ID card can be obtained from Campus Safety.

b. Reserved parking is assigned to employees that pay a premium for the space. These spaces are identified by a "Reserved" sign. If someone else parks in an assigned parking space, they will be contacted immediately to move their car and a fine may be imposed.

c. No overnight parking is permitted unless special permission has been granted and the "Overnight Parking Form" has been completed with Campus Safety.

d. Having purchased a parking permit does not guarantee that a space will always be available. Should a student be required to park elsewhere no refund or reimbursement will be given.

e. Weekly parking will no longer be available for purchase.

f. Compact spaces should be used for small vehicles only. Citation will be issued for oversized vehicles.

g. Vehicles must park in the center of the parking space (not on lines), forward to the bumper or curb, and park head-in, not backed in.

h. All vehicle information shall be current and/or updated with Campus Safety when a change has occurred (i.e., Model/Make/Color and License plate).

i. 5 MPH speed limit is enforced in the parking structure. Any speed greater than 8 MPH is considered reckless.

j. Only one car allowed through gate at a time. Attempting to enter gate as second car on another person's access is considered reckless and could result in vehicle and parking gate damage.

k. Student ID Cards are non-transferable – do not let another person use your card to obtain gate access.

l. No parking, unloading, or loading of passengers in the service and delivery driveway area between the parking structure and Building C.

Failure to follow these rules and regulations could result in a citation and/ or loss of parking privileges.

Parking Fines

Violation	Fine
1st Violation:	$25
2nd Violation:	$35
3rd Violation:	$50
4th Violation:	$75
5th Violation:	Vehicle towed

Moving Fines

Violation	Fine
1st Violation:	$25
2nd Violation:	$50

3rd Violation:	$100
4th Violation:	Vehicle towed

Reserve Space Parking Fines

Violation	Fine
1st Violation:	$25
2nd Violation:	$50
3rd Violation:	$75
4th Violation:	$100
5th Violation:	Vehicle towed

Permit Fines

Violation	Fine
1st Violation:	$25
2nd Violation:	$35
3rd Violation:	$50

Parking in a Handicap Parking Spot *without displaying the proper permit or license plate*

Violation	Fine
1st Violation:	$25
2nd Violation:	$50
3rd Violation:	$75
4th Violation:	$100
5th Violation:	Parking Privileges Revoked

If all handicap parking spots are filled on the MBKU campus, the University reserves the right to have the unauthorized vehicle towed to an impound yard at the vehicle owner's expense, even if it is the first violation.

Parking, Unloading, and Loading of Passengers *in the posted No Parking in Service and Delivery Area between the parking structure and Building C*

Violation	Fine
1st Violation:	$25
2nd Violation:	$35
3rd Violation:	$50
4th Violation:	$75

Jaywalking: Students, found to be crossing the street (Associated Road) illegally, are subject to a municipal citation by Fullerton Police. Please make every attempt to cross at the nearest crosswalk. This is in your best interest.

Bicycles & Skateboards: Students are encouraged to take alternative modes of transportation to the University. For the safety of everyone, riding bikes, skateboards or any other wheeled device is not allowed on campus.

Notes:

- Pay for parking fines through "TRANSACT" link found on the portal.
- Payment is due by the due date. Fees double after the due date.

- Failure to comply with parking policies will result in your parking privileges being revoked for the quarter. No refund of parking permit fees will be provided.
- Failure to pay fines or habitual repeat offenses will result in your vehicle being towed at your expense and parking privileges will be revoked. No refund of parking permit fees will be provided. If payment is not received the charge information will be turned over to Student Accounts Services for collection. Direct all disputes/complaints to the Director of Campus Safety. For questions, contact Campus Safety at CampusSafety@ketchum.edu or (714) 992-7892.
- For appeals, contact the VPESS at least 48 hours prior to the due date of the violation.

General Information

- Academic Calendar (p. 118)
- Directory (p. 118)
- Local Housing Options (https://catalog.ketchum.edu/university-student-handbook/general-information/local-housing/)
- MBKU Facilities (p. 118)

Academic Calendar

The University Academic Calendar (p. 42), published in the University Catalog, is the official academic calendar of the University. The University Academic Calendar includes the start and end dates of each quarter, grade change dates, makeup of incomplete grade dates, commencements, and student holidays. Once established, events such as the beginning and ending dates of academic terms, holiday breaks, etc. may not be changed per requirements of the Federal Financial Aid programs.

Programs may have unique course schedules and other important dates, so students should reference program schedules published in Program Handbooks, posted on the portal, or within Course Syllabi. If students have trouble, contact the respective Program's administrator.

Students should check the MBKU Master Calendar, a University listing of all events, not just academic dates, to ascertain a complete listing of functions and events on and off campus. It is the responsibility of each Program to make sure all their events are included on the University Master Calendar.

Directory

To look up an individual by name, class, or department, please reference the University Phone Directory located on the MBKU portal. The University's main phone number is (714) 449-7400 and is staffed during business hours to help callers navigate the University's colleges, departments, and clinic locations. There is also a "Contact Us" form (https://www.ketchum.edu/form/contact-us-about/) located on the MBKU website for general inquiries.

To report a concern, please complete and submit the "Report a Concern" form (https://my.ketchum.edu/ICS/Community/Report_a_Concern.jnz) located on the portal.

Board of Trustees | ketchum.edu/about-us/leadership (https://www.ketchum.edu/about-us/leadership/)

Enrollment and Student Services | ketchum.edu/student-life/connect-us (https://www.ketchum.edu/student-life/connect-us/)

MBKU Directory | ketchum.edu/directory (https://www.ketchum.edu/directory/)

MBKU Facilities

The main campus in Fullerton (p. 42) consists of six buildings: the Administration Building, the Basic and Clinical Sciences Building, Warren and Carol Low Student Union, the Health Professions Building, Campus Safety/Operations/Parking Structure, and the Richard L. Hopping Academic Center.

The University owns and operates two teaching clinics; the University Eye Center at Los Angeles (https://ketchumhealth.org/los-angeles/) located in South Los Angeles and the University Eye Center at Ketchum Health (https://ketchumhealth.org/anaheim/) located in Anaheim. Ketchum Health Anaheim also houses the SPAS Family Medicine (https://ketchumhealth.org/family-medicine/) practice and the COP Pharmaceutical Sciences Research Laboratory, which allows collaborative practice between all three professions.

SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY STUDENT HANDBOOK

Introduction

The Southern California College of Optometry (SCCO) is pleased to present the **2025-2026 SCCO Student Handbook** as a supplement to the University Catalog and MBKU Student Handbook. This handbook includes a compilation of Program policies and other information pertinent to your educational experience at SCCO at Marshall B. Ketchum University (MBKU).

A. Use of the SCCO Student Handbook

The handbook is a reference document for matriculated students used to supplement, not replace, the University Catalog and MBKU Student Handbook. Through the course of the year, as policies or information necessary for ready reference are developed, they will be distributed to students as "**SCCO Student Handbook Supplements**."

The policies contained herein are provided to give a general understanding of the regulations governing SCCO and its constituents. They are subject to revision without notification. SCCO assumes no responsibility for errors in or misrepresentation of these policies. This handbook should not be regarded as a contract. For more information contact the Office of the Dean.

MBKU and SCCO reserve the right to change programs, policies, and requirements published in this handbook. The handbook should not be regarded as a contract. The information contained herein is listed as of April 2025

B. Reference to the University Catalog and MBKU Student Handbook

MBKU Enrollment and Student Services publishes the University Catalog and MBKU Student Handbook on an annual basis. These documents include an all-encompassing compilation of University policies and other information pertinent to your educational experience at MBKU.

The Program Student Handbooks make reference to select MBKU policies within this document for ease of reference. Matriculated students are responsible for understanding and following the Catalog and both MBKU and respective Program Student Handbooks.

Please refer to the University Catalog (p. 5) for the following policies and procedures:

- Compliance Statement
- Academic Policies: Including Grading, Exam Policies, Extended Leave, Withdrawal, and Probation and Dismissal
- Student Records Policies and Procedures
- Financial Aid Policies: Including Aid Disbursement, Work Study, and Satisfactory Academic Progress
- Student Accounts Services: Including Billing and Payment Policies and Tuition Refund Policy
- Admissions, Financial Information, Curriculum, and Courses for Optometry Programs

Please refer to the MBKU Student Handbook (p. 66) for the following policies and procedures:

- Non-Discrimination Statement
- Classroom Etiquette
- Computer Use Policy
- Student Grievance Procedures
- Student Accounts Services: Explanation of Tuition and Fees, Past Due Status, Emergency Loans, Overpayment Funds, Direct Deposit, and Student Financial Responsibility and Collections
- Campus Store Accounts
- Student ID and Access Cards
- Student Conduct
- Accommodating Students & Applicants with Disabilities
- Mental Health Counseling Services
- Peer Advisors and Peer Tutors
- Activities, Seminars, and Co-Curricular Programs
- Student Government Association (SGA)
- Health and Safety Policies, including Campus Safety

SCCO Doctor of Optometry Program Overview

Mission

To inspire and educate future optometrists to provide collaborative, evidence-based, ethical, and equitable health care that reflects the evolving practice of optometry, and to be leaders in the community and profession.

Values

As the first optometry school in California, the Southern California College of Optometry (SCCO) has a proud history of serving the optometric profession and the public. The college educates and guides future doctors of optometry to be leaders in healthcare, advances the profession, and serves our communities, locally, nationally, and internationally. We embody the values of the university in our commitment to reimagine the future of healthcare education, while promoting accountability through professionalism, ethical standards, and societal responsibility. We embrace an inclusive and compassionate culture for all members. We practice excellence in the care we give to patients and the high-quality, evidence-based education we impart to students. Innovation is championed by the contributions we make to the profession. Above all, we respect and value the skills and diversity of people and their contributions to our college.

Goals

Education	Teaching	Scholarship	Service	Community
Graduate licensed optometrists	Dedicated - faculty and staff are dedicated to teaching	Active Research	Care for community	Inclusive
High quality, evidence based, broad optometric education	Evolving - instruction evolves to adapt to the profession and student needs	Faculty Publication	Contribute to optometric profession	Respectful

Positive learning experience for students	Contemporary - teaching style is contemporary and up-to-date	Research Infrastructure	Create future leaders	Diverse
Development of professional identity and ethical compass			Service to alumni	

SCCO Organizational Chart
Program Learning Outcomes
Program Learning Outcome 1

Graduates will demonstrate competency as a **primary eye care provider** by:

PLO	Description
PLO 1.1	Identifying and applying principles of biomedical, optical, vision, and clinical sciences with an emphasis on the eye and visual system to diagnose disorders of the eye, visual system, visual function, and systemic health.
PLO 1.2	Gathering pertinent health information about a patient through skillful, culturally sensitive, communication, and observation.
PLO 1.3	Accurately obtaining and interpreting the results of diagnostic testing by understanding the scientific and statistical principles of testing.
PLO 1.4	Understanding the associations between ocular and systemic conditions and disease states to formulate effective, patient-centered, management and treatment plans through the appropriate use of ophthalmic materials, pharmaceuticals, and/or select surgical and non-surgical procedures.
PLO 1.5	Demonstrating an understanding of healthcare systems and designing evidence-based interventions, and educational strategies for individuals and communities to manage ocular and systemic disease and improve health outcomes.
PLO 1.6	Working in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of health care.

Program Learning Outcome 2

Graduates will demonstrate **critical thinking and problem-solving skills** by:

PLO	Description
PLO 2.1	Identifying, evaluating, and developing solutions to problems.
PLO 2.2	Integrating current knowledge, scientific advances, and the understanding of the human/social dimensions (i.e., compassion, ethics, cultural sensitivity, and patient centric) to assure the highest quality of health care for each patient.
PLO 2.3	Acquiring, analyzing, and applying new information.
PLO 2.4	Recognizing and applying relevant public health principles in the development of treatment and management plans.

Program Learning Outcome 3

Graduates will practice **evidence-based healthcare** by:

PLO	Description
PLO 3.1	Integrating current knowledge, scientific advances, and human/social dimensions (i.e., compassion, ethics, cultural sensitivity, and patient centric) to deliver competent patient care.
PLO 3.2	Pursuing and appraising current literature, identifying study limitations, and understanding relevance to clinical scenarios.
PLO 3.3	Interpreting statistical tests and hypothesis analyses.
PLO 3.4	Applying evidence-based knowledge to incorporate new technologies and procedures in clinical evaluation, problem solving, and decision making.

Program Learning Outcome 4

Graduates will demonstrate a commitment to **professionalism and ethics** through:

PLO	Description
PLO 4.1	Developing personal and professional goals.
PLO 4.2	Practicing patient care in a professional, ethical, sustainable, and legal manner.
PLO 4.3	Pursuing cultural competence and humility skills to appropriately address the unique needs of diverse populations.
PLO 4.4	Respecting the dignity of each patient.

PLO 4.5

Supporting and participating in professional organizations within optometry.

Curriculum Overview and Course Sequence

See also: University Catalog (p. 25)

It takes four academic years to complete the Doctor of Optometry program. During the first year, students are exposed to the basic sciences and research techniques. Included are courses in geometrical and physical optics, biomedical sciences, visual sciences, and clinical techniques. First-year students also receive their first introduction to patient care at Ketchum Health, the University's eye and health center.

The second year emphasizes clinical techniques and advanced studies in visual science. Students begin seeing their own patients at Ketchum Health in the second quarter of the second year.

Third-year students have patient care assignments at Ketchum Health under the supervision of clinical faculty and take courses in contact lenses, vision therapy, diseases of the eye, ocular pharmacology, clinical optometry, and public health.

The final year is primarily spent serving patients in the various facilities of the outreach clinical program. Some assignment in the specialty services in the Ketchum Health Network is also included.

The mission of the Southern California College of Optometry's outreach clinical programs is to deliver the highest quality patient care and service and to educate clinicians in the art and science of optometry in diverse patient care delivery environments.

The degree of Doctor of Optometry will be conferred on students who are officially admitted to, and who satisfactorily complete, the four-year professional curriculum in optometry. Satisfactory completion of the SCCO program will academically qualify the graduate to apply for licensure in each of the 50 states (https://www.aoa.org/advocacy/state/state-boards-of-optometry/?sso=y), select U.S. territory (Puerto Rico (https://www.salud.pr.gov/CMS/474/), American Samoa (https://asbar.org/regulation/31-0424-additional-qualifications/), Guam (https://guamhplo.org/gbeo/), US Virgin Islands (https://doh.vi.gov/programs/office-of-professional-licensure-and-health-planning/), Northern Mariana Islands (https://www.cnmilicensing.gov.mp/health-care-professions-licensing-board/)), and Canada (https://oebc.ca/resources/provincial-regulators-members/).

Elective Curriculum

Electives provide options to enhance student learning and allow for more individualized (self-directed) professional development. Some Programs may require completion of a certain number of elective courses to complete degree requirements. Elective courses have administrative requirements for development and delivery that include both minimum and maximum enrollment numbers and early registration dates. Generally, students apply to the course instructor for approval/admittance into an elective course. The University Registrar will enroll approved students in elective courses.

Students that complete an elective course will receive a grade on their transcript. Grades may be pass/fail or a letter grade, with the course instructor determining the grading criteria. Elective courses can only use one grading modality (i.e., the instructor cannot grade some students on a P/F basis and other students on a letter-graded basis). There is no credit associated for auditing a course. Credit hours acquired during the completion of elective courses will add to the cumulative units in the Program. Failing grades may/may not affect the student's cumulative GPA, depending on whether the elective was given as a P/F or letter-graded course.

General Admittance Criteria
Didactic Electives
The goal of didactic electives, which include hybrid or modular courses, is to increase student knowledge and experience with regard to any optometric topic area desired by the student. Didactic electives would be present in a variety of formats including, but not limited to, smaller group interactive on-campus seminars, off-campus seminars/activities, and patient observations/ interactions. These can occur at any time in the curriculum, but with some expectation that the most effective times may, at present, be during summer quarters and during 3rd year Spring quarter.

Grading: Pass/Fail or letter grade at the discretion of the instructor
Units: 0.5-3.0
Class Size: 5-25
Prerequisites: Established by the instructor

Clinical Electives
The goal of clinical electives is to increase direct patient contact hours in a clinical topic area desired by the student. Clinical electives would consist of directing a previously non-self-directed ½ day or full day to a specified (pre-determined by preference, application, and administrative approval) ½ day or full day during the normal 4th year UEC rotation period where the intern would work in a service(s) of particular interest to that student. Additionally, a clinical elective would also take the form of an additional on-campus/UEC rotation by a 4th year student where that 2nd on-campus rotation would emphasize direct patient care in a particular clinical service(s). Clinical work can consist of already established intern clinic assignments as well as direct clinical assignments with on- or off-campus residents and/or faculty members. The potential assignments will be limited based on faculty/resident/patient availability and may ultimately be determined by the Associate Dean for Clinics in conjunction with the Dean of Optometry.

Grading: Pass/Fail
Units: 1.0-12.0
Class Size: 1-2
Prerequisites: Established by the instructor

Research Electives
The goal of research electives is to immerse students in a rich, mentored research environment and provide an opportunity to fully engage in the research process, from writing the proposal to collecting the data to disseminating research results. To find a faculty mentor and information regarding the type of research being conducted by faculty and their research areas or areas of specialization visit our website at https://www.ketchum.edu/directory (https://www.ketchum.edu/directory/).

Elective Course Drop and Withdraw Policy
Due to the nature of the curriculum, students do not have the option of dropping or withdrawing from courses in the required curriculum. Students may, with special permission, drop or withdraw from an elective course determined by program policy. Please note, COP does not allow students to withdraw from elective coursework because they are a degree requirement.

The Program will alert its students of the electives offered and will notify the University Registrar of the elective courses and student enrollment.

Once the Registrar has received notice from the Program, the student is considered enrolled in the course, regardless of when the course starts. If the student wishes to drop the course, the student is required to contact the instructor and obtain the necessary approval. Program policies will determine if the student will be allowed to drop the elective course and will designate if the drop is permitted and if it is to be recorded as a "drop" or "withdraw."

A "drop" means the student is no longer enrolled in the course and there is no indication of registration on the student's transcript. A "withdraw" means the student is no longer enrolled in the course; however, the course is on the student's transcript and a "W" is noted in place of a grade, indicating the student withdrew from the course. This does not affect a student's GPA.

Per University policy, no student may drop an elective course after the 2nd week in the quarter and no student may withdraw from the course after the 10th week in the quarter, unless the student is withdrawing from the University.

Functional Standards for Didactic Education

To provide guidance to those considering optometry as a profession, the Association of Schools and Colleges of Optometry (ASCO) has established functional guidelines for optometric education. The ability to meet these guidelines, along with other criteria established by individual optometric institutions, is necessary for graduation from an optometric professional degree program. Note that there may be additional criteria established by State, Provincial, or Federal regulators for licensure as an optometrist.

One of the missions of each school and college of optometry is to produce graduates fully qualified to provide quality comprehensive eye care services to the public. To fulfill this mission, each institution must ensure that students demonstrate satisfactory knowledge and skill in the provision of optometric care. Admission committees, therefore, consider a candidate's capacity to function effectively in the academic and clinical environments, as well as a candidate's academic qualifications and personal attributes.

Candidates with questions or concerns about how their own conditions or disabilities might affect their ability to meet these functional guidelines are encouraged to meet with an optometry institution counselor prior to submitting an application.The functional guidelines in optometric education require that the candidate/student possess appropriate abilities in the following areas:

1. Observation Abilities

The student must be able to acquire a defined level of required knowledge as presented through lectures, laboratories, demonstrations, patient interaction, and self-study. Acquiring this body of information necessitates the functional use of visual, auditory, and somatic sensation enhanced by the functional use of other sensory modalities. Examples of these observational skills in which accurate information needs to be extracted in an efficient manner include:

1. Audio/Visual:
   • Reading and interpreting information from presentations, papers, slides, video and live demonstrations.
   • Discriminating numbers, images and patterns associated with diagnostic tests and instruments, including microscopic images of tissue in order to discern three-dimensional relationships, depth and color changes.
2. Tactile Abilities:
   • Palpating the eye and related areas to determine the integrity of the underlying structures.

2. Communication Abilities

The student must be able to communicate effectively, efficiently and sensitively with patients and their families, peers, staff, instructors and other members of the health care team. The student must be able to demonstrate established communication skills using traditional and alternative means. Examples of required communications skills include:

• Relating effectively and sensitively to patients, conveying compassion and empathy
• Perceiving verbal and non-verbal communication such as sadness, worry, agitation and lack of comprehension from patients
• Eliciting information from patients and observing changes in mood and activity
• Communicating quickly, effectively and efficiently in English in person and in writing with patients and other members of the health care team
• Reading and recording observations, test results and management plans accurately, in addition to completing assignments, patient records and correspondence accurately and in a timely manner

3. Sensory and Motor Coordination Abilities

The student must possess the sensory and motor skills necessary to perform an eye examination, including emergency care. In general, this requires sufficient exteroception sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis and vibratory) and fine motor function (significant coordination and manual dexterity using arms, wrists, hands and fingers).

Examples of skill required include but are not limited to:

• Instillation of ocular pharmaceutical agents
• Insertion, removal and manipulation of contact lenses
• Assessment of blood pressure and pulse
• Perform minor surgical procedures such as the removal of foreign objects from the cornea
• Simultaneous manipulation of lenses, instruments and therapeutic agents and devices
• Reasonable facility of movement
• Injections into the eye, lids or limbs

4. Intellectual-Conceptual, Integrative, and Quantitative Abilities

Problem solving, a most critical skill, is essential for optometric students and must be performed quickly, especially in emergency situations. In order to be an effective problem solver, the student must be able to accurately and efficiently utilize such abilities as measurement, calculation, reasoning, analysis, judgment, investigation, memory, numerical recognition and synthesis. Examples of these abilities include being able to:

• Determine appropriate questions to be asked and clinical tests to be performed

- Identify and analyze significant findings from history, examination and other test data
- Demonstrate good judgment and provide a reasonable assessment, diagnosis and management of patients
- Identify and communicate the limits of one's knowledge and skill

5. Behavioral and Social Attributes

The student must possess the necessary behavioral and social attributes for the study and practice of optometry. Examples of such attributes include:

- Satisfactory emotional health required for full utilization of one's intellectual ability
- High ethical standards and integrity
- An empathy with patients and concern for their welfare
- Commitment to the optometric profession and its standards
- Effective interpersonal relationships with patients, peers and instructors
- Professional demeanor
- Effective functioning under varying degrees of stress and workload
- Adaptability to changing environments and uncertainties such as being considered an essential worker
- Positive acceptance of suggestions and constructive criticism

National Board of Examiners in Optometry (NBEO) Examination

NBEO (https://optometry.org/) examinations are required by all U.S. State Boards of Optometry. MBKU students are eligible to take:

- The Applied Basic Science examination (Part I; ABS) on or after March of their third year.
- The Patient Assessment and Management (Part II; PAM) on or after December of their fourth year.
- The Patient Encounters and Performance Skills (Part III; PEPS) is offered at the National Center of Clinical Testing in Optometry in Charlotte, NC throughout the fourth year.
- The Injection Skills Examination (ISE) is an elective skill that can be taken concurrently with Part III.

All students who register for and take the NBEO examinations are required to request, on their NBEO application form, that scores be sent to Marshall B. Ketchum University. All scores will be kept confidential and will only be used for conducting institutionally approved educational research. Such studies will only report statistical information and will not, in any way, identify any individuals. Requests for exceptions to this policy should be submitted in writing to the Dean of Optometry.

Optometry Examining Board of Canada (OEBC) Examination

OEBC (https://oebc.ca/) examinations are required by all Provinces in Canada. MBKU students are eligible to take:

- The Written portion on or after Spring of their third year.
- The OCSE portion during their fourth year.

Professional Behavior & Expectations

SCCO Code of Conduct Procedures

All SCCO students are bound by the MBKU Student Code of Conduc (p. 79)t as well as the policy and procedures contained in this handbook.

SCCO expects students to maintain the highest level of professional conduct at all times and in all aspects of their professional education. It is each student's responsibility to maintain and monitor their conduct and uphold the policies of the University. All suspected Code violations will be referred to the University Conduct Process (p. 82).

Standards of Dress

SCCO students attending lectures and laboratories on main campus are allowed to dress casually or wear navy blue scrubs. However, for some laboratory sessions and proficiencies, faculty may require professional/ clinic-appropriate attire. Please reference the Manual of Clinical Education (https://my.ketchum.edu/ICS/Students/SCCO_Calendars__Other_Information.jnz) for specific guidelines on this type of dress code.

Optometric Oath for Students

With full deliberation, I freely and solemnly pledge that:

- **I will pursue the study of the art and science of optometry faithfully and conscientiously, to enable me to ultimately practice to the fullest scope of my competence.**
- **I will uphold and honorably promote by example and action the highest standards, ethics, and ideals of my chosen profession and will work to protect and honor the degree, Doctor of Optometry.**
- **I will provide professional care for the diverse populations who seek my services, with concern, compassion, and with due regard for their human rights and dignity.**
- **I will place the treatment of those who seek my care above personal gain and strive to see that none shall lack proper care.**
- **I will hold as privileged and inviolable all information entrusted to me in confidence by my patients.**
- **I will advise the patients that I care for, fully and honestly of all which may serve to restore, maintain or enhance their vision and general health.**
- **I will strive continuously to broaden my knowledge and skills so that my patients may benefit from all new and efficacious means to enhance the care of human vision.**
- **I will share information cordially and unselfishly with my fellow students and other professionals for the benefit of patients and the advancement of human knowledge and welfare.**
- **I will do my utmost to serve my community, my country, and humankind as a citizen as well as an optometric student.**
- **I hereby commit myself to be steadfast in the performance of this, my solemn oath and obligation.**

Southern California College of Optometry Code of Ethics – Dean & Class

Dean   The fundamental purpose of the profession of optometry is to protect, conserve, and improve human vision. It is the ideal, the Resolve,

and the Duty of each member of the profession to keep the visual welfare of the patient uppermost at all times.

Class   *I willingly accept this responsibility.*

Dean   To enhance continuously my educational and technical proficiency to the end that patients shall receive the benefits of evidence-based improvements in vision care.

Class   *I willingly accept this responsibility.*

Dean   To strive to make vision care accessible to all, regardless of race, creed, religion, age, national origin, sexual orientation, language, or financial status.

Class   *I willingly accept this responsibility.*

Dean   To advise the patient whenever consultation for other professional care seems advisable.

Class   *I willingly accept this responsibility.*

Dean   To conduct myself as an exemplary citizen, positively impacting and enhancing my community through my personal and professional service.

Class   *I willingly accept this responsibility.*

Dean   To recognize the traditions and act in accordance with the ethics of the profession.

Class   *I willingly accept this responsibility.*

Dean   Marshall B. Ketchum University is an academic community—a society where the pursuit of knowledge and skills is the common characteristic, which unites its individual members. I, as a member of the MBKU community, must respect fundamental human rights, uphold academic integrity, and must share the responsibility for maintaining an academic atmosphere conducive to teaching, studying, and learning.

Class   *I willingly accept this responsibility.*

Dean   The general principle governing academic conduct is the obligation to conduct oneself as a mature and responsible member of the MBKU community. I recognize cheating, lying, fraud, plagiarism, intimidation, fabrication, unauthorized access, unprofessional conduct relating to patient care, and other conduct inconsistent with these standards is not condoned. These expectations not only apply to me as an individual but also to my identification of academic misconduct within the community.

Class   *I willingly accept this responsibility.*

Being fully aware of the obligations and responsibilities which befall me at Southern California College of Optometry, in my chosen profession and with a concern to bring honor to the profession of which I am now a member, I promise and solemnly swear to pursue my professional studies and practice my profession in accordance with the highest ethical and moral code.

Email Communication

Students may choose to set up a signature line in their email. Students should not describe themselves as a candidate for their degree. The term "candidate" is reserved for students who have completed all of their coursework, with the exception of their dissertation.

The following is an example of a signature line for student use:

First Name Last Name
Optometric Intern Class of 20##
Southern California College of Optometry
Marshall B. Ketchum University
2575 Yorba Linda Blvd. | Fullerton, CA 92831-1699
Cell: 555.555.5555 (optional)
jdoe@ketchum.edu | www.ketchum.edu (https://www.ketchum.edu/)

For additional information, please refer to the MBKU Student Handbook Email & Communications Policy (p. 67).

All SCCO students are expected to closely monitor their Ketchum email accounts as this is the primary mode of communication between SCCO and our students. Students are expected to check their emails twice daily, once in the morning and once at night at a minimum, and are expected to respond to emails within 24 hours of receiving them.

SCCO Academic Policies

Mentoring and Advising Students at Academic Risk

The SCCO Student Success Program has been implemented to support our students' academic progress. Through this program the Student Advising and Programming Specialist will work closely with students who receive a substandard grade on any examination. These students will be strongly encouraged to meet with the instructor of record in the course to review the examination and course material. The purpose of this meeting will be to discuss the student's performance and establish a plan to promote understanding of the course material and develop an effective study plan. The student will also be encouraged to meet with the Student Advising and Programming Specialist to reinforce or establish an individualized plan and review the resources available for student success. For example, resources might include no cost tutoring for the course or meeting with their faculty advisor. Faculty Advisors are prepared to discuss general study habits. These include time management, study skills, test taking strategies and note-taking. The Student Advising and Programming Specialist or the faculty member may also initiate a referral to the Director of University Student Counseling Services if necessary or the University CARE Team through Enrollment and Student Services.

In the event of any subsequent poor performance students will be asked to meet with both the Student Advising and Programming Specialist and the Associate Dean of Academic Affairs to discuss overall academic performance.

Monitoring grades, sending notices to the students, and following up with the students will be coordinated by both the Student Advising and Programming Specialist and the Associate Dean of Academic Affairs.

Academic Standing

A student must complete all courses in the program with a cumulative grade point average of 2.50 or better to be eligible for graduation. All students are registered in an identical cohort curriculum and must complete all coursework to maintain satisfactory academic progress toward graduation. Each term the academic record of all registered students are reviewed in accordance with the defined process listed under Academic Review for Advancement.

The Academic Standing Committee (ASC) meets at the conclusion of each quarter to review students' academic performance. When a student's performance is less than satisfactory for normal advancement to the next quarter, the committee may recommend probation, retention, retention with condition, dismissal, or a formal indication of concern to the Associate Dean for Academic Affairs. The intent of the committee is to make recommendations for future student success or to make recommendations for dismissal if success appears improbable based on performance and circumstances.

Academic Probation

The ASC may recommend placing a student on academic probation if any of the following occur:

1. Cumulative grade point average is below 2.50 (with the exception of the first quarter of the first professional year)
2. Quarterly grade point average is below 2.00
3. When the student receives one failure grade in a quarter

Students on academic probation will be placed on a learning contract that will stipulate the necessary steps the student must undertake in order to provide the best opportunity for academic success. Failure to meet all of the terms of the learning contract will put the student in breach of the learning contract and may result in academic dismissal. A student on probation:

- May not participate in work-study
- May not be enrolled in the MS in Vision Science degree program
- May not hold office in a class, Student Association, fraternal, or any other student organization
- May not participate in off-campus professional meetings
- Must regularly attend all didactic and clinical assignments to which the student is assigned
- Must meet regularly with either their Faculty Advisor, Student Advising and Programming Specialist, and/or the Associate Dean of Academic Affairs.

The student is no longer on academic probation when academic standards are met and/or conditions of the learning contract are met.

Note: Students who are not making satisfactory academic progress will not be eligible to receive Federal financial aid. Students are considered to be making satisfactory academic progress if they have completed each year's coursework within a maximum of two academic years. *Please reference the University Catalog* Financial Aid *(p. 18) section.*

Remediation of a Course

When a student fails an academic course, the Optometry Program may offer the student the option to complete a remediation program designed by the course instructor of record during the following academic quarter in lieu of withdrawing until the course can be repeated the next time it is offered.

- If the laboratory portion of the course is failed, only the laboratory portion must be remediated.
- If the lecture portion of the course is failed, only the lecture portion must be remediated.
- Students receiving an F grade in a clinic course (e.g. CLE tract) must repeat the course in the subsequent quarter which will result in a delay in advancement to the Outreach Clinical

Program and graduation. Fourth-year students receiving an F grade in a clinical course must satisfactorily pass the course prior to the awarding of a diploma. A fee to remediate deficiencies and for make-up examinations may be charged. Students required to complete clinical courses following the date of graduation will be responsible for tuition charges.

The remediation program must be completed by the Friday of week 8 in the subsequent quarter. Successful completion of a remediation program will result in a grade change to FD. Students may not begin final exams in any quarter unless the remediation of a class from the previous quarter has been successfully completed. In the event that a student is unsuccessful in remediating the course, they will be eligible for dismissal per Academic Dismissal Rule 4.

Academic Dismissal

The ASC may recommend a student be dismissed from the Optometry Program if the student's current level of achievement meets any of the following conditions:

1. During the first professional year:
   - Cumulative grade point average at the end of the first quarter is less than or equal to 1.50
   - Cumulative grade point average at the end of the second quarter is less than or equal to 1.75
   - Cumulative grade point average at the end of the third quarter is less than 2.00
2. When the student receives more than one failure grade in a quarter
3. When a student is eligible for probation for the third time.
4. If the student has failed to remediate a grade of "F" by the Friday of the 8th week of instruction of the subsequent quarter, or a time designated by the instructor of record. In the case of fourth-year optometry students, remediation must occur prior to the end of the subsequent rotation or within a time specified by the Instructor of Record.
5. In situations not covered by the above rules, if at any time the ASC determines that the student's academic progress is unsatisfactory.
   For example:

   - Inability to achieve a trajectory of a cumulative GPA of 2.50 by the end of the third professional year
   - Inability to meet all of the terms outlined from a previous academic dismissal consideration

Refer to individual course syllabi for detailed grading information.

Protocol for Academic Dismissal Hearing

The Associate Dean of Academic Affairs will notify the student that their academic performance is scheduled for discussion during an upcoming Academic Standing Committee meeting. The student will be invited to submit to the Associate Dean of Academic Affairs a self-advocacy written statement (approximately 1-3 pages in length) that includes:

- Details documenting the nature of any extenuating circumstances and how it impacted the student's academic progress.
- The student's proposed academic plan, including a well thought out plan for academic success that may include future use of

additional learning resources, sample weekly planner, and use of other services

- Note: Letters of endorsement from faculty or peers are not considered articles of evidence unless they provide direct evidence of the extenuating circumstances.

In the case of an academic dismissal consideration, for the first time, the student can choose to be present for questions and answers from the committee. Subsequent dismissal considerations, the student will be present only by the request from the ASC.

A range of options may be recommended, including, but not limited to:

1. Continue in the optometry program and be placed on academic probation for a specified period of time
2. Continue in the optometry program and be required to remediate the failed course(s)
3. Continue in the optometry program and be placed on a modified program
   Under special circumstances, a student may be offered the opportunity to take a modified curriculum or program, such that the time to complete the program could be extended beyond four years, but not to exceed six years. The particular sequence and timing of courses in the modified program is to be arrived at through consultation among the Committee and the Associate Dean of Academic Affairs. The student will have the right to accept or to reject the modified program as offered.
4. Dismissal from the Optometry program and ineligible to re-enroll in the Optometry program

The Associate Dean of Academic Affairs will make the appropriate decision based on the recommendations of the ASC and notify the student of the outcome.

Protocol for Appealing an Academic Dismissal to the Dean

The student can appeal the dismissal decision of the Associate Dean of Academic Affairs to the Dean of Optometry. All requests for appeals shall be submitted in writing to the Dean within three (3) business days after the ruling is received by the student.

The Dean will determine if one or more of the following criteria are met, will only accept the appeal if one or more has, and will not retry the case:

1. Evidence of substantial, material error in procedure by the ASC. The error must be of sufficient gravity to constitute:
   a. a total departure from procedure; or
   b. a defect that prevented the giving or receiving of necessary and relevant information, or
   c. a lack of neutrality on the part of the hearing authority.
2. New evidence that is
   a. unavailable at the time of the original hearing AND
   b. that is sufficient to alter the decision.
      Both of these conditions must be met to invoke this basis for appeal.
3. Evidence that the sanction(s) imposed was disproportionate to the severity of the violation, or that a sanction is unnecessarily extreme in light of the standard being upheld. The appellant bears the burden of demonstrating the disproportionate relationship between the sanction and the offense committed. A

description of the impact of the sanction upon his/her personal circumstance without anything more is insufficient as a basis for appeal.

The Dean's review will commence in a timely fashion but not exceed ten (10) business days following the receipt of the initial request for appeal.

During consideration of an appeal to the Dean, the Dean may consult with the ASC. Appealed decisions may include: returning the case to the ASC for rehearing or can render a sanction equal to or less severe than that imposed by the committee. If the Dean returns the case or modifies the decision of the ASC they will explain the reason for this return or modification to the committee.

During the appeal process, students may continue attending lecture and laboratory sessions. Students will not continue attending clinic sessions once the dismissal decision has been rendered and the student is notified by the Associate Dean of Academic Affairs.

Examinations
Expectations

It is the expectation of all faculty and students to start examinations on time. To assure this, faculty members and students are expected to arrive in the designated examination room at least 10 minutes prior to the start of testing. This allows for a smooth and uniform start to the examination as well as assuring that all participants are present to receive any additional information or announcements pertinent to the examination. Therefore, students arriving later than 15 minutes after the start of any examination may not be allowed to sit for that exam at the discretion of the faculty member. This time element also establishes that no student may leave the examination room prior to 15 minutes after the announced start time of the exam.

The consequence of arriving later than 15 minutes after the start of an examination, in addition to being ineligible to take the exam, could include, but is not limited to, the following:

1. grade of "F" for that exam
2. grade of "E" or Incomplete for the course
3. taking the same format test at a later date
4. taking an essay test over the same material

Habitual late arrival to examinations is disruptive to both students and faculty members and is unacceptable. Repeated late arrival to exams by students may result in disciplinary action.

Answers to each question are not to be written in a large font size (i.e., larger than the font size of the test) next to the test question; doing so can and may result in a loss of points for each question, at the discretion of the instructor of record.

Under special circumstances, the faculty member may use their discretion to appropriately modify this policy.

Assigned Seating

Each examination will have assigned randomized seating. After entering the exam room and leaving non-essential belongings at the front of the room, each student will receive a seat ticket. This seating ticket will indicate the student's row and seat. A new, randomized seat assignment will be given at each examination. The row and seat number must be recorded in the Honor Code question in each exam.

The following list of Items Permitted and Not Permitted during examinations are also on the cover page of each examination:

Items Permitted and Not Permitted During Examinations

The items that students are permitted and not permitted to have during examinations are the following:

Permitted – Students may have only the following items at their examination desk:

- Testing device
- SCCO-issued whiteboard
- SCCO-issued dry-erase markers
- A jacket or sweater (no hood)
- Non-mechanical, non-electronic ear plugs (for example, foam ear plugs)
- Approved clear bottle of water (no labels)

Not Permitted – Items not permitted at examination desks include:

- Communication devices, including cell phones, watches, FitBits, etc.
- Any watches (analog or otherwise)
- ID Badges
- Keys
- Books or notes
- Electronic and mechanical devices, such as watches, radios, recording/filming devices, and electronic earplugs or earbuds, FitBits
- Calculators and/or calculator covers
- Highlighters, pens, or other writing instruments
- Stylus/Apple Pencil/etc.
- Brimmed hats or caps, including baseball caps, hoods
- Purses
- Food
- "Good luck" pieces, including photographs
- Backpacks

Note: Prohibited items must be stored in the front of or outside the examination room.

Possession of unauthorized items during an exam is a violation of the MBKU/SCCO Code of Conduct. Additionally, restroom breaks will not be permitted during examinations.

Post-Examination Review Policy

Post-examination review is the process of reviewing examination items with students. The primary purpose is to provide an opportunity for students to review the concepts/questions that the student missed on the examination. Students should adhere to the post-examination policy outlined in the course syllabus. The post-examination review session is not for students to challenge the validity of test items and is not an adversarial setting. Any student who violates the collegial setting of the review will be asked to leave the session.

All examination items are sequestered; therefore, students may not attempt to duplicate or distribute test items by copying questions, taking notes, taking photographs, saving to a personal device, or any other related activities. Students are expected to present without their personal belongings or to sequester their belongings before checking in for the

session. The following materials are specifically prohibited from the post-examination review session:

- Mechanical or electronic devices such as cellular telephones, iPads, calculators, digital watches, watches with computer communication and/or memory capability, electronic paging devices, recording or filming devices, radios;
- Hats, hoods, visors, sunglasses; or
- Book bags, backpacks, briefcases, purses.

Any items identified by the instructor as having the potential to undermine examination security will be seized, or the student will be instructed to secure the item in another location.

Students who wish to review their exams are expected to attend the post-examination review sessions as scheduled by the course instructor. Any student unable to attend the scheduled post-examination review session should contact the course instructor promptly and arrange an alternative date to review their examination(s). Students may only have access to review their examinations during the course administration up until when final course grades are due, as per the Academic Calendar (p. 42). Multiple reviews of the same examination will not be permitted. Students who are in remediation will follow the exam review policy in the remediation syllabus.

Grade Dispute Policy and Procedures

This grade appeal policy establishes a fair process for students to contest a graded assignment or proficiency. Students should use this policy if they believe the graded item was awarded inconsistent with University policy (p. 14) or if there was an error in the grading key or calculation by the Instructor of Record. The evaluation of student performance is based on the professional judgment of the Instructor of Record. Appeals will not be considered unless one of the following applies:

1. An error was made in the test key or calculation of the grade.
2. The evaluation standards differ from those established in the syllabus.
3. The Instructor of Record substantially deviated from their previously written standards without notifying students.

It is the student's responsibility to justify the need to change the assigned grade.

Grade dispute procedures:

1. Formal grade appeals must be initiated by contacting the Instructor of Record, in writing, within 7 days of the grade being posted, citing at least one of the appeal considerations above.
2. The student must initiate this process before the final course examination (unless they are appealing the Final exam itself). Formal grade appeals for the final exam may be initiated using the same method outlined above.
3. If the student is not satisfied with the result, they may file an Academic Grievance (p. 70), as outlined in the MBKU University Handbook.

Attendance

Marshall B. Ketchum University expects regular attendance at all lectures, laboratory, and clinic sessions to which the student is assigned. Each program determines the specific attendance policy and procedures (see Program Student Handbook). The record of attendance is the

responsibility of each individual instructor. Permission to be absent must be obtained from the Dean/Director of the program or the Program designee. Instructors are not obligated to provide special consideration in the case of unexcused absences. Repeated unexcused absences may result in a student being placed on professional probation. In addition, students wishing to participate in off-campus meetings during the academic year must receive academic approval from the Dean/Director and may not be on academic probation.

The academic credits at MBKU are described in terms of quarter credit hours. One credit hour represents one hour per week in the classroom during a 10-week quarter, two hours per week devoted to the laboratory, or four hours per week of clinical work or equivalent contact hours.

Examinations are held in each course and are required of all students taking the course. All students must take all examinations, including final examinations, at the assigned time, unless prior arrangements have been approved by the Instructor of Record. Each Program determines the procedures for reporting if a student must miss an exam because of an emergency (see Program Student Handbook). All missed exams must be made up as specified by the Program. Course grades are assigned by the instructor of record.

Occasionally students may need to miss scheduled assignments due to special circumstances or minor illnesses. This type of time off request is reported to the student's Program through their procedures, which may be found in the respective Program Student Handbook/course syllabus. Specific request procedures/forms vary by Program. Make up for time-missed assignments/examinations will be at the discretion of the course Instructor.

The amount of time away from both the didactic and clinic portions of the curriculum varies by Program. The Dean/Director, in consultation with the appropriate faculty, will evaluate student absences on an individual basis. Decisions regarding the necessity for an extended absence (p. 11) will depend upon the quantity and quality of material missed during the absence.

Absence Procedure

1. Lecture / Laboratory

   - Prior to the absence you must notify the College and the faculty for the laboratories that will be missed through the completion of this **ABSENCE NOTIFICATION FORM (https://forms.office.com/r/3kyGjbNA9P/)**.
   - Whenever possible, the student should attempt to arrange for a lab switch.
   - The responsibility for making up missed assignments lies completely with the student. Please refer to the course syllabus for the make-up policy.

2. Midterms, Finals, and Proficiencies
   - All students are required to attend mid-quarter, final examinations, and proficiencies at their scheduled times.
   - Notification of missed examinations should be made as soon as possible and prior to the start time. Students should submit the absence to **ABSENCE NOTIFICATION FORM (https://forms.office.com/r/3kyGjbNA9P/)**, along with appropriate documentation to determine if this is an excused absence.

   - Should the student be allowed to schedule a make-up examination, the responsibility for making up missed examinations lies completely with the student. Please refer to the course syllabus for the make-up policy.

3. Clinical Assignments- See Manual of Clinical Education (https://my.ketchum.edu/ICS/Students/SCCO_Calendars__Other_Information.jnz)

   - Submit for time off within **MEDITREK (https://www.meditrek.com/Login.aspx?ReturnUrl=%2FHS_MEDITREK%2FLogIn.asp)** and **ABSENCE NOTIFICATION FORM (https://forms.office.com/r/3kyGjbNA9P/)**

If significant illness is identified, a medical clearance submitted to Enrollment and Student Services from the treating physician will be required prior to re-entry into the program. You can submit any medical clearance to student disability services. If temporary accommodations are required when you return, Student Disability Services via Enrollment and Student Services will assist you with that process.

If any questions about procedures for absences are needed, please contact Associate Dean of Academic Affairs, Dr. Ray Chu at rchu@ketchum.edu or 714-992-7876. If you have medical questions, please contact our Family Medicine clinic at Ketchum Health, familymedicine@ketchum.edu or 714-463-7505.

Excused Absence Policy (Generally >3 days but <2 weeks)

Prior to the absence you must notify the College and the faculty of all assignments that will be missed through the completion of this **ABSENCE NOTIFICATION FORM (https://forms.office.com/r/3kyGjbNA9P/)**. Inclusion of documentation is highly recommended and should be submitted at the time of request. The program will approve the absence on case by case basis. If any questions about procedures for absences are needed, please contact Associate Dean of Academic Affairs, Dr. Ray Chu at rchu@ketchum.edu

Extended Absence Policy (Generally >2 weeks)

For the complete Extended Absence Policy, including medical leave, personal leave of absence, unapproved withdraw, and withdraw with intent to return, please refer to the University Catalog (p. 11).

Note: Leaves longer than 2 weeks need to be approved by the Dean of Optometry. SCCO reserves the right to require students missing more than 2 weeks of class to Withdraw with Intent to Return (WIR) and join the class below. This evaluation will be made through consultation with the faculty and student to determine the amount of work that will need to be made up once the student is released from medical care and returns to school.

During academic work or clinical training, a student may need to take a leave from studies for a variety of reasons. There are two types of extended absences: 1) Withdraw with Intent to Return (WIR) and 2) Leave of Absence (LOA). A typical extended absence is for one term or one academic year. An extended absence must be requested in writing to the Program Dean/Director one month in advance. It must include the reason for the time away and the dates involved. In the case of unforeseen circumstances, for example, a personal or family emergency, the student must submit a request in writing as soon as they are able to do so (See downloadable forms (https://my.ketchum.edu/ICS/Office_of_Registrar/Forms__Calendars.jnz) on the portal). Extended time away form the program may lead to a delayed graduation date. Depending on the

program curriculum, extended absences during the didactic portion may result in a student taking a break from school for an entire year until the time when those courses are offered again. Extended absences during the clinical portion of the program are evaluated on a case-by-case basis. Program requirements including examination policies, remediation and deceleration policies, and training time differ for each Program. The maximum allowed time away from school must not exceed the completion time set by each program. Please consult your Program Student Handbook and/or the Program Dean/Director.

Students on extended leave may not participate in class or clinical activities at MBKU, perform research at MBKU, work at MBKU, or participate in student life or other campus events. Unless expressly stated in writing, students on extended absences may retain their Student ID/Access Card, University email, access to online resources, and the library. There will be a notation on their transcript listing the beginning and end dates of absences. International students (F1 visa holders) planning on an extended absence must speak with a Designated School Official (P/DSO) regarding their visa status before requesting an extended absence.

Regardless of the length of an extended absence or reason for a student departure from the University, students are responsible for their financial obligations. Tuition will be prorated according to the Tuition Refund Policy (https://www.ketchum.edu/course-catalog/student-accounts-services-policies/) Students are *not* eligible to receive financial aid (Title IV) while on an extended absence. Student loans will enter repayment/grace status effective the date they last attended. If the extended absence exceeds 180 days, student loans may enter repayment status and the borrower must begin making repayments unless they are granted a deferment/forbearance by the student loan service provider. It is the students'/borrowers' responsibility to discuss their options with their loan service provider while on extended absence.

Students are responsible to pay any outstanding tuition and/or fee charges prior to returning, to remain in good financial standing with the University. Once a student returns from their approved extended absence, they will regain financial aid (Title IV) eligibility provided they are enrolled at least half-time and are meeting Satisfactory Academic Progress (SAP) standards (https://www.ketchum.edu/course-catalog/mbku-course-catalog/financial-policies/).

Students who are not in good financial standing due to unpaid student balances may be denied registration upon their return until their student account is paid in full.

For more information, please refer to the "Financial Aid Policies (https://www.ketchum.edu/course-catalog/mbku-course-catalog/financial-policies/)" and "Student Account Services (https://catalog.ketchum.edu/university-catalog/university-policies-procedures/student-account-services/)" in the University catalog.

SCCO Program Policies

Optometric Professional Organizations

SCCO encourages involvement with national professional optometric organizations whose missions include preparing students for their future in optometry, networking with professionals, career development, and building community. All SCCO students are enrolled as American Optometric Student Association (AOSA) members.

Other professional optometry organizations include:

- American Academy of Optometry (AAO)
- American Optometric Association Political Action Committee (AOA-PAC)
- Armed Forces Optometric Society (AFOS)
- College of Optometric Vision Development & Rehabilitation Association (COVDRA)
- National Optometric Student Association (NOSA)

SCCO Student Clubs

In addition to the national professional organizations mentioned above, there are also a variety of SCCO student clubs on campus including but not limited to:

- Beta Sigma Kappa Honor Society (BSK)
- Private Practice Club (PPC)
- Spanish Optometric Society (SOS)
- Omega Delta (OD)
- Student Volunteer Optometric Services to Humanity (SVOSH)

For more information regarding MBKU SGA and student clubs and organizations, visit Presence (https://ketchum.presence.io/) - the MBKU student life dashboard.

Student Attendance at Congresses, Conferences, and Extracurricular Activities

Several congresses, conferences, and other extracurricular meetings are held during the academic year. Such meetings might include the American Optometric Association Congress, the American Academy of Optometry, the California Optometric Association Congress, the regional and national American Optometric Student Association meetings, Visual Training Seminars, and other professional and educational meetings. If a student desires to attend any of these functions during scheduled classes or clinic assignments, the student must have a cumulative GPA of at least 2.50. The student must obtain prior written permission according to the procedure listed above in anticipated absence.

Participation in Administrative Committees

SCCO committees allow students to impact the direction of the College and their own educational experience. Several faculty and administrative committees comprised of faculty and student representatives make recommendations to the Dean of Optometry on College-wide matters. Students are encouraged to participate in college committees. Listed below is a brief description of each committee's role and function. If you are interested in participating on one of the committees, contact the Office of SCCO Student Affairs. The process for committee appointment is that the Associate Dean of Academic Affairs makes recommendations for the appointment of students to specific committees to the Student Advising and Programming Specialist. The Student Advising and Programming Specialist considers these recommendations and forwards an endorsed version to the Dean, who appoints personnel to all college committees. Below is a list of committees where student participation and membership are sought.

1. Academic Standing and Policy Committee

Membership: The Committee shall be composed of a minimum of 6 faculty members and 1 student representative. The Senior

Associate Dean of Clinical Education, the Associate Dean of Academic Affairs, and the Student Advising and Programming Specialist shall be ex-officio members.

Purpose: The Committee shall be responsible for regularly reviewing each professional student's academic progress, especially those students eligible for probation or dismissal and recommending appropriate action to the Associate Dean of Academic Affairs. All deliberations of this Committee will remain confidential.

2. Curriculum Committee

Membership: The Committee shall be composed of a minimum of 5 faculty members and 3 student representatives, 1 member from each of the Second-, Third- and Fourth-Year Classes.

Purpose: The Committee shall be responsible for reviewing and monitoring of the scope, depth, and balance of the professional curriculum in light of both the current practice of optometry, and future changes in licensing requirements and developments in the profession.

Student Teaching Assistants

A teaching assistant is a full-time student selected by a faculty instructor-of-record to aid the instructor in achieving the objectives of a course. In most instances, teaching assistants will facilitate instruction in laboratory components of courses. Teaching assistants may not be employed or utilized as a replacement for any faculty member.

Any full-time student currently in good academic and professional standing may be employed by the University as a teaching assistant or work-study (https://my.ketchum.edu/ICS/Financial_Aid/Federal_Work_Study__Student_Employment.jnz) performing teaching assistant duties for any course if qualified (as determined by the appropriate faculty) with the following exceptions:

- No student may serve as a teaching assistant in a course in which they are enrolled as a student.
- No student may serve as a teaching assistant in a course within their own cohort, whether or not the student is enrolled in the course.
- No student may serve as a teaching assistant in any course in which students from a more senior cohort are enrolled.

A student employed by the University as a teaching assistant in a lecture or laboratory course may be assigned any or all of the following duties:

- Assisting in teaching in a laboratory course.
- Assisting in the reading/grading of course examinations or other assignments.
- Assisting in the organization and preparation of course materials.
- Setting up materials for a laboratory exercise.

Review (Recitation) Sessions

Review sessions are arranged for select courses throughout the program. These sessions are typically scheduled weekly and are run by a teaching assistant/tutor who has taken the class and has been selected by the course instructor. Course material is reviewed and students have the opportunity to ask questions.

Practice sessions are also arranged for select clinical skills laboratories throughout the program. These sessions are scheduled several times a week and students might need to sign up for a specific session. These "after-hours" practice sessions are run by the laboratory teaching assistants who have been selected by the laboratory instructors.

SCCO Student Name Policy

All SCCO students will be issued a magnetic name tag that should be worn to all laboratory and clinical assignments. Below is a template of the name tag:

To protect the privacy of our students, only a first name will be included on the name tag. Students will be invited to submit the name they wish to have printed on their name tag through an electronic submission process. Students may use their legal first name, an official preferred name as approved by University Student Affairs (p. 73), or nicknames. The use of a nickname is subject to approval by the college, and the use of initials will only be allowed in exceptional circumstances. Students will be issued one name tag in their first year, which is expected to be used for the remainder of their enrollment at SCCO.

Students may change or replace their name tag for any reason. However, it will be at their own expense. Please contact the Student Advising and Programming Specialist to obtain a new name tag.

This policy will extend to all instances where student names are used, such as Commencement, White Coat, Scholarship, and Awards Programs. Students will be invited to submit the name they wish to have printed, and the college will approve.

SCCO Student Government
Student Organizations

All MBKU students are encouraged to form organizations and groups with specific interests and purposes. These groups provide students with opportunities for leadership, pursuing existing or new interests, expanding cultural competencies, and building interpersonal relationships. Engagement in organizations on campus enables students to build and apply skills in a team setting for the good of the community. All students are automatically members of the MBKU Student Government Association. Membership in all other student organizations is voluntary and open to all students except for groups where membership is based upon specific skills or achievements (e.g. program clubs, honor societies, etc.). Students seeking membership into an organization may attend the annual MBKU Club Info Night (held each fall), consult the target organization's constitution and bylaws, or reach out directly to any organization's leadership. Students can find information about all MBKU Student Organizations on our campus engagement platform, Presence (https://ketchum.presence.io/).

SCCO Professional Committee

Members of this committee shall be the American Optometric Student Association Trustee and Trustee-elect, the California Optometric Association Student Society Liaison, and Liaisons to the surrounding Optometric Societies (based on student interest with a minimum one representative). Members of this committee in addition to the class presidents will function as the SCCO student government for SCCO specific concerns and will work with the Dean and the Faculty Advisor.

The AOSA Trustee shall:

- Serve as local director of AOSA.
- Serve as liaison between optometry students and the AOA.

- Serve as the lead SCCO student representative at all AOSA functions.
- Process the membership roster and dues.
- The AOSA Trustee position is a two-year position, the first year serving as the Trustee-elect and second year as the Trustee. The AOSA TE is filled according their Bylaws.

The California Optometric Student Section (COSS) Chair shall:

- Serve as the liaison between the SCCO student body and the COA.
- Serve as a delegate to the annual COA House of Delegates, funded by COA.
- Represent SCCO on the COSS Coordinating Council.
- Coordinate COSS events.
- Serve as the liaison between the students and other state optometric associations.
- The COSS Chair is filled according to their Bylaws.

The Optometric Society Representatives shall:

- Serve as the liaison between SCCO students and Local Optometric Societies.
- Attend or delegate a student to attend Board Meetings of Local societies.
- Encourage/promote student attendance to Local Society functions.
- Assist COSS Chair.
- Serve as a delegate to the annual COA House of Delegates, funded by COA.

Duties of Class Presidents

- Serve as a USEC representative for the class.
- Attend USEC meetings.
- Complete reports of class activities for USEC.
- Convey USEC information to the class.
- Be the liaison between faculty members and the class.
- Manage election for the class; second year officers also manage elections for the incoming class.
- Perform other functions as required by the USEC and their respective classes.

Qualifications for SCCO Government Positions

a. Each candidate must be enrolled as a full-time student while in office and must maintain a minimum cumulative grade point average of 2.75 (although MBKU may have higher requirements).

b. Each candidate must complete an application that is released each year and receive clearance from the Office of Student Affairs. No member can be on Academic Probation/Alert.

c. Any SCCO student government leader placed on academic or disciplinary probation/alert must resign his/her office until the probation/alert is removed.

d. Students may hold only one position on USEC or chair one committee at a time.

Membership and Qualifications Program Committees

a. The Program Student Committees shall be comprised of chairperson appointed by recommendation of the outgoing committee chair. The committee shall determine the number of committee members required to conduct business and shall have seats available to all eligible students in the program.

b. The members of the committees will be elected as described in the Bylaws.

The Program Committees shall have the power to:

- Establish rules for its proceedings;
- Keep the records and transact the business of their specific committee.
- Advocate for student concerns and present it to pertinent parties.
- Be responsible for all funds apportioned to the committee.

The committees shall meet regularly, as deemed necessary by the Committee Chairperson, but not less than once a month during the fall, winter, and spring quarters, when school is in session.

Duties of Program Committees

- Nominate incoming committee chairs by a simple majority vote of the outgoing members of the committee unless otherwise specified in an overriding constitution or bylaws such as the professional student association bylaws of the committee.
- Raise funds by means acceptable to the University administration.
- Supervise all activities conducted by their specific Program Committee/ Class.
- Impeach committee/class officer members as necessary.

VISION SCIENCE PROGRAM HANDBOOK

Overview

The Master of Science in Vision Science is envisioned as a research-based graduate degree. Research is a vital part of the ongoing development of the profession since it provides the basis for new understanding and new treatments of vision conditions. The research undertaken in fulfillment of the MS degree will provide new knowledge for the profession, train the candidate in the conduct of sound research as a potential future educator and researcher, and enhance the reputation of the institution as a leader in the profession through publication of results in quality peer-reviewed journals.

The Master of Science in Vision Science prepares students to embark on a career in teaching and/or research in the basic or clinical science of vision. Students accepted into the program must be enrolled at SCCO at MBKU in the professional optometry program, hold a Doctor of Optometry or Doctor of Medicine degree, or hold a bachelor's degree from a university in the U.S. or Canada.

The need for new knowledge in the vision sciences is great; teaching and research opportunities are numerous in a spectrum of academic, industrial and professional settings. Although the program has sufficient structure to provide a broad foundation of scientific knowledge of vision systems, it is at the same time appropriately flexible to permit candidates to develop expertise in areas of special interest.

There are four tracks currently offered:

1. A concurrent program for students currently applying to or enrolled in the SCCO Doctor of Optometry program.
2. Stand-alone full-time two-year program for students with an earned Doctor of Optometry or Medical degree.
3. Stand-alone full-time program for students with an earned bachelor's degree from a University in the United States or Canada.
4. Part-time program for individuals listed in 2 and 3 above.

All of these tracks incorporate the development and presentation of seminars and formal lectures in specific courses to develop the candidates' educational skills.

The Master of Science in Vision Science tracks require the equivalent of two years full-time study, including 20 quarter credit hours for core and elective didactic coursework, as well as a minimum of 40 credit hours of research, culminating in a written thesis.

Master of Science in Vision Science Programs

The Southern California College of Optometry Master of Science in Vision Science program seeks to admit students possessing the qualities and motivation necessary for success in clinically applied research. Admission is based on an assessment of both academic and non-academic qualifications including; an application, letters of recommendation, personal statement and the admissions interview.

OD/MSVS Program

Students admitted into the combined OD/MS program are chosen from those accepted into the regular four-year Doctor of Optometry program. The application deadline for the OD/MS program is the end of the eighth week of the Fall quarter of the first year of the OD program (https://www.ketchum.edu/optometry/academics/ms-vision-science/ms-vision-science-application/combined-odms (https://www.ketchum.edu/optometry/academics/ms-vision-science/ms-vision-science-application/combined-odms/)).

MSVS Program

The full-time MS program takes approximately 2 years to complete. The MS degree can be a terminal academic degree or allow the student to gain more experience before entering an OD or PhD program. The program gives the student the opportunity to improve their academic record before applying to optometry school, gain experience in the field of vision, and/or develop a firm foundation in vision research before pursuing advanced academic degrees. Applications for the stand-alone MS program are accepted throughout the year (https://www.ketchum.edu/optometry/academics/ms-vision- science/ms-vision-science-application/standalone-ms-vision-science-program (https://www.ketchum.edu/optometry/academics/ms-vision-science/ms-vision-science-application/standalone-ms-vision-science-program/)).

MSVS Program-Part Time

A part-time MS degree program is available. This applies to current SCCO full-time faculty, or to practitioners who desire to broaden their understanding and capabilities. Applications are accepted throughout the year.

MSVS Curriculum Map Admissions

The Master of Science in Vision Science is a research-based graduate degree. Research is a vital part of the ongoing development of the profession since it provides the basis for new understanding and new treatments of vision conditions. The research undertaken in fulfillment of the Master of Science degree will provide new knowledge for the profession and train the candidate in the conduct of sound research as a potential future educator and researcher.

SCCO's Master of Science in Vision Science program at MBKU seeks to admit students possessing the qualities and motivation necessary for success in clinically applied research. Admission is based on an assessment of both academic and non-academic qualifications including; an application, letters of recommendation, personal statement, and the admissions interview.

All applicants must submit undergraduate and graduate transcripts with a minimum grade point average of 3.00, an application which may be obtained from the website ketchum.edu/optometry/ms_in_vision_science (https://www.ketchum.edu/optometry/admissions/ms-vision-science/), and a $50 non-refundable application fee, letters of recommendation attesting to the applicant's ability in the area of research, a 300-500 word personal statement of interest, including current goals, personal career plans, reasons for selecting a field of study and a current curriculum vitae. In addition, applicants interested in concurrent Doctor of Optometry and Master of Science in Vision Science enrollment must submit OAT scores (or other appropriate test results, such as, MCAT, DAT, or GRE).

Applicants who already hold a Doctor of Optometry degree must submit NBEO scores.

Additional requirements for applicants who are not U.S. citizens or permanent U.S. residents include having graduated from an optometry or medical school that has comparable training to a U.S. optometry or medical program. Applicants need to be English-speaking or have demonstrated satisfactory command of the English language by taking the Graduate Record Examination (GRE) and the Test of English as a Foreign Language (TOEFL). The TOEFL can be replaced by the International English Language Testing System (IELTS). The minimum acceptable scores are: GRE (300), TOEFL (80), TSE (50) and IELTS (7.0). All tests must be taken within two years of applying for the Master of Science in Vision Science program.

All foreign applicants will need to provide proof of adequate funds to cover all fees and expenses for the entire graduate program as a condition for the issuing of a visa to enter the U.S. These applicants are not eligible for funding (e.g., teaching assistant, research assistant, school grants or aid) to pursue the Master of Science degree. Interviews are required of all applicants.

The application deadline for individuals applying for the combined OD/MS program is the end of the 8th week of the Fall quarter of their first year in the OD program. Other applicants should apply a minimum of 3 months before the quarter in which they wish to start the MS program.

Accuracy of Information

The submission of any false or misleading information of any kind in support of an application for admission to the graduate programs of the SCCO at MBKU can result in the permanent cancellation or rescission of admission by the assistant dean for graduate studies. It is the responsibility of the applicant that all information is accurate and complete.

Once an application package is complete, it will be forwarded to the Assistant Dean for Graduate Studies. The application will be reviewed and the applicant will either be interviewed or advised of a decision not to admit. No application will be considered complete, and no admissions decision will be made without a personal interview. The application deadline for individuals in the OD program is the end of the 8th week of the Fall quarter of their first year. There is no application deadline for applicants to the stand-alone MS program.

If you have questions about the program, please contact Dr. Ridder at wridder@ketchum.edu.

Transcripts

Applicants must submit an official transcript from each college and university attended. An official transcript bears the original signature of the registrar and/or the original seal of the issuing institution. Transcripts should be mailed directly by a registrar to the:

Marshall B. Ketchum University
Enrollment and Student Services
2575 Yorba Linda Blvd.
Fullerton, CA. 92831

Foreign applicants are required to provide a **course-by-course evaluation** from an approved company. This evaluation must provide an equivalency of the documents and a report of the courses completed in terms of U.S. college-level semester hour credits. Contact the Registration and

Records office (registrar@ketchum.edu) for a current list of companies that provides this service.

Non-Discrimination Statement

MBKU is committed to providing an environment in which all individuals are treated with respect and professionalism. In accordance with applicable federal and state laws, it is University policy to prevent unlawful discrimination against students, applicants for admission, employees, applicants for employment and patients requesting treatment on the basis of race, color, national origin, sex, disability, age or any other characteristic protected by applicable law. The University also prohibits sexual harassment and harassment on any of the above bases (refer to the Prohibited Discrimination, Unlawful Harassment & Sexual Misconduct Policy).

Inquiries regarding the University's equal opportunity policies should be directed to the Vice President for Enrollment and Student Services at StudentAffairs@ketchum.edu for students and the Vice President for Human Resources at HumanResources@ketchum.edu for employees.

For further information on notice of non-discrimination, please contact The Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the office that serves your area, or by calling 1-800-421-3481.

Administrative Structure and Governance

All aspects of the graduate program will be the responsibility of the Assistant Dean for Graduate Studies, who will report directly to the Dean of Optometry.

Graduate Committee (GC)
Membership

Overall governance of the graduate program is through the Faculty Graduate Committee, of which the Assistant Dean for Graduate Studies serves as Chair. The Graduate Committee is appointed by the Faculty Council Executive Committee with the approval of the Dean of Optometry. The GC is comprised of a minimum of four faculty members who serve two-year terms. Requirements to be on the GC are the same as for a thesis committee chairperson (see below under Thesis Advisors). In addition, a graduate student representative is elected by the graduate student body for a one-year term and has voting rights on the GC. Further, the GC Chair (the Assistant Dean for Graduate Studies) has voting privileges.

Functions

The Graduate Committee oversees MS student admissions, MS course offerings, and approves faculty advisors and MS thesis projects. The GC, upon recommendation of the faculty advisor and graduate student, is responsible for forming the candidate's thesis committee, which would in turn also become the thesis defense committee to review the finished thesis for scientific contribution and rigor. The thesis committee consists of the supervisor (i.e., the faculty advisor), and at least two other members with expertise in the candidate's area of interest. If the thesis is found acceptable, and all course requirements are met, the GC would recommend to the Assistant Dean for Graduate Studies and the Dean of Optometry the awarding of the Master of Science in Vision Science degree.

Curriculum

Graduation Requirements

Completion of the program requires a total of 60 credit hours. 40 credit hours are from the research thesis (BVS 960 Thesis). The remaining 20 credit hours are course work which includes three required courses (BVS 901 Teaching in the Visual Sciences, BVS 902 Biostatistics, BVS 952 Ethics in Research), 2 core courses, and 2 elective courses.

A student will be recommended for the degree of Master of Science in Vision Science, provided the candidate:

- Has completed all prescribed academic requirements;
- Has completed a minimum of 60 quarter-hours of graduate credit;
- Is not on academic probation in the MS program, has a cumulative grade point average of 3.0 or higher, and has no outstanding grade which is incomplete;
- Has completed the Master's research requirement of successful defense of the Master's thesis and submission of a final bound copy of the thesis. The paper must be of publication quality.

The degree will not be conferred, and the diploma will not be issued until all graduation requirements are met.

Transfer Policy

The Master of Science in Vision Science program does not accept transfer students or offer advanced standing under any circumstances.

Courses

Required Courses

Code	Title	Hours
BVS 901	Teaching in the Visual Sciences	2.00
BVS 902	Biostatistics	2.00
BVS 952	Ethics in Research	2.00
BVS 960	Thesis (variable credits)	0

Core Courses

Code	Title	Hours
BVS 910	Ocular Anatomy & Physiology	2.00
BVS 910A	Ocular Anatomy & Physiology - A	4.00
BVS 920	Sensory Neuroscience	2.00
BVS 920A	Sensory Neuroscience A	4.00
BVS 940	Visual Optics	2.00
BVS 940A	Visual Optics A	4.00
BVS 950	Sensory Processes & Perception	2.00
BVS 950A	Sensory Processes & Perception A	4.00
BVS 951	Psychophysical Mthd & Exprmntl Dsgn	2.00
BVS 951A	Psychophysical Mth & Expmntl Dsgn A	4.00

Elective Courses

Code	Title	Hours
BVS 900	Special Topics	0
BVS 911	Vegetative Physiology of the Eye	3.00
BVS 912	Visual Physiology of the Eye	3.00
BVS 913	Current Topics Tear Film & Dry Eye	3.00
BVS 914	Vegetative Physiology of the Cornea	3.00
BVS 921	Color Vision	3.00
BVS 924	Neurophysiology of Amblyopia	3.00
BVS 932	Ocular Pathology	3.00
BVS 957	Accommodation	3.00
BVS 959	Vision and Reading	3.00

MS Research Thesis

The Master of Science in Vision Science (MSVS) at the SCCO emphasizes the development and execution of an original vision research project. Each student must write a paper based on the student's research activities. The paper must be of publication quality.

A Master's thesis describing this project is required for completion of the program and is reviewed by a Thesis Committee. Time spent planning, carrying out the research project, data analysis, and writing the thesis will be assigned Course BVS 960 Thesis. This can be from 1 – 12 credits per quarter. **Total minimum research thesis credits = 40 credits for the MS degree.** One credit of research thesis is equivalent to a minimum of 2 hours work per week for a 10-week quarter. The thesis advisor in consultation with the student will determine the quarterly schedule for this course. A maximum of 50 credits can be taken in BVS 960 Thesis.

The MS degree also requires a defense of the thesis. This will be before the Thesis Committee, Graduate Committee, and a general audience. The defense will entail a presentation of the research with results followed by questions from the audience. The Thesis Committee will then determine if the student passed the thesis defense. A recommendation will be made to the Assistant Dean of Graduate Studies and the Graduate Committee. Successful completion of the thesis defense is required before the student will be allowed to participate in the graduation ceremonies. The date on the MSVS diploma will be the end of the quarter in which the complete thesis is submitted to the library.

Thesis Advisors

MSVS thesis advisors need to have a specific set of skills to supervise an MSVS candidate in training. The list below gives the specific requirements to be an MSVS thesis committee chairperson or thesis committee member.

1. The thesis committee chairperson should have previous research experience. This individual must be able to design and carry out projects that are typical of a research-based MS degree. Evidence of this ability would be holding an MS or PhD degree in vision science or a research-related field where a research project was required. Knowledge in the field of vision is required and publications of vision-related research studies in peer-reviewed journals would be evidence. In addition to the above requirements, thesis committee chairpersons should have the ability to supervise student researchers in an original research project. Evidence would include previously serving as a thesis committee member, by supervising non-graduate students in research projects, or a record of other collaborative activities.
2. Thesis committee chairpersons must be full-time (75% or greater) faculty at SCCO.
3. Thesis committee members can be faculty from any department at MBKU or other institutions. The thesis committee members should complement the knowledge

and experience of the committee chairperson. A background in research is required. This can be an MS or PhD in a research field or research publications in peer-reviewed journals.

4. Thesis committees consist of a minimum of 3 members (1 Chair and 2 members) to a maximum of 5 members (1 Chair and 4 members).

Academic Progress

MBKU Grading System

MBKU uses a grade point system to indicate the academic attainment of each student. Under this system, grade points are assigned for each course according to the following scale: 4 grade points for each unit of A; 3 grade points for each unit of B; 0 grade points for each unit of F. No grade points are assigned for courses that were incomplete or for courses that have been audited by the student. A student's grade point average is determined by dividing the total number of grade points earned by the total number of units attempted.

The following grades are used:

Grade	Grading Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F (Failure)	0.0
P (Pass)	0.0
HP (High Pass)	0.0

Symbols

Symbol	Definition
AUD	Courses Audited without Credit
AUX	Unsatisfactory Audited Course
IP	In-Progress Course
W	Withdraw
E or I	Incomplete
R	Repeated Course

MS Grading System

Academic standing of MS students at the University is indicated by the following grades:

Grade	Description
A	Outstanding
B	Average
F	Failing

Academic Standing for the MS Program

A cumulative grade point average of 3.00 for all Master's level work taken at Marshall B. Ketchum University is required for graduation. Failure to maintain the minimum GPA of 3.0 will result in the student being placed on probation. If the student receives a failing grade (below "B") in any MS course they will be placed on probation. Due to the nature of graduate study, course remediation is not an option when an MS level course is failed. All students on probation in the MS program will meet with the Graduate Committee. The Graduate Committee will determine if the student can continue in the program or will be dismissed from the program. If allowed to continue, the student would need to be able to raise their cumulative GPA above 3.0 in the time frame set by the Graduate Committee.

The Graduate Committee meets at the conclusion of each quarter to review students' academic performance. When a student's performance is less than satisfactory for normal advancement to the next quarter, the faculty may recommend probation, retention, retention with condition, dismissal, or a formal indication of concern to the Assistant Dean of Graduate Studies and/or the Dean of Optometry. Decisions of dismissal rendered may be appealed according to procedures described under Academic Dismissal of the SCCO Student Handbook (p. 124).

Students can withdraw from the MSVS program at any time. Reinstatement in the MSVS program after withdrawal requires a favorable recommendation from the Graduate Committee.

OD/MS Student Grading

Academic advancement for the MS classes taken by OD/MS students are the same as the MS student section above. In addition to the academic requirements for the MS students, OD/MS students must remain in good academic standing in the OD program. These requirements are listed in the SCCO Student Handbook (p. 124). For example, Optometry students are placed on probation if their cumulative GPA in the OD program drops below 2.50. A student that is placed on probation in the OD program will need to withdraw from the MS program. In situations not covered by the above rules, if at any time the Graduate Committee determines that the student's academic progress is unsatisfactory they may be dismissed from the program.

A student may appeal one notice of academic dismissal from the MS program. The appeal must be in writing, addressed to the Assistant Dean for Graduate Studies. Students who are dismissed are generally presumed to be dismissed indefinitely. Should a student dismissed for academic reasons be readmitted, they will be placed on academic probation and may be required to meet additional performance criteria as specified by the Assistant Dean for Graduate Studies.

MS Audit Policy

MS students may audit OD courses under certain conditions. The maximum number of courses audited per quarter is 1. These courses will not appear in any form on the student's transcript. The student is required to get permission to audit the class in written form from their MS committee Chair, the Assistant Dean for Graduate Studies, and the Instructor of Record for the course to be audited.

Auditing a course typically occurs when a student is either encouraged to repeat courses that were successfully completed or has a personal desire to repeat these courses. The intent to audit courses is to review course information to enhance one's proficiency in the curriculum.

To audit a course, students must meet the following eligibility criteria:

- The student must be an active student with the University. If the student is on Withdraw with Intent to Return (WIR) or Leave of

Absence (LOA), then the student is still considered an active student with the University. Students are not eligible to audit classes if they have been suspended, dismissed, or expelled for academic or disciplinary reasons.

- The student must have completed all required prerequisites.
- The audit request must be approved by the Program and Instructor of Record (IOR).
- Pay the audit fee of $50 per audited course up to $250 per term.
- The audit course(s) has no academic credit assigned and the transcript will show the course grade as 'AUD' as passing the audited course or 'AUX' for not passing the audited course.

Students enrolled in an audit course(s) are not eligible to receive financial aid. Please contact financialaid@ketchum.edu if there are any questions.

Students may audit a course only with the Instructor of Record (IOR) and Program consent. Students may not audit a course if they have not completed the prerequisites or if they have previously failed the course. Student participation is at the discretion of the IOR. Enrollment status in that course may not be modified (i.e., changing from auditing the course to receiving credit for the course).

Students who audit a course agree to do the same amount of work as a fully enrolled student without having to take the exam(s) at the end of the term.

To audit an eligible course, the student must complete the Audit Form and submit to Registration & Records at registrar@ketchum.edu for approval.

Audit Form

Preparation and Binding of the Research Thesis

Thesis Preparation By Student

The MS candidate will use the page order below to format the thesis. The general writing style and formatting of citations should follow the guidelines of vision science journals (e.g., Optometry and Vision Science). The left and right margins should be 1.25 inches and justified. The top and bottom margins should be at least 1 inch. The minimum font size is 12 point. Page numbers should be in the middle at the bottom of the page. Page 1 is the Abstract page. Section names (e.g. Abstract, Introduction, Methods, etc.) should be in bold font and start a new page. Text should not be in bold or italics and should be double spaced. The thesis should be single sided.

1. Front Cover: color Buckram Maroon
2. Three blank pages
3. Cover page with signatures
4. Acknowledgement page (optional)
5. Title page
6. Abstract (first numbered page) - sections are Purpose, Methods, Results, Conclusion
7. Table of contents
8. List of Figures
9. List of Tables (the format is the same as for Figures)
10. Introduction (include the research hypothesis)
11. Methods
12. Results
13. Discussion
14. Bibliography – the references should be numbered as they appear in the thesis.
15. Appendices – This section should start with a single page that lists all the Appendices similar to the previous List of Figures and List of Tables. The Appendices are numbered as they occur in the thesis (i.e., Appendix 1, Appendix 2, etc.). The page numbers are continuous with the Bibliography.
16. Three blank pages
17. Back cover

Book Binding Procedure (MS Student and/or Committee Chair)

The binding of the thesis will be carried out by PHD BOOK BINDING (https://phdbookbinding.com (https://phdbookbinding.com/)). A minimum of 2 copies of the thesis are required. One copy will be kept in the library and the second copy will be kept by the Assistant Dean for Graduate Studies. Additional copies can be produced for the MS students' thesis advisor and the MS student (total of 4 copies). The school will cover up to a maximum of $250 of the binding expense. The remainder will be covered by the student or Thesis Chair. The student or Thesis Chair will pay in advance and get reimbursed a maximum of $250 from the Vice President for Research (receipts are needed to get reimbursed).

The thesis will be bound in a "Printed Hardcover" with Maroon color background selection. The lettering will be gold. The book spine will be labelled with "MS THESIS", "The Students Name" and the year of completion (in order from top to bottom). The book front will have the thesis title at the top and the Marshall B. Ketchum college emblem below. The thesis should be copied on white 24 pound (or higher) acid free paper (8.5 X 11 inch size in portrait) for binding. The binding company charges extra for color figures. The student/Thesis Chair should send a single PDF copy of the thesis to the book binding company. The final product will be bound exactly as it is shown in the PDF copy. Book production can take 2 – 4 weeks. The books should be sent to the Thesis Chair and the student/Thesis Chair is responsible for distributing them to the appropriate people. The MS degree will not be conferred until the thesis is sent to the bindery. Confirmation of receipt (i.e., paid receipt from bindery) by the bindery should be sent to the Assistant Dean for Graduate Studies.

MS Student Travel to Approved Meetings and Conferences

MS and OD/MS students should initially apply for travel funds through the conference organizers (e.g., the AAO student travel fellowship) if they are available. The student may apply to SCCO for additional funding if necessary. In no instance will the total travel reimbursement (i.e., money received from SCCO and all outside sources) be more than the student's cost. If the student receives travel money from an outside source, this will be deducted from the student's total travel expenses. This amount will then be the maximum the student can be reimbursed from SCCO.

Students may receive financial reimbursement from SCCO for attendance at one approved meeting per academic year (e.g., AAO, ARVO, COVD, etc.). The student must be presenting their research as a poster or paper at the meeting. The student must get pre-approval from the Assistant Dean for Graduate Studies and provide evidence that their presentation has been accepted at the meeting. Any travel funds received from the conference organizers (or any other source) should be reported to the

Assistant Dean for Graduate Studies. The student can receive from SCCO up to a maximum of $500 if they are the first author and up to a maximum of $250 if they are the second author of a presentation. Lower-level authorship (i.e., third author or lower) will not be reimbursed.

Within 30 days of returning from the meeting, the student will need to submit all receipts for reimbursement. Acceptable receipts are for travel, hotel, meeting registration, and food (food maximum $30/day). No reimbursement will be given without original receipts. An MRF will need to be filled out. All paperwork needs to be submitted to the Assistant Dean for Graduate Studies.

Accreditation

The professional program of the College is accredited by both the WASC Senior College and University Commission (WSCUC) and the Accreditation Council on Optometric Education (ACOE).

SCHOOL OF PHYSICIAN ASSISTANT STUDIES STUDENT HANDBOOK

This handbook is a supplement to the Marshall B. Ketchum University (MBKU) Student Handbook and University Catalog.

MBKU Enrollment and Student Services publishes the University Catalog and MBKU Student Handbook on an annual basis. These documents include an all-encompassing compilation of University policies and other information pertinent to your educational experience at MBKU.

The Program Student Handbooks make reference to select MBKU policies within this document for ease of reference. Matriculated students are responsible for understanding and following the Catalog and both MBKU and respective Program Student Handbooks.

Please refer to the University Catalog (p. 5) for the following policies and procedures:

- Compliance Statement
- Academic Policies: Including Grading, Exam Policies, Extended Leave, Withdrawal, and Probation and Dismissal
- Student Records Policies and Procedures
- Financial Aid Policies: Including Aid Disbursement, Work Study, and Satisfactory Academic Progress
- Student Accounts Services: Including Billing and Payment Policies and Tuition Refund Policy
- Admissions, Financial Information, Curriculum, and Courses for Optometry Programs

Please refer to the MBKU Student Handbook (p. 66) for the following policies and procedures:

- Non-Discrimination Statement
- Classroom Etiquette
- Computer Use Policy
- Student Grievance Procedures
- Student Accounts Services: Explanation of Tuition and Fees, Past Due Status, Emergency Loans, Overpayment Funds, Direct Deposit, and Student Financial Responsibility and Collections
- Campus Store Accounts
- Student ID and Access Cards
- Student Conduct
- Accommodating Students & Applicants with Disabilities
- Mental Health Counseling Services
- Peer Advisors and Peer Tutors
- Activities, Seminars, and Co-Curricular Programs
- Student Government Association (SGA)
- Health and Safety Policies, including Campus Safety

Dear MBKU PA Student,

Welcome to the School of Physician Assistant Studies (SPAS)!

This SPAS Student Handbook outlines the policies and procedures for the School and lists additional information pertinent to your time and success in the program. Please know that the policies are subject to

change. If change is necessary, students will be notified and provided with the new policy in writing.

In addition to this handbook, students are required to be in compliance with the MBKU Student Handbook. Additional resources and information may be found in the University Catalog, course syllabi, and the SPAS Master's Capstone Handbook.

We wish you great success as a graduate student at Marshall B. Ketchum University. Enjoy your time as a PA student.

Sincerely,

Your School of PA Studies Program Director and Faculty

Mission, Values, and Program Goals

Marshall B. Ketchum University The School of Physician Assistant Studies Mission

Our mission is to educate individuals to become compassionate PAs who deliver the highest quality healthcare in a collaborative environment, serve diverse communities, work to eliminate health disparities, and improve overall health outcomes while advancing the PA profession.

Our Values

Compassion
We value the dignity of all people, including patients and their families, and recognize that compassion must be a cornerstone in professional interactions.

Humility
We value the intrinsic worth of all human beings; we acknowledge our own limitations and strive to learn from those we interact with both interpersonally and professionally.

Integrity
We value integrity and professionalism by modeling honesty, thoughtfulness, and consistency in our words and actions.

Lifelong Learning
We value lifelong learning as essential to the practice of evidence-based medical care.

Excellence
We value the pursuit of excellence as an essential component of professional practice.

Respect
We place a high value on respecting others by acknowledging diversity and advocating for inclusion in communities where we serve, work, and teach.

Service
We are committed to the welfare of others, improving healthcare access, and promoting positive health outcomes through service.

Our Goals

Based on our mission, the goals of the School of Physician Assistant Studies are to:

1. **Graduate PAs who become certified by the NCCPA.**

We use unique and innovative teaching modalities to ensure students receive the highest quality education to meet their board requirements and become exceptional PAs.

Measurement: Exceed the national average five-year first-time PANCE pass rate.

Program Outcome: As of Spring 2025, our five-year average PANCE pass rate for first-time takers is 95%, exceeding the five-year average national pass rate for first-time takers of 93%. Currently, 99% of graduates have ultimately passed the PANCE and are NCCPA certified.

2. **Engage all students in active and ongoing community service.**

The program recognizes the importance of giving back. Participation in community outreach events is a required element of the program. By collaborating with several local organizations, we are able to serve multiple underserved communities through activities such as health screenings, food banks, and vaccination clinics. During the Master's Capstone Project, students identify a population healthcare need within our community and develop and implement a project to help mitigate that need. Some projects in the past have included developing an animal-therapy program for individuals living in a family shelter, writing and illustrating a children's book about asthma triggers, and providing nutrition education to grade-school students.

Measurement: All students have participated in at least three community service events during the program.

Program Outcome: All graduates participated in at least three community-service events during the time they were enrolled as a student, often more.

3. **Provide all students with experience in caring for and interacting with underserved communities to inspire graduates to provide care for underserved communities.**

A priority for our clinical team is locating quality training sites and preceptors who are actively engaged in providing care for underserved populations. Additionally, students participate in activities and events that provide recurrent exposure to underserved or disadvantaged populations in order to enhance their understanding of the healthcare disparities facing these populations. These activities may include population health lectures, a poverty simulation, guest speakers, group discussions, and community service events for the underserved.

Measurement: Upon graduation, all students will have completed at least one rotation in a health-provider-shortage or underserved area and will have completed all required program activities and events developed to specifically enhance student understanding of and compassion for underserved communities.

Program Outcome: All graduates completed at least one rotation in a provider-shortage or underserved area and completed all required program activities and events developed to specifically enhance student understanding of and compassion for underserved communities at the time of graduation. A significant number of students completed multiple rotations in a provider shortage or medically underserved area.

History of the Profession
Definition

Physician Assistants (PAs) are licensed clinicians who practice medicine in every specialty and setting. Trusted, rigorously educated and trained healthcare professionals, PAs are dedicated to expanding access to care and transforming health and wellness through patient-centered, team-based medical practice. PAs diagnose illness, develop and manage treatment plans, prescribe medications, and often serve as a patient's principal healthcare provider. With thousands of hours of medical training, PAs are versatile and collaborative. PAs practice in every state and in every medical setting and specialty, improving healthcare access and quality. The scope of a PA's practice is determined by state law, the PA's education, experience, and the specialty and setting in which the PA practices.

(adapted from AAPA: https://www.aapa.org/what-is-a-pa/)

History

www.pahx.org (http://www.pahx.org)

In the mid-1960s, physicians and educators recognized a shortage of primary-care physicians. Eugene A. Stead Jr., MD, of the Duke University Medical Center put together the first class of physician assistants in 1965 to answer this need. He selected Navy corpsmen who had received considerable medical training during their military service to be the inaugural PA students. Stead mirrored the curriculum of the PA program on the fast-track training of doctors during World War II. The first PA class graduated from the Duke University PA program on Oct. 6, 1967.

The PA concept was lauded as a creative solution to physician shortages and gained acceptance and federal backing as early as the 1970s. The medical community supported the new profession and spurred setting accreditation standards, establishing a national certification with a standardized examination, and developing continuing medical education requirements. Today, PAs are one of the fastest-growing occupations on the front lines of healthcare. The U.S. Bureau of Labor Statistics projects that the profession will increase 31 percent from 2020 to 2030, significantly faster than the average for all occupations. The demand for PAs is so high that three quarters of PAs receive multiple job offers upon graduation. (*AAPA, 2022*).

Physician Assistant Professional Organizations

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

www.arc-pa.org (http://www.arc-pa.org)

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs to ensure their compliance with those standards. Accreditation is a process of quality assurance that determines whether the program meets established standards for function, structure, and performance. Accreditation of PA programs was created in the early 1970s under the auspices of the American Medical Association. The groups that have accredited PA programs have been many, but in 2000 the ARC-PA was constituted as an independent organization and the Standards for accreditation were created. Graduation from an ARC-PA-accredited program is required for NCCPA PANCE eligibility and for licensure or registration in all states. The ARC-PA's sister organization for medicine is the AMA and AAMC's Liaison Committee on Medical Education (LCME).

There are several categories of accreditation. Accreditation can be provisional, continuing, probational, withdrawn, or withheld. **As of March 2019, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Marshall B. Ketchum University Physician Assistant Program sponsored by Marshall B. Ketchum University.** Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2029**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The American Academy of PAs (AAPA)

www.aapa.org (http://www.aapa.org)

The American Academy of PAs (AAPA) is the national organization that represents physician assistants/associates in all specialties and all employment settings. Founded in 1968, the Academy has a federated structure of 57 chartered chapters representing PAs in all 50 states, the District of Columbia, Guam, and the federal services. Its membership also includes PA students and supporters of the profession. The AAPA advocates for the PA profession by lobbying for improvements in the utilization of PAs in federal health care delivery systems, support of PA education including the National Health Service Corps scholarships, and state legislation that governs PA practice. The AAPA has also been an active voice for our profession on issues related to education and certification. For a frame of reference, the AAPA is analogous to the physician-advocacy organization the American Medical Association (AMA).

The California Academy of PAs (CAPA)

www.capanet.org (http://www.capanet.org)

The Mission of the California Academy of PAs is to represent and serve PAs statewide. As an advocate of its members for quality healthcare and for their valued, unique alliance with collaborating physicians, CAPA will enhance, educate, and empower PAs for the ultimate benefit of their patients. With over 13,000 PAs, California is seeing the PA profession grow and PAs are becoming involved in every aspect of health care. CAPA's purpose is to represent the interests of California PAs. For a frame of reference, CAPA is analogous to the physician advocacy organization, the California Medical Association (CMA).

The Physician Assistant Education Association (PAEA)

www.paeaonline.org (http://www.paeaonline.org)

The PAEA was founded in 1972 by Alfred Sadler and Thomas Piemme, two physician educators who understood the need for an educational organization that was responsible for aligning and standardizing the education of the PA. Initially, the PAEA was part of the AAPA and was called the Association of PA Programs (APAP). In 2005, the APAP membership voted to change the name to Physician Assistant Education Association and moved the organization to leadership independent of the AAPA. The PAEA is the equivalent of the physician group, the Association of American Medical Colleges (AAMC).

The National Commission on the Certification of Physician Assistants (NCCPA)

www.nccpa.net (http://www.nccpa.net)

The NCCPA was developed by David Glazer, Alfred Sadler, and Thomas Piemme to create the PA national certification examination. Its Board members include physician representatives from medicine and surgery, the PA profession, and the public. The early founders of the profession believed that professional legitimacy could be established if rigorous certification standards were maintained. Thus, in the early 1970s, the PA profession started with a 6-year certification cycle. Initially, PAs were expected to pass a generalist multiple-choice examination (PANCE) and clinical skills encounter, obtain 100 hours of continuing medical education (CME) every two years, and pass a multiple-choice exam at year ten (PANRE) or the longitudinal assessment (PANRE-LA). The clinical skills encounter was stopped in the late 1990s because of issues with inter-rater reliability and methodology.

In 2012, the NCCPA Board of Directors voted to change the certification requirements and cycle. PAs are required to pass the PANCE exam and complete 100 hours of CME every two years. In year 10, they must also pass a multiple-choice examination. The NCCPA is similar to the National Board of Medical Examiners (NBME).

Physician Assistant National Certifying Examination (PANCE)

PANCE

http://www.nccpa.net/Pance (http://www.nccpa.net/Pance/)

To become a certified PA, you must pass the Physician Assistant National Certifying Exam (PANCE), a computer-based, multiple-choice test comprising questions that assess basic medical and surgical knowledge.

NCCPA's certification and recertification exams can be organized in two dimensions:

- Organ systems and the diseases, disorders and medical assessments physician assistants encounter within those systems. https://www.nccpa.net/wp-content/uploads/2021/05/CoreBlueprint-ContentCategory.pdf
- The knowledge and skills PAs should exhibit when confronted with those diseases, disorders and assessments. https://www.nccpa.net/become-certified/pance-blueprint/

To be eligible for the PANCE, you must graduate from a program accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) as a Physician Assistant Program. PA-program graduates will be deemed to have graduated from an accredited program if their PA educational program was accredited at the time of their matriculation.

SPAS Committees

Student Progress Committee (SPC)

This committee oversees the students' ongoing academic progress to determine whether each student is eligible for continuation within the program. The committee evaluates any at-risk student to develop remediation or other potential programmatic or educational interventions needed. The chair is responsible for scheduling meeting times and appointing members which include faculty from the didactic and clinical phases of the program as well as the principal faculty and may include a representative from Enrollment and Student Services (non-voting participant). In addition, the committee meets on a quarterly basis to evaluate and discuss student progress and performance in all phases of the program based on student examination scores, preceptor evaluations, and professionalism evaluations.

Technical Standards

PAs must have the knowledge and skills to practice in a variety of clinical situations and to render a wide spectrum of care based on patient needs. In addition to academic achievements, exam results, and faculty recommendations, PA students must possess the physical, emotional, and behavioral capabilities requisite for the practice of medicine as a PA. To successfully complete the PA program, students must demonstrate proficiency in academic and clinical activities with regard to the competencies described below.

Observation

Candidates and PA students must have sufficient sensory capacity to observe in the classroom, the laboratory, the outpatient setting, and at the patient's bedside. Sensory skills adequate to perform a physical examination are required. These skills require the use of vision, hearing, and touch, or the functional equivalent. All of these senses must be adequate to observe a patient's condition and to accurately elicit information through procedures regularly required in a physical examination, such as inspection, auscultation, percussion, and palpation.

Communication

Candidates and PA students must be able to:

- Communicate effectively and sensitively with patients and others in both academic and healthcare settings.
- Communicate effectively and clearly in English with faculty and staff, patients, and all members of the health care team and record information accurately and clearly.
- Demonstrate reading skills at a level sufficient to accomplish curricular requirements, provide clinical care for patients, and complete appropriate medical records, documents, and plans according to protocol in a thorough and timely manner.
- Perceive and describe changes in mood, posture, and activity, and interpret non-verbal communication signs.

Motor Coordination and Function

Candidates and PA students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures. They must also be able to execute motor movements reasonably required to provide basic medical care and emergency care to patients, including but not limited to:

- cardiopulmonary resuscitation
- administration of intravenous medication
- application of pressure to stop hemorrhage
- opening of obstructed airways
- suturing of simple wounds
- performance of simple obstetrical maneuvers
- negotiating patient-care environments and mobility between settings, such as clinics, classrooms, laboratories, and hospital

These activities require some physical mobility, coordination of both gross and fine-motor neuromuscular function, and balance and equilibrium.

Intellectual-Conceptual, Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem-solving, the critical skill demanded of PAs, requires all of these intellectual abilities. Candidates and PA students must be able to:

- interpret dimensional relationships, and understand the spatial relationships of anatomical structures
- search, read, and interpret medical literature

The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential. To complete the PA Program, candidates must be able to demonstrate proficiency in these skills and the ability to use them together in a timely fashion in medical problem-solving and patient care.

Behavioral and Social Attributes

Compassion, integrity, ethical standards, concern for others, interpersonal skills, and motivation are all personal qualities important to providing compassionate and quality patient care.

Candidates and PA students must:

- Demonstrate the maturity and emotional stability required for the full use of their intellectual abilities.
- Accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients.
- Demonstrate non-discriminatory, respectful behavior toward all persons regardless of cultural, religious, ethnic, racial, sexual orientation, and socioeconomic backgrounds.
- Understand the legal and ethical aspects of the practice of medicine and function within both the laws and ethical standards of the medical profession.
- Interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner.
- Tolerate physically taxing workloads and long work hours, to function effectively under stress, and to display flexibility and adaptability to changing environments.
- Contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes.

It is our experience that a number of individuals with disabilities, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, are qualified to study and work as health care professionals and scientists with the use of reasonable accommodations. To be qualified for health-sciences programs at MBKU those individuals must be able to meet both our academic standards and the technical standards, with reasonable accommodations if necessary.

For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact MBKU Enrollment and Student Services (714-449-7444).

Academic Advising

Each student is assigned an faculty advisor who will provide assistance and guidance during the didactic and clinical phases of the program. Students are encouraged to schedule meetings with their advisor on a quarterly basis and more frequently, if needed. Students may also make appointments with **any** faculty member or director in the School. Advisors are assigned during the School of PA Studies orientation.

Curriculum

Refer to the University Catalog (p. 34) for full SPAS course sequence and additional information.

Didactic Phase

The didactic phase of the PA curriculum provides the foundation for clinical practice with instruction in applied medical sciences, patient assessment, clinical medicine, and pharmacotherapeutics. The curriculum is organized into systems-based courses which integrate anatomy, physiology, pathophysiology, clinical medicine, clinical skills, patient assessment, diagnostic testing, and pharmacotherapeutics taught in an organized and integrated sequence with a strong emphasis on active learning. Other courses include professional ethics, evidence-based practice, and public and population health. Students will also participate in interprofessional education courses and will participate in supervised simulated or real patient interactions. All didactic courses must be successfully passed to progress to the clinical phase of the program.

Clinical Phase

The clinical phase of the PA curriculum focuses on direct patient care in various clinics, hospitals, and health centers. The purpose of the clinical phase is to enable the student to develop fundamental clinical knowledge and skills under the supervision of a state-licensed medical provider. To obtain a greater appreciation for ethnically diverse or disadvantaged populations, at least one rotation, either required or elective, will be completed in a medically underserved setting, which may or may not be rural in nature. In order to graduate, students must successfully complete all of their clinical rotations, clinical phase courses including the Graduate Seminars and Masters Capstone Project, as well as summative evaluations.

Additionally, students must have reliable means of transportation to and from the clinical rotation. It is the student's responsibility to provide their own transportation to and from rotation sites. Transportation difficulties will not excuse a student from attending rotations. If transportation problems delay the student's arrival at a site, the preceptor and the Assistant Director of Clinical Education must be contacted immediately to inform them of the situation.

Students must secure all living accommodations during the clinical phase. The School and clinical sites are not responsible for locating housing for rotations. Many resources are available to assist the student in locating suitable housing, including previous students who have been at the site, housing websites, etc. Housing options posted on Exxat have not been evaluated by faculty members or the Clinical Team. Please note that some of the sites are more than 45 miles from the University campus, and in states other than California. While many clinical sites are located in and around Orange County, students should expect to have a **minimum** of two rotations located more than 45 miles from campus. No student will be required to complete a rotation outside of California unless they specifically request it.

School of Physician Assistant Studies Policies and Procedures

- Academic Performance and Progression Policy (p. 149)
- Academic Probation Policy (https://catalog.ketchum.edu/physician-assistant-studies-student-handbook/spas-policies-procedures/academic-probation-policy/)
- Academic Progression (p. 146)
- Accidents and Injuries (p. 145)
- Advanced Placement (p. 145)
- Attendance Policy (p. 159)
- Blood Borne Pathogens Exposure (p. 145)
- CDC Recommendations on Latex Allergy (p. 161)
- Communication Policy (p. 143)
- Confidentiality – HIPAA Policy (p. 161)
- Exam Policy and Procedures (p. 147)
- Grading System (p. 149)
- Immunization Policy (p. 143)
- Leave of Absence Policy (LOA) (p. 160)
- Other Clinical Policies, Procedures, and Information (p. 161)
- Part-Time Status/Deceleration (p. 145)
- Preferred Name Policy (p. 145)
- Professional Performance Policy (p. 157)

Communication Policy

The PA program holds communication with our students and our University colleagues as fundamental to our success. Students will obtain an MBKU email account and access to Moodle, our University and School's online portal. On this portal, students may find handbooks, class updates, and emergency notifications. **During the didactic phase, students are expected to check their e-mail and Moodle daily. During the clinical phase,** students are expected to monitor email, text messages, and voicemail **twice daily.** A response to the clinical team, preceptor and/or site administrator using the MBKU assigned email, is required within 12 hours of receipt of correspondence. All PA Faculty and Staff maintain strict privacy regarding student information and progress. Under no circumstance will a faculty or staff member divulge information about an individual's progress or student status in the program to another student.

Immunization Policy

All students entering the School of Physician Assistant Studies must be in good health and free of communicable diseases. All students must submit proof of required immunization as directed. Titers must be obtained within the U.S. and in the calendar year of matriculation, prior to matriculation.

On or about June 1st students will receive an email from Exxat Prism addressed to their newly created Ketchum student email. Students should follow Exxat Prism instructions to open their account and create a password. Once fully registered with Exxat Prism, students should upload required immunization documentation to this account. Documentation of required titers and initial TB screening must be submitted on Exxat Prism by July 15th in the year of matriculation.

Each uploaded file *must* be smaller than 100KB in size. The uploaded documents will be reviewed, and the student will be notified if there are any outstanding requirements.

Immunization Policy

MBKU's policy on immunization of students follows the Centers for Disease Control (CDC) recommendations for Healthcare workers: http://www.cdc.gov/vaccines/adults/rec-vac/hcw.html. All PA students, as healthcare workers (HCWs), are at risk for exposure to serious, and sometimes deadly, diseases. If a student is unable to confirm immunization status or unable to obtain immunizations due to personal, religious, or medical reasons, SPAS cannot guarantee the student's placement at a clinical site which may limit or prevent the student's ability to successfully complete all rotations and graduate from the program.

It is the student's responsibility to maintain accurate and complete records on the Exxat Prism program throughout their duration as a student, including timely updating of all immunization and tuberculous screening results. **Failure to meet the immunization requirements will result in a student being placed on "Health Hold" until the requirements have been met. Students on a Health Hold will not be allowed to register for courses or attend clinical rotations unless all requirements have been met.** Students requesting a medical exemption to these requirements should contact MBKU Student Disability Services and be prepared to provide medical documentation to support the request.

The following vaccinations are *recommended* for all SPAS Students:

Vaccines - Recommended	Recommended For
Meningoccal (https://www.cdc.gov/vaccines/vpd/mening/)	Those who are routinely exposed to isolates of N. meningitidis should get one dose.
Hepatitis A (https://www.cdc.gov/vaccines/vpd/hepa/)	Recommend for all students per the CDC vaccination schedule.
Polio (https://www.cdc.gov/vaccines/vpd/polio/)	Recommended for all students.

The following vaccinations/screenings are REQUIRED for all SPAS Students:

Vaccines - Required	CDC Recommendations
COVID-19	You **must** maintain an up-to-date COVID-19 booster, which means getting the annual booster when available (typically in the fall). Proof of updated booster will be due by Sept. 30th annually. If available, please also provide documentation of initial full vaccination (both doses in a 2-dose series such as Pfizer or Moderna, or one dose in single-dose vaccines such as Johnson & Johnson and booster when applicable).

Hepatitis B (https://www.cdc.gov/vaccines/vpd/hepb/)	You **must** provide evidence of immunity to Hep B by submitting a blood test/titer (Hepatitis B surface antibody) showing serologic evidence of immunity. If your blood test does not show immunity, you will need to repeat the series followed by another titer 1 month after the final dose. If you have not received the Hep B vaccination series, you **must** get the three-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2) followed by a blood test/titer at least 1 month after.
Flu (Influenza) (https://www.cdc.gov/vaccines/vpd/flu/)	Get 1 dose of influenza vaccine by Sept 30th each year.
MMR (Measles, Mumps, & Rubella) (http://www.cdc.gov/vaccines/vpd-vac/measles/default.htm#vacc)	You **must** provide evidence of immunity to **measles, mumps, and rubella** by submitting a blood test/titer showing serologic evidence of immunity. If your blood test does not show immunity, you **must** get 2 doses of the MMR vaccine, followed by repeat titers (1 month after the final dose) showing immunity to measles, mumps, and rubella. If you have not received the measles and mumps vaccination series, you **must** get 2 doses of MMR, followed by a blood test/titer (at least one month after the series) that shows you are immune to **measles, mumps, and rubella**.
Varicella (Chickenpox) (http://www.cdc.gov/vaccines/vpd-vac/varicella/default-basic.htm)	You **must** provide evidence of immunity to varicella by submitting a blood test/titer showing serologic evidence of immunity. If your blood test does not show immunity, you must get 2 doses of the varicella vaccine (4 weeks apart) followed by a blood test/titer (1 month after the final dose of vaccine) that shows you are immune to varicella.
Tdap (Tetanus, Diphtheria, Pertussis) (http://www.cdc.gov/vaccines/vpd-vac/pertussis/recs-summary.htm)	You **must** provide evidence of Tdap immunization administered after the age of 18 via immunization record. If Tdap was administered more than 10 years ago or prior to age 18, a Td or Tdap booster is required. Pregnant HCWs need to get a dose of Tdap during each pregnancy.
Tuberculosis (TB) Screening/PPD	A TB screening **must** be done annually. The TB testing prior to matriculation may be waived depending on the results of the screening questionnaire, but all students will be required to complete TB testing at least annually during their time as students at MBKU. Testing may be PPD (skin test), QuantiFERON or similar blood test, and/or chest XR as determined by TB screening recommendations (see form for details). Any student with a positive PPD test will be required to obtain a chest X-Ray and/or QuantiFERON blood test prior to clinical rotations.
Other	Information about any additional required vaccinations will be communicated with students via email and the MBKU portal.

Student Health Policy

MBKU has a strong interest in the sustained health and well-being of all students. The University requires students to carry sufficient accident and health care coverage from a carrier of their choosing because of the potential for unexpected health care expenses while enrolled as students. All students must provide proof of insurance no later than August 1 in order to enroll in Fall Quarter and insurance coverage must be maintained throughout the didactic and clinical phases. The SPAS faculty, Program Director, or Medical Director may not provide medical care for current students, except in dire emergencies.

All California residents are required to have qualifying health insurance coverage throughout the year. Residents who fail to maintain coverage each month, could face a penalty at tax time, unless they qualify for an exemption. Generally, the penalty will be $850 or more when you file your state income tax return.

There are several ways you can meet this requirement:

    a. You may be covered under your parents' policy
    b. You may be covered through your spouse's policy
    c. You may be covered by Medi-Cal
    d. You may be covered by a policy you have purchased for yourself

Note: If you plan on going out of state over summer breaks or on clinical rotations, please make sure that you have adequate coverage. Not all plans can be used outside of California. Insurance coverage is an expense that can be added to your financial aid budget / funding. Contact Financial Aid for more information. In California, you may seek coverage through www.coveredca.com (https://www.coveredca.com) or www.healthcare.gov (https://www.healthcare.gov).

In the course of their clinical training students may be exposed to communicable diseases. In the event of a suspected exposure during a clinical rotation (whether through the rotation or through a personal exposure) a student should be evaluated by a Health Care Provider as soon as possible. The student should notify the Assistant Director of Clinical Education by telephone or email so they are aware of the situation. The clinical emergency phone number is (714)872-5735 and the clinical team email for non-emergency communications is PAclinicaled@ketchum.edu. The student should also inform the Clinical Faculty if they are advised by the Health Care Provider or by the clinical site to suspend participation in clinical activities or if they require further medical evaluation as a result of this exposure. At the discretion of the preceptor and/or in accordance with site policy, students may be asked

to remain off-site until they are cleared to return by their medical provider. Students will be required to make up lost time at the discretion of the Assistant Director of Clinical Education and in accordance with ARC-PA standards. Any student at high-risk for airborne exposure without appropriate protection should follow the clinical sites' protocols and policies and as above, promptly notify the preceptor and the Assistant Director of Clinical Education.

Blood Borne Pathogens Exposure

An accidental puncture injury, mucous membrane or non-intact skin exposure to blood/body fluids should be considered potentially infectious, regardless of the source. In the event of an accidental exposure to blood/body fluid, the site should immediately and thoroughly be washed with soap and water, or the eye/mucous membrane with water or saline.

If a student has an incident that involves exposure to blood-borne pathogens or other concerning substances, the student must notify the preceptor and the Assistant Director of Clinical Education (or other SPAS Clinical faculty) with details of the incident. Students must follow the site protocols for risk management and post-exposure protocols specific to the facility. The student may be asked to send documentation as requested by the University. Costs of post-exposure testing and treatment may be covered under the MBKU Workers Compensation policy.

The student must report the exposure to a member of the clinical team by calling the Clinical Team's emergency cellular phone number: (714) 872-5735.

A student who has experienced an exposure should immediately assess the level of risk for transmission of blood borne pathogens. If exposure is considered **high risk** for transmission of HIV or Hepatitis, the student should **immediately (within two (2) hours) be evaluated at a hospital emergency room (even if they have not yet been able to contact the clinical team).** *Important: High-risk exposure requires immediate post-exposure prophylaxis treatment. Do not delay in seeking advice.*

Accidents and Injuries

Accidents and injuries may happen at any time, so it is important to carry medical insurance. The University has protocols put in place for reporting accidents that occur while on campus and during clinical rotations. The number one priority is student safety. If the accident is serious, please call 911. Fortunately, most accidents do not require emergency services. Regardless of where the accident takes place, please contact Campus Safety immediately at 714.992.7892. They may help take care of the situation and call an ambulance if need be and facilitate their arrival on campus. Campus Safety will complete an incident report.

After the situation is stable, the student should report the injury to their program Student Affairs representative and complete a claim form. They will forward a copy of the claim form and all necessary information to Human Resources who will report the claim. If a student is injured while on rotations, they should please seek immediate care and then follow the procedure list above.

Workers' Compensation Insurance coverage may apply to a student who is injured during an assignment, including class, laboratory, or clinic and while performing a campus work-study job. The Workers' Compensation

Claim Form (DWC-1) should be completed within 24 hours of the injury. This form is located on the Work Study page (https://my.ketchum.edu/ICS/Financial_Aid/Federal_Work_Study__Student_Employment.jnz) of the portal. For medical attention outside of California, call (888) 558-7478.

Student Work Policy

PA students are not permitted to perform clerical or administrative tasks for the School. Students may be eligible for specific paid work-study positions with minimal hours, if approved, that do not permit access to student files or confidential documents. For example, a work-study (p. 18) position might involve organizing supplies in the supply room a few hours per month. Students are not permitted to substitute for or function as instructional or clinical site faculty or staff as clinical rotations are for educational purposes. The student is not to be used as an employee or compensated for their services while on rotations. Students with specific prior knowledge, experiences, or skills may assist faculty in didactic and lab sessions to share their knowledge and skills.

In general, students are strongly discouraged from working while in PA school due to the rigorous nature of the educational program. In the event a student chooses to work, they are not permitted to miss or reschedule lecture, lab sessions, exams, journal clubs, seminar sessions, or any part of their didactic or clinical educational requirements. The Student Progress Committee and/or the Program Director have the right to recommend termination of employment based on academic performance that falls below the minimum program requirements. This recommendation will be made in writing and placed in the student's file.

Preferred Name Policy

The SPAS recognizes that a student may use a first name other than their legal first name in certain instances. The SPAS will honor approved preferred name requests on white coats, any scholarships or awards, and in printed programs for commencement and white coat ceremonies.

Please refer to the MBKU Student Handbook for the University's Preferred Name Policy (p. 73) and procedures.

Part-Time Status/Deceleration

The MBKU School of PA Studies does not permit students to matriculate on a part-time basis, nor does the curriculum lend itself to a decelerated learning schedule. Deceleration is never an option for academic reasons.

Transfer Policy

SPAS at MBKU does not accept transfer students or transfer credits from other schools. All students are required to complete the entire SPAS curriculum. Admission to advanced standing is not considered or accepted. SPAS does not allow students to take proficiency exams to test out of any course within the PA curriculum.

Advanced Placement

We do not accept previous experience or medical training for advanced placement in the PA program. All students are expected to complete all didactic and clinical elements of the program.

Recordings

Lecture Capture (Recordings)

MBKU uses a Lecture Capture (LC) system to record presentations and other content. LC can be a powerful tool in the learning process; it offers an opportunity to deliver course content in new ways and/or to make content available for students after class and to meet a variety of learning needs. Recordings are viewed as a study aid and should not be used in lieu of attending class.

LC technology is automatically scheduled to record course lectures in the classrooms. This policy is implemented to all Program courses. All invited/guest lecturers must be notified in advance that their lecture presentation may be captured. Recorded lectures are accessible via Blackboard or Moodle to students currently enrolled in the class. LC recordings associated with courses are stored for the entire quarter. Exceptions to this may be considered on a need basis.

Every effort is made to record each lecture, however, there may be occasions when a lecture does not record or is delayed in its publishing – for this reason we remind students this is a supplemental study tool and not to be used in lieu of attending class.

Lecture capture is permitted to be streamed and viewed by students currently enrolled in the class for which the recording was made. In all cases, duplication or redistribution by students is strictly prohibited. It is not permissible to download, record, share, or duplicate any lecture capture recording in part or whole. Unauthorized duplication or dissemination of lecture capture materials violates University policy and may result in disciplinary action. Students wishing to prepare summaries of LC material may do so provided they are not sold to others.

Student Recording Policy

SPAS frequently uses video recording technology to capture student performance during skills assessment or practice sessions. Student videos are an important and valuable part of the educational process. Students will be made aware of the recording before they begin the skill(s) session. Individual student recordings are not accessible to other students. Recordings are primarily used to offer students the opportunity to watch their own sessions, self-evaluate, and learn. It also helps faculty guide students during remediation if needed and ensure accurate grading. On occasion, a faculty member may wish to share an exceptionally good video with the class or specific students for educational purposes. This is permittable only after obtaining the expressed consent of the student in advance. Student videos are never shared to illustrate poor performance. On occasion, students may be paired with one classmate and asked to watch their classmate's video and provide feedback to each other for learning purposes.

Students who do not pass an exam and believe the grading was inaccurate may submit a "video review request" form within 3 business days of receiving their score/video via email to the faculty grader and the Director of Didactic Education. The request must include the time stamp within the video where they believe the grading error occurred. The faculty grader has 5 business days to determine if a change in score is warranted and respond to the student. Their decision is final. A student with a passing score is not permitted to submit a "video review request."

Video recording is also utilized during testing for those students who take exams in the Testing Center. Students are monitored in real-time video and also video recorded for later review during written assessments in the Testing Center. Recordings are made even when a proctor is present in the room.

Academic Progression

The School uses a "Pass"/"Fail" system of recording student achievement. To receive a "Pass" (designated as "P" on the transcript), a student must achieve a score of 80% or greater for each course in the didactic phase. The student must earn a "Pass" in every course in the didactic phase in order to progress to the clinical phase. The student must earn a "Pass" in every clinical rotation and course, as defined in each syllabus, to successfully complete the clinical phase.

Summative Evaluation

In addition to successfully completing all academic and clinical requirements of the PA program, the student must pass a comprehensive evaluation referred to as a Summative Evaluation to be eligible for graduation from the School. The Summative Evaluation takes place within the final four months of the program and provides an objective assessment of the student's knowledge base and clinical competence that is required for passing the PANCE and successfully practicing as a PA (See Appendix A (p. 162)). The specific grading scale and information are outlined in the PAS 611A Graduate Seminar IIA and PAS 611B Graduate Seminar IIB course syllabus. The evaluation is comprised of a variety of evaluations and areas as follows:

Objective Structured Clinical Exams (OSCEs)

OSCEs are designed to evaluate student medical knowledge and the analysis, synthesis, evaluation, and application to clinical scenarios, and to evaluate patient-care skills and professionalism. Each student must successfully complete and pass the objective standardized patient examination (OSCE) which includes a range of patient ages, complaints, and acuity. During this evaluation, the students must complete specific stations that evaluate a broad range of skills and competencies required for entry into clinical practice, such as patient education and counseling, lab interpretation, diagnostic imaging interpretation, and more. The OSCE also evaluates the student's ability to take a history with mastery of a patient-centered interview, perform a safe, accurate, and appropriate physical examination, formulate a differential diagnosis, formulate the most likely diagnosis, and determine an initial treatment plan. Students who fail this part of their summative evaluation will be remediated and re-examined. Students must pass this evaluation on their second attempt, or they will be referred to SPC for appropriate action and remediation. In these circumstances, graduation may be delayed. If the student remains unable to pass this aspect of their evaluation after recommended remediation they may be dismissed from the Program.

Comprehensive Summative Exam

This summative exam will be a multiple-choice exam of questions encompassing all areas of medicine. *The PACKRAT exam will **not** be used for the summative exam*. Each student must successfully pass this comprehensive written exam to graduate from the PA program. Students who fail this part of their summative evaluation will fail the Graduate Seminar II course and be referred to the SPC committee for a remediation plan. The student will remediate and be reexamined. Graduation may be delayed. If the student does not pass on the second attempt, they will be referred back to the SPC committee for review and may be dismissed from the Program.

Master's Capstone Project

All students must complete the Master's Capstone Project. Successful completion of the Master's Capstone Project requirement demonstrates the student's ability to evaluate the literature, analyze research methodology and outcomes, formulate a conclusion, and summarize the strengths and weaknesses of their project. Students who do not pass the Masters Capstone Project requirement will be remediated by their project advisor and/or principal faculty and improvements to the project will be evaluated in the same manner. Graduation may be delayed. If a student does not make the required modifications that would be consistent with a passing score, then the student may be dismissed from the program.

Exam Policy and Procedures

Assessments

Students are assessed every one to three weeks during the didactic phase of the curriculum and every six weeks during the clinical phase. Students are responsible for downloading the exam the evening prior to the scheduled exam as applicable. Students are not assigned letter grades in the curriculum but are instead assigned either a "pass" or "fail" based on achievement of 80% of stated competencies in the didactic phase. Grading in the clinical year is dependent on multiple factors, including the End of Rotation exam (must score 385 or greater), rotation evaluations, professionalism, and satisfactory completion of other assignments. See clinical rotation syllabi for additional details. Students who do not achieve the necessary level of competence may be offered enrollment in the tutoring program and are given opportunities for reassessment and extended learning when necessary. During the didactic phase, reassessment opportunities follow each assessment and Extended Learning sessions typically occur during the quarter breaks. Passing criteria in the clinical phase differs from the didactic phase and is outlined in each clinical syllabus. Remediation and/or reassessment opportunities are provided according to the academic progression policies. Please refer to **Appendix E (p. 165)** for a summary of the clinical phase end-of-rotation (EOR) exam performance and remediation requirements.

Group Assessment

During the didactic phase, participation in the group assessment is mandatory for all students present for the exam. After completing the individual exam students will meet their group in their designated group testing location. The group leader will be the only student permitted to have their computer in the group exam, and all other students must store their computer in a locker or vehicle prior to entering the group exam. Phones, watches and reference materials should likewise be stored in the locker or vehicle. It will be the group leader's responsibility to download the group exam the evening prior to the exam. All group members must be present prior to starting the group exam. Once the exam has officially begun the students may discuss their individual exams.

Students will receive additional points added to their individual assessment score in the amount of 3% of the total points if the group assessment score is at least 95%. If the team score is less than 95%, no additional points will be credited to the students on that team. Group points can be earned a maximum of three times during the didactic year. This policy is covered in more detail under "Written Didactic Reassessment."

Any dispute regarding a student's entitlement to additional points as a result of the group assessment will be settled by the Academic Director (or their designee), whose decision shall be final. A group assessment will not be available during reassessment or extended learning sessions, or for students who must take an exam early or late, and as a result, no additional 3% will be added to the student's grade.

Time Allotted

The length and complexity of the assessment should be such that the majority of students will complete the assessment within the designated time frame set by the Academic Director. In general for multiple-choice exams the time allotted is 90 seconds per question in the fall quarter, 80 seconds per question in the winter quarter, 70 seconds per question in the spring quarter, and 60 seconds per question in the summer quarter and thereafter (equivalent to the pace of the PANCE). On occasion, the testing time frame may be extended due to the complexity of the assessment by the Academic Director or their designee on a case-by-case basis.

Assessment Review

An assessment review will take place at a pre-designated time following the group assessment. **Attendance is mandatory for any student who did not pass the assessment.** The assessment review is an opportunity for the course instructor to review the exam with students in order to provide insight and, if needed, clarification. Typically, the most frequently missed questions are reviewed in addition to others that may have been challenging. All students, regardless of their assessment score, are welcome and encouraged to attend the assessment review. Faculty will not entertain requests for additional credit for any reason other than errors in scoring. Students are not permitted to have computers, cell phones, paper, or other recording materials and devices in their possession during assessment reviews.

Any student may review their individual assessment in the PA offices within three business days of the assessment by making a request to the Academic Director or the course instructor. After this time, individual assessments may not be reviewed.

Following the assessment review, the course instructor (or their designee) will meet with the student(s) requiring reassessment to answer questions, discuss the reassessment format, and confirm the time/date/location for reassessment. The course instructor will also help guide the student's studying and provide them with a copy of their individual exam for review. Individual exams may not be removed from the PA offices and must be returned to the appropriate person after review. Reassessment exams are given the Monday following an exam or on a day set forth by the course instructor.

Instructor Responsibilities

1. It is the responsibility of the course instructor to outline the evaluation process and attendance requirements in the course syllabus.
2. Exam scores are confidential and are not publicly posted.
3. The instructor will be available to meet with students during office hours or by appointment.
4. The instructor will promptly inform a student's faculty advisor if the student's performance is less than satisfactory at any time during the course.
5. The course instructor (or their designee) is responsible for proctoring the examinations. The proctor is responsible for monitoring student behavior during the test. If inappropriate behavior is observed, the proctor will take immediate corrective

action and will report the incident to the Program Director for review by the Student Progress Committee or referred to the MBKU Student Conduct Process (p. 82), depending on the nature of the offense.

Sample Written Module Exam Schedule

Time	Event	Location
8:30am to 10:30 am	Individual Assessment	PA Classroom
10:30 to 12:30pm	Group Assessment	Breakout Rooms (Small Groups)
12pm to 1pm	Student Lunch / Faculty Grading	No contact with faculty involved with assessment
1pm	Email notifications of P/F status	
1pm to 2pm	Assessment (Exam) Review	All students requiring reassessment must attend the Assessment Review
2pm		All students requiring reassessment must check in with course/module coordinator to discuss study plan, reassessment format, and time/date for reassessment.

Arrival Time for the Exam

Students are expected to arrive 10 minutes prior to the scheduled exam time.

This 10-minute window allows time to ensure that all students are seated appropriately for the exam, all students are provided with scrap paper and pens, and all computers are turned on prior to accessing the exam.

Students who arrive late for an assessment may not be permitted to take the exam, at the discretion of the instructor/proctor.

Absence from an Exam

The student is expected to notify the course instructor or the Academic Director or Assistant Director of Clinical Education as appropriate by phone or email if they must miss an assessment or presentation due to illness or an unexpected emergency. If a student must miss an written exam or skills assessment due to illness, a note from a medical provider who saw the student will be required within 24 hours of the exam day. In all other circumstances, a student must obtain permission from the course instructor and Academic Director at least one week in advance in order to miss an exam or oral presentation. A student-initiated request to miss an assessment or presentation at least one week prior to the exam does not guarantee approval to miss the exam. Students with an unexcused absence are not permitted to take the assessment or to give the oral presentation at another time and will receive a failing grade for the assessment or presentation.

Student-Initiated Clarifications During Assessments

Faculty/proctors will not answer content-related questions from students during an assessment. If a student has an issue related to ExamSoft, PAEA's Surpass platform, or other technical issue they should raise a hand to notify the exam proctor.

Personal Property Permitted on or About Students During Assessments

Only the items clearly designated by the instructor (e.g. personal computer, water bottles disposable (no labels), or reusable bottles) are permitted at the desk.

Students may use earplugs (non-electronic), but headphones are not allowed.

Students may not wear a hat or hood during the exam.

During the group exam, only the group leader may have their computer in their possession. All other computers must be stored in the student's individual locker or vehicle.

Cell phones, blankets, books, notebooks, writing utensils, papers, handouts, and class-related materials, as well as personal items such as watches, eyeglass cases, personal digital assistants (PDAs), calculators, iPods, coats, purses/wallets, and book bags, must be kept in the student's individual locker or vehicle. These materials may not be retrieved until **after** both the individual and group assessments have been completed. ID badges and keys may be kept in the designated area only which is typically in the back of the classroom. They are not permitted at the student's desk.

Scrap Paper and Pens

Scrap paper and pens/pencil will be provided by the exam proctor for use during the exam. Scrap paper must not leave the room during a break or at the end of the exam. All scrap paper and writing utensils must be turned in prior to exiting the exam.

Food and Drink

No food or drink will be permitted in the exam room.

Computers

Personal computers will be used in the individual assessment. Students must have a well-fitting privacy screen in place throughout each exam. During on-line testing, all other computer programs must be closed.

Didactic Phase Exams

Students must use Soft Test®, Examplify®, or other specified security testing systems as instructed to log onto the assessment. All sounds must be turned off.

If for any reason a student's computer freezes during the exam, it should be powered off by pressing and holding the power button and then turned back on. This should restart the exam and previous answers will not be lost.

Students are not permitted to download, photograph, or copy any part of an online test. Should a student do so, it is grounds for dismissal from the school.

Once testing is complete, the student should raise their hand and wait for the proctor to come to their desk prior to closing out of the exam. Once the green "Congratulations" screen appears and the proctor acknowledges that they have viewed this screen the student may close their computer and quietly remove it as they exit the testing room. Once the student has logged off the browser, the student will not be allowed to re-log on for the same exam. Students must depart from the room and

immediate vicinity of the testing area to prevent noise disruption near the test area. Unless they are group leaders, students should immediately proceed to store their computers in their lockers or vehicles.

Cellular Phones and Other Communication Devices

Cellular phones, pagers, watches, and any other 2-way communication devices must not enter the individual or group exam room and should be placed in the student's locker or car for the duration of the individual and group exams. A student having a cell phone in their possession during the assessment or the group assessment will forfeit their right to participate in the assessment and will receive no credit for the assessment.

Students should inform outside parties (e.g., partners, children, etc.) before an assessment that if there is an emergency during the assessment and they need to contact the student, they should call SPAS at 714-872-5685.

Seating During an Exam

If seating cards are used, students must sit where their seating card is placed. All seating cards, when used, will be placed by the exam proctor. If no seating cards are used, students are expected to sit spaced apart and may be asked to move seats at the discretion of the proctor/instructor.

Communications and Breaks

Students may not communicate with anyone (with the exception of the instructor/proctor) within the room during the assessment. Students may not communicate or discuss any part of the exam with anyone within or outside of the group exam room prior to the group assessment.

Restroom breaks will **not** be permitted once the exam has started. Restroom breaks may be taken between the individual and group exams. During exams exceeding two and a half hours, a restroom break may be permitted as indicated by the proctor/faculty. Typically, these breaks (when permitted) occur between discrete exam sections. Faculty/proctors reserve the right to accompany any student who leaves the assessment room during the exam. Students who have not completed the exam are not permitted to communicate with students who have finished the exam.

Students may not discuss the individual exam with any student or group member until the group exam has officially started.

Clinical Phase Exams

Didactic phase exam policies described above carry over to the clinical phase. During the clinical phase, students will typically use a PAEA platform called Surpass and Safe Exam Browser. All papers, preparation materials, and personal effects (including, but not limited to notes, textbooks, electronic devices, phones, calculators, purses, and translation devices) must be powered down and stowed away during exams. No items other than those provided are allowed to be used for any reason during exams. All other computer programs, applications, and web browsers must be closed before and during the exam. The PAEA platform will notify proctors with an alert if a student accesses any other material. Photos or screen captures of the exam are not permitted.

Talking is not permitted during the testing process.

Professional Conduct During Exams

Students are to do their own work during all individual exams. Unacceptable behaviors include giving aid to another student, receiving aid from another student, improper use of notes (including those placed on hands, arms, bills of hats, etc.), improper use of textbooks or computers, use of a cellphone or other communication device, interfering with another student's work, or violation of any outlined student responsibilities, conduct codes, or policies. Any conduct violation may result in a failing grade on the exam and/or course and possible dismissal from the University.

Similar disciplinary action will be taken against any student who provides information about an exam to another student taking an exam at a later time.

Academic Performance and Progression Policy

The goal of the School of PA Studies is to provide an educational experience through which students may become confident and competent clinicians. The School faculty members are responsible for providing students with educational opportunities that allow the students to meet this goal. The School is also responsible for protecting the public's welfare by requiring that all students who graduate from the School meet or exceed the established minimum performance levels.

Each course within the School of PA Studies curriculum has specific goals and learning outcomes which will be evaluated. These are spelled out in the course syllabus, which is shared with students at the beginning of each course. Students undergo frequent evaluation to ensure they are acquiring the specific goals and learning outcomes for each course and are prepared to continue progression within the School.

The School uses a "Pass"/"Fail" system of recording student achievement. In order to receive a "Pass" (designated as "P" on the transcript), a student must achieve a minimum score of 80% for each course in the didactic phase. Course grading is outlined in each course syllabus. The student must earn a "Pass" in every course in the didactic phase in order to progress to the clinical phase. The student must earn a "Pass" in every clinical rotation and course, as defined in each syllabus, to successfully complete the clinical phase, including the Masters Capstone Project. In addition to completing all didactic and clinical requirements of the PA program, the student must "Pass" a comprehensive assessment referred to as the Summative Evaluation to be eligible for graduation from the School.

The School of Physician Assistant Studies makes reasonable accommodation for students with a documented learning disability.

Grading System

To successfully complete the School of PA Studies and graduate, a student must complete and pass each course, clinical rotation, Master's Capstone Project, and summative evaluation. SPAS monitors student performance and progress on an ongoing basis. For additional information, refer to the Grading (p. 14) policies located in the University Catalog.

1. The following is the grading scale for all didactic-phase courses in the School of Physician Assistant Studies:

Grade	Description
P	Pass (≥ 80%)
F	Fail (< 80%)
I	Incomplete (for course/rotation with incomplete course work)
FP	Failed then Passed (used when a student passes the course using extended learning).
IP	In Progress (may be used for courses that span multiple quarters). The instructor outlines the evaluation and grading process in the course syllabus.

* Clinical-phase grading differs from the didactic phase. Please refer to each clinical and didactic syllabus for the specific passing criteria for each didactic or clinical course or rotation. Appendix E also summarizes clinical phase end-of-rotation exam grading and remediation.

2. Any student receiving a "Fail" in any course or clinical rotation, will have a Student Progress Committee Meeting for review. For didactic phase courses, each student is permitted up to three opportunities to reassess a failed exam if needed and up to three opportunities to reassess a failed patient assessment/skills exam. A failed didactic exam constitutes a failed course **if** the student has no remaining opportunities for reassessment. A failed reassessment exam also constitutes a failed course. Some didactic courses, such as Evidence-Based Practice, are graded differently. Refer to each course syllabus for grading details. For clinical-phase courses, please refer to each clinical syllabus as well as Appendix E for information defining a failed clinical course or rotation.
3. Any unexcused absences in a course may impact the course grade and/or result in a professional performance review. Any unexcused absence from a clinical skills session may result in a "Fail" grade for that skill.
4. A student who fails to complete all required coursework in a timely manner receives an incomplete or a failing grade for the course at the discretion of the course instructor.

Incomplete – Didactic Courses

1. Any student who receives an incomplete grade in a didactic course will meet with the Academic Director, and/or the course instructor to develop an Action Plan to guide the student and spell out terms of how and when the course work will be completed. In general, a student has three weeks following the end of the quarter to complete missing course-work. In rare circumstances, the Program Director may authorize a longer period of time for missing coursework to be completed for an incomplete (I) course.
2. The student, the Academic Director, and the course instructor sign the Action Plan, which is placed in the student's file. If the student fails to meet the terms of the Action Plan, the student will receive a failing grade for the course and will be brought to the Student Progress Committee for evaluation.
3. Any incomplete course may affect financial aid eligibility and the student may incur additional tuition and/or costs.

Incomplete – Clinical Rotations

Any incomplete course may affect financial aid eligibility and the student may incur additional tuition and/or costs.

Incomplete grade due to failure to complete assignments:

1. Any student who receives an incomplete grade for not completing required assignments has 7 (seven) calendar days from the conclusion of the clinical rotation to complete the work for the previous rotation.
2. Any student who fails to complete the assignments within the allotted 7 days or submits an unsatisfactory assignment may be required to meet with the Student Progress Committee for professionalism or academic evaluation.
3. Any student who fails to complete the assignments within three weeks following the end of the quarter will receive a failing grade for the clinical rotation and will be required to meet with the Student Progress Committee. In rare circumstances, the Program Director may authorize an extended period of time for an incomplete (I) course grade to be remediated.
4. Any student who fails their first or second EOR exam will have an incomplete until they complete remediation. Failure of a 3rd EOR exam or more constitutes a failed course. Refer to the specific clinical syllabus and Appendix E for additional details and how this applies differently to students on academic warning.

Incomplete grade in a clinical rotation due to an approved extended absence:

1. The Assistant Director of Clinical Education (ADCE) or their designee will convene a Student Progress Committee meeting, and an action plan for the completion of the missed clinical rotation(s) will be developed. The plan must be approved by the SPAS Program Director. The sequence of the remaining clinical rotations may be modified and will be completed in accordance with the action plan. An "incomplete" grade may be assigned for the missed clinical rotation(s) or the student may be withdrawn from the clinical rotation course depending on the length of the leave.
2. The student, ADCE, and Program Director sign the action plan and it is placed in the student's file.
3. For any absence greater than 2 weeks, the student must make an official Extended Absence (p. 11) request through University Student Affairs. If a student must miss 10 or more clinic days, they may be required to make an Extended Absence request.
4. If a student fails to meet the terms of an approved action plan, the student will receive a failing grade for the clinical rotation, resulting in a Student Progress Committee evaluation and possible dismissal from the School.

Incomplete grade in a clinical rotation due to failure to report to an assigned clinical rotation:

A student who does not report for an assigned clinical rotation may receive an "incomplete" for the course and be placed on involuntary leave of absence. A review by the Student Progress Committee may be

convened depending upon the circumstances and appropriate action will be taken.

Graduation

To be eligible for graduation and to receive the Master of Medical Science Degree, the student must meet the following requirements:

- Successfully pass all required courses and clinical rotations.
- Successfully complete the Master's Capstone Project and Presentation.
- Pass a comprehensive, multi-faceted summative exam assessing the student's acquisition of the Graduate Learning Outcomes and competencies for PA Clinical Practice.
- Be recommended for conferral of the degree of Master of Medical Science by the SPAS Program Director.
- Settle all financial accounts with the University.

If a student has not met all graduation requirements, the student *may* be eligible to walk through and participate in the graduation ceremony with their class, but will not receive a diploma until all requirements have been met.

Note on licensure: Meeting the graduation requirements for the MMS degree at the SPAS at MBKU does not guarantee eligibility for state licensure. Some states have specialized requirements or exclusion criteria for licensure, and students are advised to check with the Medical or PA Board in states of possible residency for licensure requirements.

Evaluation Methods

Student performance is evaluated throughout the curriculum using one or more of the methods listed. The course instructor will determine the evaluation method(s) for the course and explain the process in the course syllabus distributed at the beginning of the course. Additional evaluation methods may be used by course instructors.

Clinical Rotation Evaluations

The Clinical Preceptor monitors the student's ability to perform clinical skills and assesses their knowledge at baseline and progression on an ongoing basis. Preceptors are expected to conduct regular meetings with the student to review the student's performance and acquisition of the stated competencies. The preceptor completes a formal written evaluation using the PA School evaluation form at the end of the rotation. These evaluations are reviewed by the student and preceptor and are used, in part, by the Clinical Faculty to determine the student's final grade for the rotation. The preceptor evaluation is an essential component of the overall grade for the student, but it is not the sole determining factor in the student's grade for the rotation. The end-of-rotation evaluations can be found on Prism and are available upon request from the Clinical Team at PAClinicalEd@ketchum.edu. If the preceptor does not submit an end-of-rotation evaluation, the Assistant Director of Clinical Education or their designee may complete the evaluation form based on a verbal report (via telephone) from the preceptor. Preceptors are expected and encouraged to report any concerns about a student's progress or skills or professionalism directly and expeditiously to the Clinical Faculty. A passing score for a clinical rotation is "Acceptable (3)" or better for every item evaluated by the Clinical Preceptor. Any score less than "Acceptable (3)" may result in a Student Progress Committee meeting and could result in a failed rotation.

Site Visits

Each student will have a minimum of two site visits over the course of their clinical phase. The site visits may be announced or unannounced. The site visit allows the School to assess the student's professionalism and interpersonal skills as well as ensure a suitable learning environment and proper preceptor guidance towards meeting the stated competencies. Site visits are also used to discuss any concerns or praise from the student or the preceptor/site. The site visit evaluation form can be found on Prism and is available upon request from the Clinical Team at PAClinicalEd@ketchum.edu.

Clinical Skills Evaluations

Clinical skills evaluations occur throughout the curriculum. Students are evaluated on their ability to perform patient assessments and each clinical skill. During the didactic portion of the curriculum and during all OSCEs, the student demonstrates their ability to perform the clinical skill on another student, standardized patient, or other instructional method, and is evaluated by a school faculty member or their designee. Video may be used for teaching, learning, and assessment purposes. During the clinical rotations, the student demonstrates their ability to perform the clinical skill on a patient(s) and is evaluated by the Clinical Preceptor or their designee.

Competency Logs

Students are required to complete competency logs throughout their clinical phase. The log contains skills and procedures that students are expected to competently demonstrate prior to graduation. A preceptor or their designee must directly observe the student performing the skill and sign off, indicating student competency for each skill or procedure. Students are required to submit their competency logs to the clinical team on each callback day and are encouraged to take photos of their logs on a regular basis for their records. The competency log is reviewed by the clinical team for appropriate progression. If necessary, the clinical faculty will provide additional opportunities for students to demonstrate competencies.

Oral Examinations

An instructor may use an oral examination as a method of evaluation utilizing a checklist to determine the student's performance.

Patient Logs

During the clinical phase, students are required to log all clinical encounters within seven days of the patient encounter. Students are strongly encouraged to complete patient logs within 1-2 days of the encounter. These logs are reviewed and evaluated by the clinical team. Data points evaluated include the sufficiency of patient encounters, range of patient demographics (patient race, age, gender, ethnicity, etc.), clinical setting (acute, chronic, preventative, outpatient, inpatient, peri-operative, etc.), and level of student participation.

Professional Performance Evaluations

The faculty and clinical preceptors regularly monitor the student's ability to demonstrate professional behavior and attitude when interacting with patients, colleagues, other health professionals, the university community, faculty and staff, and the general public. The Professional Performance Rubric is used to help illustrate expected professional behavior as well as to identify and improve areas of concern for individual students on an as-needed basis. The student's ability to meet professional performance expectations is assessed

on an ongoing basis by faculty and clinical preceptors throughout the program. Concerns about professionalism may result in an informal professional performance meeting or Student Progress Committee meeting with the Assistant Director of Clinical Education or their designee. Serious professionalism concerns (including unresolved and ongoing unprofessional behavior) or conduct violations will be referred to the MBKU Student Conduct Process (p. 82).

Standardized Examinations

Students take several standardized formative examinations during the program. Formative examinations allow students to learn their strengths and areas for improvement. These also help faculty identify students who are not progressing as expected and who may need additional support. Standardized formative examinations include a written exam (multiple choice exam, PACKRAT exam, or similar) and objective structured clinical examinations (OSCE) stations. Generally, two formative examinations occur in the didactic phase (late Spring/early Summer and Fall). One formative assessment occurs during the clinical phase in Spring. A graded summative evaluation (similar in format to the formative exams) is administered within 4 months of graduation.

Student Presentations

Students may be required to give oral presentations either individually or in a group, as a requirement for any course. The presentation may or may not be accompanied by a written report. The student is expected to arrange for the duplication of any written/printed materials and to arrange for the use of multimedia equipment as needed.

Written Assessments

The type of written assessment varies depending on the course content and the instructor's preference and may include multiple choice, matching, True/False, short answer, and essay.

- Assessments may be given at various points during the course.
- A cumulative or non-cumulative mid-course and/or final exam may be given.
- Graded or non-graded quizzes may be used.
- Exams may be given online.

Written Reports

Students are required to complete written reports for various courses. The instructor determines the format for such reports. Reports are to be generated on the computer, unless otherwise instructed and should be submitted in the specific format as instructed (hard copy, online, media storage device, etc.) The following are examples of some of the written reports that may be used:

- History and physical examination reports
- Case presentations
- Report on an assigned topic
- Masters Capstone project design
- Masters Capstone project report
- SOAP note/rounding report
- Hospital or other reports

Reassessment
Extended Learning

Extended learning is an opportunity for the student to close remaining or persistent knowledge gaps through additional tutoring, assignments, and/or other learning modalities at a time outside normal program hours. This typically occurs during the breaks between quarters in the didactic phase or at the discretion of the Assistant Director of Clinical Education during the clinical phase. A reassessment exam takes place at the conclusion of Extended Learning. Student transcripts will reflect an "Incomplete" for the course until the Extended Learning is successfully completed. The grade will then be changed to FP to reflect the accomplishment. Students will be encouraged to meet with their faculty advisors if they fail a reassessment exam. The faculty advisor, tutor(s), and/or the course instructors, will work with the student to help them identify and address their area(s) of weakness. During the didactic phase, students are required to enroll in extended learning if they fail a course. Grading for each course is outlined in the syllabus and in this handbook under "Grading System." **A student may remediate only one course through extended learning during the didactic phase.** Failure to pass Extended Learning or a second failed course after successful completion of Extended Learning will result in academic dismissal from the School. Please refer to Appendix F for an infographic outlining the academic progression policy.

During the clinical phase, a student who fails a 3rd end-of-rotation (EOR) exam in any discipline will have failed the course/rotation and a Level II SPC meeting will be scheduled to determine an action plan. The action plan will include the requirement to enroll in extended learning and reassess and may include other action items as determined by the SPC committee. Failure to pass Extended Learning or failing a 4th EOR exam in any discipline will result in a level III SPC meeting and possible academic dismissal from the School. A student entering the clinical phase on Academic Warning will be required to complete Extended Learning after the 2nd failed end-of-rotation exam (See Appendix E). **A student may remediate only one course/rotation through extended learning during the clinical phase.**

Repeat examinations or other tutoring sessions may occur at times and places that are known throughout the student body, which may allow classmates to surmise one's particular academic standing by virtue of attendance at these examinations or tutoring sessions. The fact that students may deduce this information about another student is not a violation of their rights under the Federal Education Rights and Privacy Act of 1974 (FERPA) by the faculty, staff, or administrators of the Marshall B. Ketchum University School of Physician Assistant Studies.

Didactic Courses

Refer to specific course syllabi for details regarding required course assessments, assignments, and grading.

Written Didactic Course Reassessment

Any student scoring less than 80% on the written module exam (inclusive of group points, if available to student) in any didactic course will be offered optional enrollment in the tutoring program and must return on Monday for reassessment or on a day set forth by the course instructor. If the student scores less than 80% for the reassessment, they will have failed the course and will be enrolled in the next extended learning sequence.

During the didactic phase, a student is eligible to take a reassessment exam in a maximum of three (3) courses. Group exam points earned may be used to pass an exam a maximum of three (3) times. Mandatory peer tutoring will be initiated when group points are used to pass a third exam. All interprofessional education courses (IPE courses) and Evidence-Based Practice course will not count towards the maximum of three (3) reassessments. Any student who fails a 4th exam may not take a reassessment exam and will be enrolled in extended learning. The student will receive an "incomplete" in the course until extended learning is passed at which time the grade will be changed to FP or F to reflect the accomplishment. A student who does not successfully pass extended learning will be dismissed from the program.

Clinical Skills Reassessment (Patient Assessment Skills)

Any student scoring less than 80% for Clinical Skills assessment during a course must return on Monday or on a day determined by the course instructor (or their designee) for the reassessment of the clinical skills. If the student scores less than 80% for the reassessment, they will have failed the course and will be enrolled in the next extended learning sequence. A student who "passes with concern" must meet with the faculty proctor to discuss and remediate the concern.

During the didactic phase, a student is eligible to take a Clinical Skills reassessment in a maximum of three (3) courses. Any student who fails Clinical Skills assessments in a 4th course, may not reassess the skills assessment and will be enrolled in extended learning. The student will receive an "incomplete" in the course until extended learning is passed and the grade will be changed to reflect the accomplishment (FP or F).

Other Reassessments (Anatomy, Clinical Procedures, Other)

In addition to written course assessments and clinical skills assessments, didactic courses often have additional exams such as anatomy and clinical procedures. These assessments must also be passed with an 80% or greater. Any student scoring less than 80% will be required to remediate the content or skill and reassess at a time designated by the course instructor or their designee. The method and format of the reassessment will be at the discretion of the course instructor. Any student scoring less than 80% on the reassessment will receive an Incomplete on their transcript for the course until the reassessment exam is successfully passed.

Clinical Phase Reassessments
End-of-Rotation Exams

There are End-of-Rotation exams that typically occur every six weeks during the clinical phase. Students must "Pass" each exam with a score of 385 or higher to progress to the next clinical rotation. This score typically equates to about 70%. Any student scoring less than 385 will receive an "Incomplete" for the rotation and be required to complete a remediation assignment. If a student fails two End-of-Rotation exams, a Level I Student Progress Committee meeting will be convened, and an action plan will be developed. If a student fails three End-of-Rotation exams, the student will have failed the rotation/course and a Level II Student Progress Committee meeting will be convened. The student will be required to enroll in Extended Learning and must successfully pass the reassessment exam to pass the rotation/course. Failure of a 4th End-of-Rotation exam will result in a Level III SPC meeting and possible dismissal from the school. Academic progression and timing of required

extended learning looks different for students entering the clinical phase on academic warning. Refer to Appendix E for a summary of clinical course remediation.

Patient Logs
Students are required to log all clinical encounters within seven days of the patient encounter. Students are strongly encouraged to complete patient logs within 1-2 days of the encounter. These logs are reviewed and evaluated by the clinical team. Data points evaluated include the sufficiency of patient encounters, range of patient demographics (patient race, age, gender, ethnicity, etc.), clinical setting (acute, chronic, preventative, outpatient, inpatient, peri-operative, etc.), and level of student participation. Any student falling outside of the acceptable range for any of the data points assessed may be required to remediate with additional patient encounters at a time designated by the Assistant Director of Clinical Education or their designee. Any student who does not successfully complete the remediation will receive an Incomplete on their transcript for the course until the remediation is successfully completed.

Competency Logs
Students are required to complete competency logs throughout their clinical phase. The log contains skills and procedures that students are expected to competently demonstrate prior to graduation. A preceptor or their designee must directly observe the student performing the skill and sign off, indicating student competency for each skill or procedure. Students are required to submit their competency logs to the clinical team on each callback day and are encouraged to take photos of their logs on a regular basis for their records. The competency log is reviewed by the clinical team for appropriate progression. If necessary, the clinical faculty will provide additional opportunities for students to demonstrate competencies. If a student is unable to demonstrate competence in any skill or procedure, remediation and reassessment will be required.

Time to Complete Courses

Students are required to complete the didactic and clinical curriculum within 40 months from their start date (150% program length). Students with extenuating circumstances may petition the School Director for consideration of longer timeframes.

Course Failure

1. If a student receives a "Fail" grade in one of the didactic courses in any quarter, a Student Progress Committee meeting will be held. The Student Progress Committee will develop an action plan for the student which includes the requirement to enroll in Extended Learning. See "Grading System (p. 149)" for a description of what constitutes a failed course.
2. If a student fails two courses during the didactic phase, fails extended learning, or fails to adhere to the requirements outlined in a Student Progress Committee Action Plan during either phase of the curriculum, the student will be dismissed from the School.
3. If a student receives a failing grade for a rotation or course in the clinical phase, the student may not be permitted to continue to the next rotation, and a Student Progress Committee (SPC) meeting will be convened to determine appropriate action. The SPC may require the student to enroll in Extended Learning, repeat the rotation, or academically dismiss them from the School, depending on the nature of the failed rotation (conduct, academic, etc.) and the number of previous EOR exam fails. For clinical phase courses, please refer to

each clinical syllabus as well as Appendix E for detailed information defining a failed clinical course or rotation.

4. If a failed didactic or clinical course is passed using extended learning, the transcript will show an "FP" indicating the course was initially failed but passed through extended learning. If a failed clinical rotation will be repeated, the transcript will show an "F" in the quarter it was failed and a separate grade will be issued during the quarter the course is repeated. Both grades are maintained as a permanent part of the transcript. The grade issued for the repeated course will be the grade used in determining eligibility for graduation.

Course Drop and Withdraw Policy

Due to the nature of the curriculum, students do not have the option of dropping or withdrawing from courses in the required curriculum. Students may, with special permission, drop or withdraw from an elective course determined by program policy. Please note, COP does not allow students to withdraw from elective coursework because they are a degree requirement.

The Program will alert its students of the electives offered and will notify the University Registrar of the elective courses and student enrollment. Once the Registrar has received notice from the Program, the student is considered enrolled in the course, regardless of when the course starts. If the student wishes to drop the course, the student is required to contact the instructor and obtain the necessary approval. Program policies will determine if the student will be allowed to drop the elective course and will designate if the drop is permitted and if it is to be recorded as a "drop" or "withdraw."

A "drop" means the student is no longer enrolled in the course and there is no indication of registration on the student's transcript. A "withdraw" means the student is no longer enrolled in the course; however, the course is on the student's transcript and a "W" is noted in place of a grade, indicating the student withdrew from the course. This does not affect a student's GPA.

Per University policy, no student may drop an elective course after the 2nd week in the quarter and no student may withdraw from the course after the 10th week in the quarter, unless the student is withdrawing from the University.

Student Responsibilities

Students are expected to adhere to the MBKU Code of Conduct (p. 79), the Physician Assistant Profession Code of Ethics, the School of PA Studies Professional Performance Policy (p. 157), the Academic Performance and Progression Policy (p. 149), the School Attendance (p. 9) and Exam Policies (p. 147), and all other School and University policies and procedures. Violations of any of these policies may result in a referral to University Student Conduct Processes or the SPAS Student Progress Committee depending on the nature and seriousness of the violation. If such a violation occurs while a student is on a clinical rotation, the student may be removed from the rotation pending a review. Please refer to these policies for specific student responsibilities.

Student Progress Committee (SPC)

The School of Physician Assistant Studies monitors student performance and progress in an ongoing manner to promptly identify deficiencies in knowledge or skills and to establish a means for remediation. The Student Progress Committee (SPC) oversees student academic and professional progress and determines whether each student is eligible

for continuation to the next phase of their education and if additional support is necessary. The review process is also intended to identify students who may not be capable of completing the PA program.

Quarterly meetings: The SPC chair holds an SPC meeting each quarter to review student academic and professional progression in both the didactic and clinical phases of the curriculum. The continuum of learning is assessed, and remediation effectiveness is evaluated with additional action plan formation as indicated. Both positive and negative trends are reviewed/discussed for each student as applicable. Additional committee meetings are scheduled as needed.

Individual SPC meetings: Individual SPC meetings with students are also scheduled on an as-needed basis. SPC meetings are used to address academic concerns as well as professional growth as they relate to patient assessment skills and patient encounters. Each individual student SPC meeting is classified as a Level I, II, or III depending on the seriousness of the student's academic progress and level of concern. The SPC meeting levels are described in more detail below.

Gross ethical misconduct, conduct violations, or trends of unprofessional behavior are handled via the University Student Conduct Process (p. 82) (see Ethical Misconduct (p. 156)).

Level I Academic/Professional Performance Review

Faculty Present:

- SPC Chair (Course instructor/involved faculty member, Academic Director (AD), or Asst. Director of Clinical Education/ Development (ADCE/ADCD))
- Faculty advisor (or their designee)

Indications:

- Any time a faculty member expresses concern about the academic performance of a student (ex. potential for failing a course or rotation).
- When a student fails a second didactic written course exam (excluding failed reassessment exams which warrant a Level II meeting).
- When a student fails a second clinical phase End-of-Rotation (EOR) exam. A Level I SPC may be convened after the first failed EOR exam if the student is on academic warning (see Appendix E (p. 165)).
- A faculty member may request a level I SPC meeting if there are serious concerns about a student's patient assessment skills as observed during the skills assessment. Professional demeanor during patient assessment skills is considered part of the student's academic and professional growth and therefore a level I performance review may be held for professionalism reasons in this regard.

Didactic Phase

1. Any concern expressed by a faculty member about the academic performance of a student may result in a level I academic review to address these concerns. An Action Plan is developed to formalize the agreed-upon actions by the committee to further support the student and those actions the student will take to improve their performance.

2. For students with the potential of failing a course, the action plan may include tutoring services, to be provided by the School

at no cost to the student. In such a case, a tutoring plan will be developed and a contract signed by the SPC chair and the student. In cases where early intervention is deemed necessary, tutoring may begin prior to the SPC meeting at the discretion of the Student Progress Committee chair.

3. All SPC reports, including the action plan, are placed in the student's file and a copy is provided to the student via email or printed copy.

4. If the student receives a course grade of "Fail" then a Level II Performance Review is held.

5. The Chair will notify the Program Director about any student receiving a Level I Performance review.

Clinical Phase

1. During a rotation in the clinical phase, any concerns expressed by a preceptor, faculty, or clinical team member about the clinical or professional performance of a student may result in a Level I Performance Review. The SPC meeting may be conducted in person or by phone. An action plan will be developed to formalize the agreed-upon actions to further support the student and those actions the student will take to improve their performance for the remainder of the rotation.

2. The SPC report and action plan are placed in the student's file and the student is provided a copy via email or printed copy.

3. If the student receives a score of less than "Average (3)" for any item on the final end-of-rotation preceptor evaluation, then an Academic or Professionalism Performance review may be held.

4. The Chair will notify the School Director about any student receiving a Level I Performance review.

Level II Academic/Professional Performance Review
Faculty Present:

• SPC Chair (typically the AD/ADCE or their designee)
• Faculty advisor (non-voting participant)
• 2 other faculty members from SPAS
• A representative from Enrollment and Student Services, if requested by the student (non-voting participant)
• The SPC chair may invite the instructor(s)/preceptor(s) from the involved course/rotation to attend the SPC meeting to provide context and answer questions (Invitee does not participate in the final discussion and is a non-voting participant). Alternatively, the Chair may obtain comments and/or insight from the involved instructor/faculty member or preceptor in advance to share during the meeting.

Indications:

• Any time a level I concern is unresolved
• Any time a student fails a third written didactic exam or third skills assessment and therefore has no future opportunities for reassessment.
• The first time a student fails a didactic course (e.g. fails the reassessment exam or fails an exam after exhausting all reassessment opportunities)
• Any time a student fails a clinical rotation or course:
  • Any time a student fails a third end-of-rotation exam (failed clinical rotation)

• Any time a student on academic warning fails a second EOR exam (failed clinical rotation)
• Any time a student fails a clinical course or rotation based on the passing criteria outlined in the syllabus.

The following steps are followed during the Level II Academic Performance Review process.

1. The course instructor will immediately inform the Academic Director (AD) or Assistant Director of Clinical Education (ADCE) of a student's unsatisfactory academic performance.

2. The AD or ADCE will Chair the Level II Academic Performance review or may designate an alternative Chair if necessary (e.g. they are away or are too directly involved).

3. The Chair of the Level II Academic Performance review will convene the Student Progress Committee within ten (10) business days of the occurrence of the indication for a level II SPC meeting.

4. The student will be notified by email of the date and time of the committee meeting by the committee Chair.

5. Prior to the Student Progress Committee meeting, the student should meet with their faculty advisor (or designee in their absence) to discuss the process/what to expect and review the student's academic performance. Typically, this is done just prior to the scheduled meeting although it may be arranged at an alternate time/day if needed.

6. Only members of the Student Progress Committee and the student may attend the meeting. If deemed prudent, the SPC chair may invite the course instructor/preceptor or person directly involved in the academic concern. In this event, the invited guest will be asked to leave the meeting when the committee develops and votes on the action plan.

7. The student will be asked to participate in the Student Progress Committee meeting to explain their performance to the committee, to answer questions, and to make suggestions regarding the corrective action plan.

8. The student will be asked to leave the meeting while the committee discusses the student's performance and develops a written action plan.

9. The student will receive the SPC action plan within three (3) business days of the meeting either by email or printed copy. The student will also meet with the SPC Chair and/or their academic advisor to review the action plan and ask any questions. This meeting may be conducted in person or Zoom and is typically conducted on the same day the student receives the action plan.

10. The Chair of the Level II Academic Performance Review, the academic advisor, and the student will sign the action plan, which will be placed in the student's file. A copy will be provided to the student via email or a printed copy.

11. Students holding a leadership position in the class, or who are involved in service-learning projects who experience academic difficulty or issues regarding professional performance may be asked to step down from their position or project as part of the action plan.

12. The Chair will notify the Program Director about any student receiving a Level II Academic Performance Review.

Level III Academic/Professional Performance Review

Faculty Present:

- SPC Chair (typically Academic Director (AD) or Assistant Director of Clinical Education (ADCE) or their designee)
- Faculty Advisor (non-voting participant)
- 2 other faculty members from the School
- A representative from Enrollment and Student Services (non-voting participant)
- The SPC chair may invite the instructor(s)/preceptor(s) from the affected course/rotation to attend the SPC meeting to provide context and answer questions (Invitee does not participate in the final discussion and is a non-voting participant).

Indications:

- Any time a level II concern is unresolved
- Any time a student fails to adhere to the Level II action plan.
- Any time a student fails a second didactic course.
- Any time a student fails Extended Learning in the didactic or clinical phase.
- Any time a student fails a fourth EOR exam, fails a second clinical rotation, or fails a repeated clinical rotation.
- Anytime a student on academic warning fails a third EOR exam.
- Any time a student fails the End of Curriculum summative multiple-choice exam regardless of other accomplishments in the Graduate Seminar course.
- Any time a student fails the End of Curriculum summative reassessment multiple-choice exam.
- Any time the Level II Student Progress Committee has serious concerns about a student's ability to continue in the program.

The Level III process will follow the steps and timeframes outlined above (for Level II Reviews). The Level III committee will review the student's performance and make a recommendation regarding the student's continuation in the School.

1. The Chair will notify the Program Director about any student receiving a Level III Academic Performance Review.
2. The Vice President of Academic Affairs will be notified immediately if the committee decides to dismiss a student from the School.
3. There may be times when an extenuating circumstance may cause an exception to the time frames outlined in the Level II section above. Any modification to the outlined time frames must be approved by the Program Director.
4. There may be circumstances wherein the first action plan will be to dismiss the student.
5. Per University policy, a student may appeal a decision of the School of PA Studies Student Progress Committee to the Director of the School of PA Studies. Refer to the appeals process.

Action Plan

The purpose of the action plan is to provide guidance and structure to address concerns raised during the performance review process. It delineates both specific and/or general measures which the student is required to satisfy in order to progress satisfactorily toward completion of the curriculum. These measures are considered mandatory and failure of the student to comply with them in a satisfactory and/or timely manner may result in subsequent performance review at the appropriate level. The action plan may also summarize actions on behalf of the committee, such as academic dismissal. The decisions of the Student Progress Committee are final in this regard and are not negotiable except through normal appeal channels set forth in this policy. The action plan becomes a part of the student's Academic Record.

Ethical Misconduct

1. Students are required to follow the MBKU Code of Conduct (p. 79) and all other University policies including Title IX (p. 88). Students are also required to follow all School of PA Studies policies including the PA Profession Code of Ethics, the SPAS Professional Performance Policy (p. 157), SPAS attendance (p. 9) policies, and SPAS Exam policies (p. 147).
2. Violations of any of these policies may result in the dismissal of a student. If such a violation occurs while a student is on a clinical rotation, the student may be removed from the rotation pending a review.
3. Any faculty member, course instructor, clinical preceptor, or other individual responsible for overseeing students' behavior should immediately notify the Academic Director or the Assistant Director of Clinical Education as appropriate of a potential violation. The person making the accusation must be willing to explain the problem in writing and participate in the review process as required.
4. The Academic Director or the Assistant Director of Clinical Education (or their designee) will either:
    a. Speak to the student directly to discuss the incident and/or their behavior informally (no SPC meeting and no sanctions); OR
    b. Forward the complaint/report to the University Student Conduct Process (p. 82).
5. If the conduct violation is referred to the University Conduct Committee, the Committee Chair will contact the student and conduct any investigation and review, including the final action plan and outcome.

Appeals

SPAS Student Progress Committee Appeals

1. Per School policy, a student may appeal a decision of the SPAS SPC within three (3) business days of the student's receipt of the committee's decision.
2. Appeals must be submitted in writing to the Director of SPAS.
3. Appeals based solely on disagreement with the outcome and/or sanctions shall not be accepted.
4. Any appeal must clearly demonstrate one (or more) of the following four criteria. The following four criteria constitute grounds for an appeal:
    a. There is a demonstrable bias by the SPAS Student Progress Committee.
    b. There was a material deviation from written procedures that jeopardized the fairness of the process.

c. There is new information that was unavailable at the time of the meeting/hearing and that was not considered in the original action, which could have resulted in a different outcome.

d. The sanctions were substantially disproportionate to the severity of the violation(s), given the facts and relevant information.

5. If none of the appeal criteria are found on review, the Director of the School of PA Studies will decline the appeal and the determination of the School of PA Studies Student Progress Committee will stand.

6. If the Director of the School of PA Studies determines the appeal is valid and will be reviewed, the Director may choose either to uphold the decision of the Committee regardless or to return the decision to a newly formed committee. If the latter, the Director of the School of PA Studies will appoint three faculty members to form the new committee. At least two of the appointed members must be faculty who did not serve on the initial committee. In either event, the Director of the School of PA Studies will respond to the student within 5 business days of receipt of the appeal. In the case that an appeal will be reviewed, the newly formed committee will meet within 10 days of appointment and the student will be notified of the final ruling within 2 business days of the committee meeting.

7. Decisions of this Committee are final.

University Conduct Committee Appeals

(Direct excerpt from the MBKU Student Handbook)

g. **Appeals** – When a UCO or the UCC reaches a Finding regarding the Code, it is important for both the respondent and complainant to understand their options and procedures for appealing the Finding. UCC Appeals are described in detail below.

h. **Authority** – A student's Program Dean/Director shall serve as the Appellate Officer (AO) for all cases or shall assign an appropriate AO to the case. The AO shall have the sole authority to determine whether an appeal warrants further review. An appeal that has been declined by the AO is considered a final and binding decision. An appeal that has been accepted for review (meets one, or more criteria below) shall be limited to a review of all supporting case documents, the verbatim recording of the Committee Hearing, and only new information specifically related to the appeal criteria (if applicable). The AO may request (electronic) written clarification from appropriate parties to inform their decision on the appeal request.

i. **Criteria** – Appeals based solely on disagreement with the outcome and/or sanction(s) shall not be accepted. Any attempt to appeal must clearly demonstrate one (or more) of four criteria:

i. There was a material deviation from written procedures that jeopardized the fairness of the process;

ii. There is new information that was unavailable at the time of the Hearing, which could have resulted in a different outcome;

iii. There was a demonstrable bias by the UCO, UCC, or VPESS;

iv. The sanctions were substantially disproportionate to the severity of the violations, given the facts and relevant information.

j. **Timeline** – The eligible appealing party may submit an appeal within three (3) business days of the Finding being issued. Such appeals shall be in writing (electronic or paper) and must be delivered to the VPESS, who will ensure it is promptly delivered to the appropriate AO. If applicable, the VPESS may share the appeal with the non-appealing party directly involved with the case for possible counter-appeal.

k. **Counter-Appeal** – If applicable, the non-appealing party directly involved with the case may provide a response to the appeal. The non-appealing party shall have one (1) business day from the notification of appeal to submit a response (electronic or paper) to the VPESS, who will ensure it is promptly delivered to the appropriate AO. If no response by the non-appealing party is submitted, the AO shall make a final determination on the information provided by the appealing party.

l. **Valid Appeal** – If an appeal is deemed valid by the AO (addresses one of the outlined criteria above), the AO shall only consider information related to that criteria for the appeal to reach a decision on next steps. Decisions of the AO on next steps will fall into one, or more, of four outcomes related to each of the required criteria for appeal:

i. Convene a UCC consisting of all new members to conduct a new Fair Hearing and re-notice the student in accordance with the UCC procedures outlined above.

ii. Consider the new information presented and make the final determination and sanctions, if applicable.

iii. Depending on which party is identified, convene a University Conduct Committee consisting of all new members to conduct a new Fair Hearing, or a new UCO to manage and review the specific components deemed inappropriate with the UCC. The UCC may issue new Findings based on revised process.

iv. AO will adjust sanctions to be proportionate to the severity of the violation.
Note: The decision of the AO, when made in any circumstances listed above, shall be final and binding upon all involved.

Professional Performance Policy

MBKU and SPAS require PA Students to demonstrate that they are capable of becoming competent and effective Physician Assistants. They must display good judgment, a sense of responsibility and morality, sensitivity and compassion for individual needs, and the ability to synthesize and apply knowledge. Professionalism implies that students serve the interests of patients above self-interest. A habit of self-reflection on one's attitudes and behaviors is critical to responding appropriately to feedback from faculty, preceptors, and patients.

PA students are expected to act with honesty and maturity when interacting with faculty, peers, patients, colleagues, other health professionals, and the general public, always displaying sensitivity and respect for others. Professional behavior requires compliance with the AAPA Guidelines for Ethical Conduct for the Physician Assistant Profession (See Appendix B (p. 162)), and the standards set by the MBKU Code of Conduct (p. 79).

The importance of professionalism in the practice of medicine is of such critical importance that it is a dimension that is regularly evaluated as students progress through the program. Any concerns raised by a faculty, staff member, preceptor, or other invested individual, regarding unprofessional behavior by a student, will be addressed either internally and informally within the School (minor or first-time less serious violations) or referred to the University Conduct Committee (refer to Ethical Misconduct (p. 156)).

The Physician Assistant student is expected to demonstrate the following characteristics of professional behavior:

- **Integrity** – Acknowledges any collaboration and its extent in all submitted work. Communicates in a truthful manner, displays honesty, maintains patient confidentiality, and follows the rules.
- **Respect** – Listens attentively to others, demonstrates care and concern for others, and displays unbiased consideration for other cultures and beliefs. Establishes and maintains appropriate boundaries, uses cultural sensitivity, refers to professionals with appropriate titles, and communicates politely and respectfully with faculty, peers, staff, healthcare team members, and patients and their families.
- **Personal Demeanor & Appearance** – Personal image reflects neatness of dress and good hygiene. Identifies self as a student with appropriate attire (name badge and short white lab coat in clinic environments). Adapts style and content of communication appropriately to match the interaction. Maintains composure during difficult interactions with others.
- **Accountability** – Assumes responsibility for own actions and performance. Arrives on time prepared for learning activities and meets deadlines. Attends all activities. Abides by the schedule. Accepts responsibility for participation in group projects, team efforts, and other program activities.
- **Commitment to Excellence** – Demonstrates initiative in seeking out additional learning opportunities and seeks feedback and input on performance. Displays willingness to modify behavior based on feedback. Demonstrates an awareness of skills and limitations and asks for help when needed. Committed to lifelong learning.
- **Empathy** – Demonstrates body language and tone of voice that reflects a caring, compassionate, and respectful attitude toward others. Acknowledges the concerns and distress of patients and their families and allows time for difficult conversations.
- **Team-Player Qualities** – Demonstrates willingness to take on a leadership role as well as a member role in team activities. Shares knowledge, skills, and ideas with others and makes valuable contributions during class. Acknowledges the value of each team member and integrates the opinions, views, knowledge, and skills when engaged in group activities. Accepts constructive feedback willingly and provides constructive and supportive feedback to team members. Participates in professional activities and projects a positive image of the Physician Assistant profession.
- **Self-Reflection** – Evaluate personal learning and performance to identify strengths and weaknesses. Identifies limitations, and behaviors that may affect others. Communicates insight into personal behavior and attitude. Recognizes deficiencies in skill and knowledge at appropriate points in their education that allow time for intervention to improve medical knowledge and performance.

Student Dress Code Policy

As students train to take on the role of healthcare providers, SPAS dress code policy is meant to guide them to "dress the part," ensuring a smooth transition from the didactic to the clinical year. Though we value diversity in tastes, adhering to the dress code policy will help promote the credibility of developing clinicians among faculty, staff, the medical community and members of the community at large. Discretion in appearance means students are expected to avoid clothing that is too casual, too formal or too trendy, as well as adhering to specific guidelines described below.

During the didactic year there three basic levels of dress depending on the expected activities for the day. Professional dress is required whenever a guest is present on campus or during any on- or off-site academic or clinical activity. Casual dress (see definition below) is recommended for most days during PA faculty lectures or activities. Skills days may require professional dress or scrubs (black or any solid color besides gray) or other special attire based on the needs for practicing elements of the physical exam, to be decided by the instructor.

At all times students are required to wear their student ID both on campus, at off-site activities and at clinical sites. All students *must* identify themselves as PA students during program activities and during clinical rotations. Short white coats with the program patch provided by SPAS should be worn by students while on clinical rotations, as well as any additional photo ID badge provided by the clinical site. During the clinical phase, a clinical site's dress code policy may supersede SPAS guidelines. In these circumstances, the student must always wear a photo badge or other identification that indicates their status as a student at all times.

At all times

- General appearance must be neat, clean, and well-groomed.
- Ostentatious jewelry such as nose, tongue, or eyebrow rings/studs, excessive numbers of earrings, or lewd or suggestive symbols are not appropriate.
- Inappropriate tattoos should be covered and not visible.
- Deeply cut necklines or armholes, spaghetti strap tops, off-the-shoulder, midriff- or waistline-exposing styles, revealing or very tight clothing, and sleepware (pajamas) should always be avoided.
- Thong/flip-flop style sandals and bedroom footwear (slippers) are not acceptable.

Professional Dress

- Appropriate styles may include dresses, skirts, skorts or slacks with a blouse, dressy top, or sweater. Skirts or dresses should be no more than 4 inches above the knee.
- Sleeveless dresses, tops, or blouses are acceptable provided no part of the bra is visible.
- Slacks should be worn with a long- or short-sleeved shirt or dress polo shirt. Ties may be required at the discretion of the clinical preceptor/site.
- Inappropriate styles include t-shirts, sportswear, exercise wear, sweats, shorts, or jeans.
- No scent shall be worn, including but not limited to tobacco scent.
- Long hair should be tied back during clinical activities or simulations.
- Nails must be short, clean, and smooth.
- Dress shoes, nice boots, and sandals are appropriate, but open-toed shoes should not be worn in the clinical setting.

Casual Dress

- Dress jeans are permitted, provided they have a finished hem and no holes.
- T-shirts are acceptable if they are without lewd or suggestive wording or symbols.
- Leggings are acceptable if the top covers the upper thighs.
- Tennis shoes may be worn.

Please use discretion with casual wear on campus or in the PA classroom. Students dressed inappropriately could be asked to leave an event, class, or clinical setting, resulting in an unexcused absence.

Attendance Policy

Attendance at lectures, clinical rotations, workshops/labs, and skills sessions is vitally important for student understanding of the medical material due to the accelerated pace of PA education. In addition, participating as a team member is an important aspect of the physician assistant profession, thus course material is often reinforced through active learning and team-building activities. Attendance and tardiness will be monitored, and student performance recorded with or without actively notifying the student of each incident. Specific policy requirements for each phase of the program are outlined below.

Didactic Phase

1. Absences
   a. The student should call the PA school main phone number (714-872-5685) or email (Paattendance@ketchum.edu) before 8:00 am if they will be absent from a lecture or skills session that day.
   b. Failure to inform the PA school of an absence prior to the lecture or skills session is considered an unexcused absence and may result in a Professional Performance Review. Advanced notification does not guarantee the absence will be excused and will be at the discretion of the Academic Director.
   c. More than three (3) absences (excused or unexcused) in a quarter may result in a professional performance meeting and could result in referral to the University Conduct Committee. Unexcused absences may impact a course grade.
2. Missed class time
   a. Missed class time, including tardiness, is disruptive to the class. It is expected that all students will arrive to lecture and activities on time and be present the entire day.
   b. The student should call the PA school main phone number (714-872-5685) or email (Paattendance@ketchum.edu) if they will be more than 15 minutes late or miss class time for a lecture or skills session that day.
   c. Failure to inform the PA school of a tardiness/missed class time prior to the lecture or skills session is considered an unexcused absence and may result in a professional performance meeting. Advanced notification does not guarantee the absence will be excused and will be at the discretion of the Academic Director.
   d. A pattern of missed class time/tardiness may result in a professional performance meeting and could result in referral to the University Conduct Committee, which could impact the student's grade for the course.
   e. An absence on an exam or skills testing day is discussed under the Exam Policy.

Vacations and holidays begin at 5pm on the last day of the schedule prior to a vacation.

Clinical Phase

The clinical year consists of eight 5-week rotations with at least 1 week separating each rotation. Each of these "callback weeks" between rotations includes a mandatory End of Rotation examination day and a full day of instruction to cover graduate seminar course lectures. The remainder three days are reserved for any make up hours needed to cover missed time for previous rotations or any required orientation activities for future rotations. If no such activity is planned for the remainder of days during the callback week, students may use the extra time off for medical appointments or use personal days as needed.

All Clinical rotations have mandatory attendance. **Students are expected to arrive on time and stay for the entire shift. When a student must be absent from a rotation site for any reason, the PA Clinical Team at** paclinicaled@ketchum.edu (Paattendance@ketchum.edu) **and the supervising clinical preceptor must be notified on each day of absence. The student must request program authorization for** *any* **and** *all* **absences** *prior* **to discussion with the preceptor.** Students are expected to have consistent, on-time attendance without absences or tardiness and satisfactory performance during the rotation. Attendance at a rotation site is defined as a minimum of 36-40 hours per week and a maximum of 55 hours per week unless the student agrees to work more than the maximum. This includes all on-call, after-hours, and/or weekend duties as provided by preceptor(s)/site. Students are also expected to seek out extra time in the clinic if it is an option.

- The student must request program authorization for **any** and **all** absences **prior** to discussion with the preceptor. Requests are to be submitted in writing to the Clinical Team at PAClinicalEd@ketchum.edu.
- The preceptor/site and the Clinical Team must be notified simultaneously by email when the student is ill. The student must follow up the email with a phone call to the preceptor/site. A voice message is acceptable if no one can be reached.
- Any absences greater than 1 day per rotation period may result in the student receiving an "incomplete" or "fail" for the rotation. This decision will be at the discretion of the Assistant Directors.
- Excused absences are at the discretion of the Asst Director of Clinical Education (ADCE) and/or the Asst Director of Clinical Development (ADCD). Excessive time away from a rotation for excused absences may require the student to request a leave of absence in order to avoid failing the rotation. Alternatively, a student may be required to make up missed time at a later date (*such as during the callback week or after graduation*) at the discretion of the ADCE/ADCD. In either circumstance, graduation may be delayed.
- Unexcused absences are absences for personal social engagements, prospective job interviews, or any days missed that have not been approved by the Asst Director of Clinical Education (or their designee).
- Students are allowed **no more than 5 absences total (regardless of whether the absences are "excused" and time is made up) over the course of the clinical year.** Any unexcused absences and/or any absences >5 days cumulatively may be subject to disciplinary action as determined by the University Conduct Committee and/or may be required to be made-up with additional time after graduation.
- As post-graduation make-up time would require an additional quarter of instruction, the student in this case may also be responsible for additional tuition as determined by the University.

Special Circumstances

There may be special circumstances that arise leading to unavoidable absence(s). A student is expected to discuss the absence with the Academic Director or Asst Director of Clinical Education or their designee. In unforeseen circumstances (car accident, injury), the student or their

representative is expected to notify the School office at the earliest possible opportunity.

Leave of Absence Policy (LOA)

On rare occasion, it may be necessary for a student to temporarily step away from their studies. There are several different types of extended absence requests a student may make. Please refer to the Extended Absence (p. 11) policy in the University Catalog for additional information regarding the different kinds of leave, including the criteria for each.

Leave of Absence

1. A student may request a leave of absence from the School of PA Studies for extenuating personal or medical reasons for a minimum of 2 weeks to a maximum of 180 days. A LOA may not be requested for academic reasons.
2. The request must be made in writing to the SPAS Program Director using the Application for Leave or Withdraw form located on the portal.
3. The SPAS Program Director will discuss the request with the Academic Director or Clinical Faculty and the student's faculty advisor as appropriate. If it is determined that the leave should be granted, an action plan will be developed for the student's return and the plan will be reviewed with the student.
4. If a leave of absence is granted during the **didactic phase**, the student will not be permitted to complete any coursework for the remainder of the didactic phase and must restart with the next cohort. If the start date for the next cohort is greater than 180 days from the time of the request, the student may be required to withdraw from the program and return with the next cohort.
5. If a leave of absence is granted during the **clinical phase**, the Asst Director of Clinical Education and/or Asst Director of Clinical Development will meet with the SPAS Program Director to develop an action plan for the student's return. The action plan may address such issues as when the student may return, rotation sequencing, delayed graduation dates, incomplete grades, completion of clinical phase courses, or other relevant information. A student may be placed on involuntary Leave of Absence during the clinical phase for failure to report to an assigned clinical rotation per the Academic Performance and Progression Policy.
6. All action plans are approved in advance by the SPAS Program Director and signed by the Program Director and the student.
7. The SPAS Program Director will notify appropriate University officials of the student's status.
8. A student who fails to meet the terms of the leave of absence action plan may be dismissed from the school. In these situations, the Student Progress Committee would convene to review the student's performance and make a recommendation concerning the student's continuation in the school.
9. During a LOA, the student is ***not covered*** under University malpractice or liability insurance policy.

Refer to the Extended Absence (p. 11) policy in the University Catalog for additional information regarding the different kinds of leave.

Social Media Policy

Social media and technology-driven applications for online storage and sharing are internet-based tools designed to create a highly accessible information highway. They are a powerful and far-reaching means of communication that may have a significant impact on a student's professional reputation and status. Examples include, but are not limited to LinkedIn, X, Meta or Facebook, YouTube, Instagram, Snapchat, Reddit, PA Forums, Google Cloud, iCloud, and Dropbox.

Students are liable for anything they post to social media and storage/sharing sites. The same laws, professional expectations, and guidelines are expected to be followed as are required in personal interactions. The following guidelines have been developed for student conduct on social media and in using the internet to protect the student's reputation and the reputation of the School and to comply with privacy and confidentiality laws.

- Students must take responsibility and use good judgment. Incomplete, inaccurate, threatening, provocative, or harassing posts or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.

  Example: A student posts on their Facebook page frustration with a course instructor (or preceptor) after they have been given feedback. The instructor is not identified by name but is identified by title (my course instructor, or my preceptor) with negative or derogatory comments.
  Example: A student posts on their Instagram page unflattering observations about an unnamed fellow classmate or group of students with veiled predictions of their failure in a course or on a rotation.

- Students should think before posting. A student's reputation may be permanently affected by the internet and email archives.
- Students are strictly prohibited from using social networking during class, school activities, and clinical time to respect work and school commitments.
- Students must apply all HIPAA laws to all social networking and internet storage/sharing sites. It is the utmost priority to protect patient privacy by not sharing information or photographs.

  Example of a privacy breach: A student posts heartfelt concern on their Facebook page for a patient they are caring for. The patient is not identified by name, EMR number, or date of birth. However, the type of treatment, prognosis, and the time of treatment is provided, and the personal characteristics of the patient are described making the patient identifiable.

- Students must protect their own privacy so as to not let outsiders see their personal information.
- Students must identify themselves, and their role in the School and use a disclaimer stating that their views are that of their own and do not reflect the views of the School if they state a connection to the School of PA Studies at MBKU.
- Students must follow all laws governing copyright and fair use of copyrighted material.
- Students must consult their faculty advisor or the School Director if they have any questions regarding the appropriateness of social networking or internet storage site/sharing use.
- Technology is always advancing in the sharing and storing of data. The student is responsible for how and what they store or share. This applies to virtual and physical technology.

Failure to follow the above-stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to, and including dismissal from the School.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the School of PA Studies at MBKU through social networks. Refer all questions regarding program information, policies, and procedures to the School Program Director. Questions regarding MBKU should be referred to the MBKU Office of University Advancement.

Confidentiality – HIPAA Policy

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 was enacted to provide safeguards for patient privacy in an electronically based health care system. Every clinical entity has policies and procedures for protected patient health information. Marshall B. Ketchum University School of Physician Assistant Studies faculty, students, staff, and business associates function with the understanding that protection of patients' personal health information is of utmost importance, especially when it could personally identify the individual. Didactic students complete HIPAA training shortly after matriculation. Clinical-phase students repeat training and are certified as HIPAA compliant shortly before rotations begin and are individually responsible for familiarizing themselves with the privacy and security policies, procedures, and officers at each of their preceptorship sites. Preceptors are encouraged to provide students with site-specific training at the start of each rotation that includes the contact information for the site's security and privacy officer(s). However, if the information is not provided during the on-site orientation, it is the student's responsibility to specifically request the name(s) and contact information for the site's security and privacy officer(s), as well as review all the site's policies regarding protected patient health information. There are multiple areas of training that require students to be aware of the HIPAA requirements (See Appendix C (p. 163)). Although all PA students complete mandatory HIPAA training through the University, some students will also complete additional training at clinical sites, as required. Students also receive instruction in appropriate social-media practices, academic integrity, and professional behavior. A student who has not completed the above-required training will not be permitted to participate in clinical rotations.

CDC Recommendations on Latex Allergy

www.cdc.gov/niosh/topics/latex/ (http://www.cdc.gov/niosh/topics/latex/)

Workers in the health care industry (physicians, PAs, nurses, dentists, technicians, etc.) are at risk for developing latex allergy because they use latex gloves frequently. Also at risk are workers with less frequent glove use (hairdressers, housekeepers, food service workers, etc.) and workers in industries that manufacture latex products. Take steps to protect yourself from latex exposure and allergy by following the recommended CDC protocols.

Other Clinical Policies, Procedures, and Information

Clinical Safety Cellular Phone – Policy

The purpose of the "clinical safety cell phone" is to provide ongoing access to the Clinical Team for emergency situations while the student is out in the field during clinical rotations. This cell phone is not to be used to contact faculty and staff for scheduling inquiries, rotation requests, or other administrative or educational questions. Most after-hours clinical questions and important communication should be conducted using the clinical team email which is checked a minimum of twice daily (morning and night). For example, if a student is ill and must miss the next day of rotation, an email may be sent which will be viewed and handled by the clinical team the evening before or early the next morning. This would not be considered an emergency.

The Clinical Team members will rotate responsibility for the emergency phone and will monitor it 24 hours each day. The phone must be turned on (ring or vibrate) at all times to ensure proper receipt of student emergency calls. Situations that may warrant a call to the clinical emergency phone may include a needle stick or dangerous exposure while on rotation, an injury while on rotation, or any situation in which the student has a serious concern about their safety on rotation.

The Clinical Safety Cellular phone number is (714) 872-5735. Students must agree to its purpose and parameters. Any student who fails to adhere to the above policy will be given a verbal warning. If the student continues to misuse the safety cell phone, the Clinical Team may refer the student to the MBKU Student Conduct Process.

Clinical Site Acquisition

The program will coordinate all clinical sites and preceptors for all students. Students are not required to provide or solicit clinical sites or preceptors. Students may make suggestions to the clinical team for sites and preceptors but are not required to do so. Student suggestions for sites or preceptors do not guarantee a student will be placed with that site/preceptor. All sites and preceptors require detailed agreements and extensive vetting. This process takes time and clinical placement of students with established rotations will take priority.

Professional Liability Insurance

Marshall B. Ketchum University supplies general and professional liability insurance covering the University, students, and faculty with limits of at least one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) annual aggregate.

Elective Rotation Policy

Significant efforts are made to place a student in one of their designated/requested elective settings. The approval of the elective rotation is at the discretion of the Clinical Faculty. A student may be assigned to a specific elective rotation based on their academic/clinical needs as well as site availability and no elective rotation requests are guaranteed.

Out-of-State Rotations Policy

As a California-based program, the clinical team focuses on assigning rotations within the state of California. Exceptions may/will be made on an individual basis at the discretion of the Clinical Faculty and based on student-initiated requests.

Appendices

Appendix A

Graduate Learning Outcomes (GLO)

Upon graduation from the School of PA Studies, graduates will have the knowledge, skills, attitudes, and educational experiences to demonstrate competently the following functions and tasks:

Medical Knowledge

1.1 Apply knowledge of biomedical and clinical sciences to patient care
1.2 Evaluate and analyze clinical presentations of diseases and conditions
1.3 Select and accurately interpret appropriate diagnostic testing
1.4 Formulate appropriate differential diagnoses
1.5 Discriminate the most likely diagnosis
1.6 Develop thorough patient-centered management plans
1.7 Distinguish the indications, contraindications, side effects, and interactions for commonly used pharmaceuticals
1.8 Explain the process of health promotion and disease prevention during patient care

Interpersonal Skills

2.1 Employ effective communication skills
2.2 Utilize adaptive communication styles taking into consideration the influence of culture, age, ethnicity, education, and socioeconomic backgrounds
2.3 Operate as an effective member of the health care team
2.4 Address biases that lead to disparities

Clinical and Technical Skills

3.1 Provide patient and setting-specific assessment, evaluation, and management
3.2 Conduct appropriate histories and physical examinations for patients of all ages
3.3 Provide well-organized oral presentations and clear clinical documentation
3.4 Apply patient safety strategies in all clinical encounters
3.5 Provide effective patient education and patient counseling
3.6 Perform technical skills and procedures safely and accurately
3.7 Demonstrate appropriate application of technical skills

Professional Behaviors

4.1 Adhere to legal and regulatory requirements
4.2 Utilize respectful and professional communication with patients, families, collaborating physicians, and interprofessional healthcare team members
4.3 Demonstrate personal integrity, compassion, honesty, and responsibility in all interactions
4.4 Apply ethical principles in professional interactions
4.5 Promote the PA profession
4.6 Advocate for the communities we serve

Clinical Reasoning and Problem-Solving Abilities

5.1 Demonstrate medically-sound decision making
5.2 Research and interpret current medical literature to answer clinical questions
5.3 Apply evidence-based medicine principles to patient care
5.4 Identify knowledge gaps, refer to and consult with appropriate healthcare professionals when indicated
5.5 Utilize critical thinking skills

Adapted from AAPA, ARC-PA, PAEA, NCCPA (2012). *Competencies for the Physician Assistant Profession.*

Appendix B

AAPA Guidelines for Ethical Conduct for the PA Profession

https://www.aapa.org/download/56983/?tmstv=1746324518

The PA profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied is constantly changing. Economic pressures, social pressures of church and state on the healthcare system, technological advances, and changing patient demographics continually transform the landscape in which PAs practice. This policy, as written, reflects a point in time and should be reviewed through that lens. It is a living document to be continually reviewed and updated to reflect the changing times, be they related to societal evolutions or the advancement of medical science.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by going a step further and describing how these tenets apply to PA practice. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the healthcare team, clinical information, ethical principles, and legal obligations. Context and/or casuistry (extracting reasoning from a case study) often play key roles in decision-making.

Four main bioethical principles broadly guided the development of these guidelines: patient autonomy, beneficence, nonmaleficence, and justice. Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and PAs should respect these decisions and choices.
Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance. Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient. Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

PAs are expected to behave both legally and morally. They should know and understand the local, state and federal laws governing their practice. Likewise, they should understand the ethical responsibilities of being a healthcare professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere

– possibly from a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The "Statement of Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

Statement of Values of the PA Profession

• PAs hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.

• PAs uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.

• PAs recognize and promote the value of diversity.

• PAs do not discriminate; PAs treat equally all persons who seek their care.

• PAs hold in confidence the patient-specific information shared in the course of practicing medicine.

• PAs actively seek to expand their knowledge and skills, keeping abreast of advances in medicine. PAs assess their personal capabilities and limitations, striving always to improve their practice of medicine.

• PAs work with other members of the healthcare team to provide compassionate and effective care of patients.

• PAs use their knowledge and experience to contribute to a healthy community and the improvement of public health.

• PAs respect their professional relationship with all members of the healthcare team.

• PAs share and expand clinical and professional knowledge with PAs and PA students.

Appendix C

HIPAA Policy

I. Confidentiality of Health Information

A. PA faculty, staff, and students must comply with the Marshall B. Ketchum University School of Physician Assistant Studies (MBKU-SPAS) policy concerning the confidentiality of health information.

B. MBKU-SPAS is committed to protecting the confidentiality, privacy, and security of health information. This commitment to patient confidentiality applies in all settings where MBKU-SPAS students, faculty, or staff create, receive, use, process, maintain or furnish health information, including clinical, research, and administrative settings.

C. PA School faculty, staff, or students may not access, discuss, review, disclose, transmit, alter, or destroy health information, except as required to fulfill their MBKU-SPAS job, educational, agency, or volunteer responsibilities. The scope of any disclosure, access, use, or transmittal of health information

must be limited to that appropriate for the performance of the job responsibility.

D. Health information means any information created, maintained, or received by the PA School or their clinical affiliates about a person's physical or mental health or condition, the provision of care to a person, or payment for such care. Health information includes information in paper, verbal, audio, video, electronic, or computer-generated form.

E. The PA School requires their faculty, staff, and students to protect the confidentiality of health information as required by the Health Insurance Portability and Accountability Act (HIPAA), California licensure requirements, the provider-patient privileges, rights to privacy, the state policy concerning confidentiality of medical records (Civil Code § 56 et seq.), federal research regulations and Codes of Professional Ethics.

F. PA faculty, staff, and students are required to complete the MBKU HIPAA training program with documentation of such training placed in the student or faculty/staff file, each year. Topics for HIPAA instruction include:
   1. Discussion on where HIPAA supersedes state law,
   2. Electronic Transactions and Code Sets Standard Requirements
   3. Privacy Requirements
   4. Security Requirements
   5. National Identifier Requirements
   6. Penalties for Violation of HIPAA Requirements

II. Specific Obligations and Prohibitions

A. Each PA faculty, staff, or student shall take appropriate and necessary steps to protect the confidentiality of health information, to the extent required by law and by Marshall B. Ketchum University.

B. PA faculty, staff, or students shall not discuss health information, including patient cases in public areas such as hallways, elevators, waiting areas, lounges, buses, or cafeterias. The only variance allowed is in the classroom setting, in the privacy of the exam room, or in a private office where the discussion of a patient's condition, health care issues, etc. has a reasonable opportunity for privacy.

C. PA faculty, staff, or students shall not leave unattended in public or other areas accessible to persons without authority to access such information, health information such as patient-specific information and medical records, or health information about research participants. This prohibition includes leaving patient information on unattended computer screens.

D. PA faculty, staff, or students shall not access test results, diagnostic or demographic information, or other health information of patients or research participants without such a person's specific written authorization.

E. Core program faculty are not permitted to provide health care to enrolled students in the school, including, but not necessarily limited to primary health care services, immunizations, prescriptions, or disease management. Excluded from this policy are circumstances constituting a medical emergency where immediate medical attention is necessary.

III. Specific Physician Assistant Student HIPAA Requirements

A. **Immunization Records**
   1. The student uploads evidence of immunization status to the Exxat program.
   2. The School of PA Studies reviews the status of immunizations and verifies the completion of required immunizations.
   3. The student signs a consent authorizing the program to disclose immunization information to clinical affiliates as agreed to in written affiliation agreements.

B. **Patient Database**
   1. The purpose of the patient database is to collect basic information regarding clinical experiences for the students. It is not used to store personally identifying patient information.
   2. The student uses the patient database during their clinical year of training.
   3. The reports generated from the patient database do not report any personally identifying information.
   4. The student signs the Clinical Year Student Agreement Form acknowledging that they agree to follow PA School HIPAA guidelines related to the correct handling of medical information specific to the patient database.

C. **Clinical Training**
   1. The purpose of clinical training is to develop the skills necessary to be considered a clinically competent Physician Assistant.
   2. During the clinical training portion of their training, the PA student follows the HIPAA policy in place at each clinical site. In the event there is a discrepancy between Marshall B. Ketchum University PA school policy and the clinic site, the policy which is more restrictive is followed.
   3. The student signs the Clinical Year Student Agreement Form acknowledging that they agree to follow PA School HIPAA guidelines related to the correct handling of medical information specific to the clinical setting.

D. **Case Reports**
   1. The purpose of case reports is to develop information regarding a particular clinical case.
   2. The case report does not contain any information which could be considered personally identifiable; such as name, social security number, and other identifying patient numbers or other contextual information which could allude to the patient (i.e., current Portland mayor).
   3. The case reports are to be used for educational purposes only. It may, under certain circumstances, be submitted for publication.
   4. The student signs the Academic/Clinical Year Student Agreement Forms acknowledging that they agree to follow PA School HIPAA guidelines related to the correct handling of medical information specific to the case report.

E. **Patient write-up** (complete H&P, Discharge summaries, SOAP notes, etc.)
   1. The purpose of a patient write-up is to develop the documentation skills necessary for competent clinical practice.
   2. The patient write-up does not contain any information which could be considered personally identifiable; such as name, social security number, other identifying patient numbers, or other contextual information which could allude to the patient (i.e., the Beatle who was a drummer).
   3. The Patient write-up is to be used for educational purposes only.
   4. The student signs the Academic/Clinical Year Student Agreement Forms acknowledging that they agree to follow PA School HIPAA guidelines related to the correct handling of medical information specific to the patient write-up.

F. **Master's Capstone Project**
   1. The purpose of the Master's Capstone Project is to provide the students with the skills necessary to plan, implement, and measure the effectiveness of a community health project.
   2. PA students participating in a clinical project that involves the handling of patient medical information, in any manner, must adhere to all PA School HIPAA policies and those HIPAA policies established at the project site.
   3. The student is responsible for reviewing the project site's HIPAA policy with the project preceptor, either prior to or upon arrival at the site.
   4. No patient medical information will be viewed by the student unless the patient has signed a release giving permission for his information to be viewed or used in any manner as described in the research protocol. An IRB-approved Informed Consent or other clinic research site-approved release of information form serves as acceptable documentation.
   5. All students participating in research or a project that involves patient-specific medical information must submit their protocol to the University's Institutional Review Board (IRB) for review and approval. The student provides a letter of IRB approval or exemption to the PA School and project site preceptor prior to implementation of the research or project.
   6. PA students will not refer to or provide any information within the project's written documents that allows the identification of a specific patient or alludes to the identification of a specific patient. All medical information specific to a patient must be referenced with a number or other student-generated system that assures patient confidentiality.
   7. The student signs the Master's Capstone Project Student Agreement Form acknowledging that they agree to follow PA School and research site HIPAA guidelines related to the correct handling of medical information specific to the Master's Capstone Project.

IV. Breach of Confidentiality

1. A failure to follow confidentiality expectations, including unauthorized access to any patient record or unauthorized sharing of patient-specific or patient-identifying health information, may lead to sanctions including loss of human subject research privileges, and/or corrective action up to and including termination of employment/ enrollment.
2. Any faculty, staff, or student learning of improper disclosure of confidential health information shall report it immediately to a

PA faculty member or the School of Physician Assistant Studies (SPAS) Director.

3. Any breach of confidentiality will be fully investigated. If it involves a student, it will be brought to the Student Progress Committee for evaluation. If it involves a faculty or staff member, it will be referred to the Human Resources department for further evaluation.

Appendix D
Non-Discrimination Statement

MBKU is committed to providing an environment in which all individuals are treated with respect and professionalism. In accordance with applicable federal and state laws, it is University policy to prevent unlawful discrimination against students, applicants for admission, employees, applicants for employment and patients requesting treatment on the basis of race, color, national origin, sex, disability, age or any other characteristic protected by applicable law. The University also prohibits sexual harassment and harassment on any of the above bases (refer to the Prohibited Discrimination, Unlawful Harassment & Sexual Misconduct Policy).

Inquiries regarding the University's equal opportunity policies should be directed to the Vice President for Enrollment and Student Services at StudentAffairs@ketchum.edu for students and the Vice President for Human Resources at HumanResources@ketchum.edu for employees.

For further information on notice of non-discrimination, please contact The Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the office that serves your area, or by calling 1-800-421-3481.

Appendix E
Clinical Phase: EOR Exam Performance and Remediation Summary
First EOR Exam < 385

An informal meeting between the student and a faculty member (typically the student's faculty advisor) will be convened. The student will earn an "incomplete" for the rotation and will be required to complete a remediation assignment. The student has seven days from the date of the meeting to complete the remediation assignment. Upon successful completion, the rotation grade will be changed to a "pass." Any student who fails to complete the assignment within the allotted seven days will receive a failing grade for the clinical rotation and will meet with the Student Progress Committee for evaluation.

For students entering the clinical phase on Academic Warning, a level I SPC meeting will be convened at this stage (after the first failed EOR exam). The committee will develop an action plan that will include a remediation assignment. Other forms of support that may be included in the action plan are tutoring online learning resources, or other testing and learning aides. Upon successful completion of the action plan, the rotation grade will be changed from an "incomplete" to a "pass."

Second EOR Exam < 385

A Level I Academic Performance Review (SPC meeting) will be convened (refer to Academic Performance and Progression Policy). The student will earn an "incomplete" for the rotation. The committee will develop an action plan that will include a remediation assignment. Other forms

of support that may be included in the action plan are tutoring online learning resources, or other testing and learning aides. Upon successful completion of the action plan, the rotation grade will be changed to a "pass." Any student who fails to successfully complete the action plan within the designated timeframe will receive a failing grade for the clinical rotation and will meet with the Student Progress Committee for evaluation.

*For students entering the clinical phase on Academic Warning, a level II SPC meeting will be convened and extended learning with reassessment will be required at this stage (a second failed EOR exam constitutes a failed course/rotation). A student may remediate one rotation/course through extended learning during the clinical phase. Upon successful completion of the action plan and extended learning, the rotation grade will be changed to "FP" (student passed the course after failing using extended learning).

Third EOR Exam < 385

This constitutes a failed course/rotation. A Level II Academic Performance Review (SPC meeting) meeting between the student and the SPC II committee will be convened (refer to Academic Performance and Progression Policy). The student is required to complete extended learning with reassessment at a time designated by the SPC committee. A student may remediate one rotation/course through extended learning during the clinical phase. As outlined in the Academic Probation Policy, a student who is required to complete extended learning will be placed on Academic Warning. Upon successful completion of the action plan and extended learning, the rotation grade will be changed to "FP" (student passed the course after failing using extended learning).

*For students entering the clinical phase on Academic Warning, a third failed EOR exam or failed extended learning after the second failed EOR will constitute a failed course and academic dismissal is possible. A level III SPC meeting will be held at this stage (refer to the Academic Performance and Progression Policy (p. 149)). An action plan will be developed to address the failed course, which may include the requirement to repeat a rotation or academic dismissal.

Fourth EOR Exam < 385

Failed extended learning, failure to complete required remediation, or another failed EOR exam in any discipline after completing extended learning in the clinical phase: This constitutes a failed course and academic dismissal is possible. A Level III Academic Performance Review (SPC meeting) meeting will be convened (refer to Academic Performance and Progression Policy). An action plan will be developed to address the failed rotation (course), which may include the requirement to repeat a rotation or academic dismissal.

*Students entering the clinical phase on academic warning follow a tighter progression (as outlined in italics above) to identify deficits and implement supportive measures sooner. Students entering with Academic Warning status will begin with a Level I SPC meeting after the first failed EOR exam. A Level II SPC meeting will be convened with a second failed EOR exam and will result in a failed course/rotation. The student will be required to complete extended learning and upon successful completion, their grade will be changed to a "FP." A Level III SPC meeting will be convened with the third failed EOR exam and academic dismissal is possible.

Appendix F
SPAS Academic Progression Flow Diagram

COLLEGE OF PHARMACY STUDENT HANDBOOK

Vision Statement

The College of Pharmacy (COP) at Marshall B. Ketchum University (MBKU) will be a recognized innovator and provider of distinctive, highest quality, evidence-based education, research, and collaborative pharmacy practice.

Mission Statement

The mission of MBKU COP is to educate individuals to become ethical and compassionate pharmacists who competently deliver patient-centric services in diverse environments and systems of healthcare, with a commitment to innovative scholarship.

Core Values

The MBKU COP is guided by the values of:

- **Excellence:** MBKU COP is committed to high quality and the pursuit of excellence in all that we do. This ongoing commitment requires us to reach within, adding the very best of our own capabilities to those of others; together, helping the university achieve excellence in its mission. The legacy of tradition and leadership of the university demands nothing less than excellence.
- **Integrity:** At MBKU COP, we stand up for what we believe and we are honest with ourselves and others. The university community demonstrates its commitment to integrity by being just, respectful, and consistent in words and actions.
- **Innovation:** By embracing innovation, MBKU COP is constantly striving for and expecting the better idea. Innovation demands that we have the courage to experiment without fear and dream about creative and unique ways of advancing our university endeavor.
- **Compassion:** Our obligation and commitment to compassion is through our active service to the community, and the cultivation of these priorities and values in the members of MBKU COP. We are committed to a life of service and compassion as health care providers, responding to the needs of others and providing a caring and safe environment to all who require care.
- **Respect:** Respect requires that we embrace diverse cultures, communities, and points of view. We value each individual's unique talents, respect the dignity of each person and strive to foster a commitment to excellence. The strength of MBKU COP builds on the respect for the unity and diversity of our people, on the open exchange of ideas, life-long learning, and working harmoniously.

Notice of Non-discrimination

MBKU is committed to providing an environment in which all individuals are treated with respect and professionalism. In accordance with applicable federal and state laws, it is University policy to prevent unlawful discrimination against students, applicants for admission, employees, applicants for employment and patients requesting treatment on the basis of race, color, national origin, sex, disability, age or any other characteristic protected by applicable law. The University also prohibits sexual harassment and harassment on any of the above bases (refer to the Prohibited Discrimination, Unlawful Harassment & Sexual Misconduct Policy).

Inquiries regarding the University's equal opportunity policies should be directed to the Vice President for Enrollment and Student Services at StudentAffairs@ketchum.edu for students and the Vice President for Human Resources at HumanResources@ketchum.edu for employees.

For further information on notice of non-discrimination, please contact The Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr/) for the address and phone number of the office that serves your area, or by calling 1-800-421-3481.

Scope of the Handbook

The COP Student Handbook is prepared for use by students enrolled in the Doctor of Pharmacy program at MBKU. It is a resource for information relating to the organization of the COP and specifics related to the program. While this handbook is not itself a contract and is subject to change, the student pharmacist is expected to review and follow all College policies and procedures as described in detail in the COP Student Handbook.

Accreditation Status

Institutional Accreditation

MBKU is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC), a regional accreditation body recognized by the U.S. Department of Education and the Council on Higher Education Accreditation. WSCUC is located at:

1080 Marina Village Parkway
Suite 500
Alameda, CA 94501
510-748-9001
www.wscuc.org (http://www.wscuc.org/)

Programmatic Accreditation

COP at MBKU's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE).

190 South LaSalle Street
Suite 3000
Chicago, IL 60603
312-644-3575
FAX: 866-228-2631
www.acpe-accredit.org (https://www.acpe-accredit.org/)

College of Pharmacy Curriculum

Refer to the University Catalog (p. 40) for the full COP course sequence and additional information. For information on the IPPEs and APPEs, refer to the Office of Experiential Education (OEE) Manual.

First Professional Year Curriculum

The first-year curriculum provides the foundation for professional practice with instruction on pharmaceutical and biomedical sciences, body systems and disease, public health, pharmaceutical self-care, pharmacy law, and the roles of the pharmacist. The curriculum also teaches US and global health care systems, interpersonal and interprofessional communications, pre-clinical laboratory skills, and pharmacy practice skills, and provides certifications in immunization and life support.

Second Professional Year Curriculum

The second-year curriculum continues to build on the foundation courses from year one with instruction on applied biomedical sciences, pharmacology, clinical medicine, and pharmacotherapeutics. The curriculum also teaches drug information, evidence-based practice, research methodology, biostatistics, pharmacokinetics, and the basics of laboratory medicine. Students may start taking elective courses in the second professional year. Students will begin Introductory Pharmacy Practice Experiences (IPPE) courses during the summer.

Third Professional Year Curriculum

The third-year curriculum continues with focused instruction on the principles of clinical medicine and pharmacotherapeutics. The curriculum also incorporates behavioral aspects of health, biotechnology, pharmacogenomics, pharmacoeconomics, and special populations and contains a skills lab for clinical / evidence-based reasoning and certification in medication therapy management. The curriculum may also include a doctoral-level research and scholarship project and provides students an opportunity to take didactic elective courses of their choice. The curriculum also includes a North American Pharmacist Licensure Examination (NAPLEX) preparatory course to assess NAPLEX readiness. Students continue with IPPE courses.

Fourth Professional Year Curriculum

The fourth year, also known as the experiential year, is comprised of Advanced Pharmacy Practice Experience (APPE) courses. Students will also take APPE electives of their choice. Additionally, the students will be provided North American Pharmacist Licensure Examination (NAPLEX) preparatory course series to assess NAPLEX readiness.

Elective Courses

Students have the opportunity to take elective courses of their choice during the second and third professional years. A minimum of two elective courses must be completed by the end of the third professional year.

Co-Curricular Policies

The Co-Curricular Program is designed to promote students' development of their professional knowledge, skills, abilities, behaviors, and attitudes. This program supplements the PharmD curriculum and facilitates practice readiness as students explore the field of pharmacy and advance their professional development through self-directed activities.

The Co-Curricular Program is comprised of several components, including class orientation programs, co-curricular activities and events, and an individual Co-Curricular Activity Log through E*Value.

Co-Curricular Activities and Events

Students engage in a multitude of co-curricular activities that are offered by the University, COP, student organizations, and/or other professional groups. Most students also engage in individual experiences outside the College. If a student has questions about what qualifies as a co-curricular activity, they are encouraged to contact the Director of Student Services.

The College may also provide modest financial support to students through the Student Leadership Fund in the form of scholarships. These scholarships may cover registration costs for conferences, seminars, and other professional events.

Reasons for Co-curricular Activities and ACPE Update

The ACPE Standards 2025 require Schools of Pharmacy to implement a co-curricular program that promotes students' professional and personal growth, as well as career development. To meet this requirement, the COP will provide co-curricular activities designed to develop students' interpersonal and intrapersonal skills. These skills are essential for ensuring that graduates remain competitive in the job market now and in the future.

Co-Curricular Activity Log and Reflections in E*Value

The Co-Curricular Activity Log is designed to be a personal record of each student's co-curricular activities completed while at the COP. Activities are to be recorded with prompted responses. Students select relevant proficiencies that align with Curriculum Outcomes and Entrustable Professional Activities (COEPA) and Professional Development Activities in Standard 2 of the ACPE Standards 2025 from a drop-down menu that best reflects the activity and learning outcome.

The co-curricular activities are reviewed by faculty advisors with comments. If a student is not appropriately reflecting on a designated standard, then faculty advisors are to reassign the reflection to the student. The co-curricular activity will not count towards the student's minimum of one per quarter if the faculty advisor does not score the reflection.

Expectations

Students are made aware of the co-curricular requirements and deadlines for completion during New Student Orientation (for incoming students) and in the first week of courses for returning students. Opportunities will vary each quarter as well as from year to year. Additionally, while a type of activity may be listed under several co-curricular activities, one activity cannot be used to meet multiple requirements. **It will be up to each student to plan ahead, complete the required activities, provide a written response through E*Value, and have the activity assessed by their faculty advisor by the deadline.** Students will be self-directed to choose opportunities that will enhance their development as a pharmacist and encourage their growth in a particular area.

Requirements

Students will be required to complete one co-curricular activity per academic quarter and provide an adequate response for the activity via E*Value. Co-Curricular responses are due by midnight PST of the last day of the quarter. Please note, student responses will need to include three or four distinct COEPAs per academic year.

- P1- Complete one per Academic Quarter (3 for academic year).
- P2- Complete one per Academic Quarter (4 for academic year).
- P3- Complete one per Academic Quarter (4 for academic year).
- P4- Complete one per Academic Quarter (4 for academic year).

Plan Outline for Co-Curricular Compliance

- The Director of Student Services will assign co-curricular coursework to students in E*Value at the beginning of each quarter. Students will also be made aware of opportunities through the University throughout the quarter.

- Faculty Advisors will review submissions and provide feedback by the end of the subsequent quarter after the co-curricular activities are due.
- Student compliance with co-curricular requirements will be tracked by the Director of Student Services.
- Failure to complete assigned requirements by the end of the quarter will result in a supplemental written assignment distributed and assessed by the Director of Student Services. The written assignment will not replace the required activity and written response.
- Students who fail to complete the required amount of co-curricular activities and supplemental assignments by the end of the academic year will be required to meet with the Academic Progression and Professionalism Committee (APPC) or be referred to the University Student Conduct Process (p. 82).

Student Reflections
Guidelines

The reflections are an integral part of the student learning process that will evolve and develop over their four years in pharmacy school. This valuable document is essential to the curriculum and will help ensure students continue to apply what they learn in the didactic curriculum in various settings such as health fairs, outreach programs, community service, group projects, and projects in professional and academic organizations. Students need to complete at least one reflection per academic quarter. Reflections will not be graded but will be evaluated for the student's professional development by their faculty advisors. The reflections must be completed using the E*Value system in the coursework function and submitted to their faculty advisor. The reflections will be monitored quarterly by the Director of Student Services. If the student receives a score of 1, they will need to resubmit the reflection to the faculty advisor by the deadline determined by the faculty advisor.

Reflections

Reflections are a way for students to express and think more deeply and critically about their experiences. Reflection is necessary to make connections between experience and learning. It reinforces the learning process and is a vital component of learning, professional growth and better prepares the student for the next encounter. By reflecting on experiences, students enter into a cycle of continuous learning. As a pharmacy professional, continuous learning should be a cornerstone to practice. The reflective process is an opportunity to think more deeply about a specific event/activity and the handling of a situation demonstrates the level of competence of a specific objective. The reflection documents are designed to capture a summary of the event/activity and thought process that occurred during the experience. The questions will guide students to think more completely about the experience.

For reflections, students are encouraged to write about **both** good experiences and experiences that the student felt could have been better. We all learn from our mistakes, so students should not be afraid to reflect on how they may approach a situation or experience differently. **Please limit reflections to one page. Reflections should focus on answering the following questions:**

1. What did you learn from the experience?
2. Could you correlate the experience to something you learned in the curriculum?
3. What would you have done differently in your practice experience?
4. Did you interact with other healthcare professionals? Could you reflect on that experience and what you learned working in that setting?
5. If you interacted with patients, reflect on the demographics, age, and reflect on the cultural interactions with patients.
6. How did the experience or activity shape their perception of being a future pharmacist?
7. Please include how this reflection correlates with any of the Student Learning Outcomes.

Student Services

Student pharmacists have access to and are encouraged to utilize all MBKU and COP resources as needed.

To complement MBKU student support services, COP offers specific student pharmacist support as described below. For a detailed description of MBKU student support services, please refer to the MBKU Student Handbook (p. 66).

- Career Services (p. 168)
- Criminal Background Check & Drug Screening (p. 168)
- Disability Services (p. 168)
- Faculty Advisors (p. 170)
- Immunization & Health Requirements (p. 169)
- University Academic Support Resources (p. 170)

Career Services

The COP provides the following career services for current student pharmacists:

- Career Fair - Employers discuss career opportunities in person
- Residency and Internship Information sessions
- Refer to Career Services site for job postings
- Related community and local career event notifications

Disability Services

MBKU and the COP are committed to providing reasonable accommodations to students with documented disabilities. Students are responsible for requesting accommodations and providing appropriate clinical documentation to Student Disability Services. The Executive Associate Dean for Academic Affairs in the COP will serve as a liaison with the Student Disability Services and COP faculty to facilitate reasonable accommodations.

Refer to the Accommodating Students and Applicants with Disabilities (p. 102) policy and procedures in the University Student Handbook.

Criminal Background Check & Drug Screening

The practice of performing a criminal history check helps protect the safety, health, and professional comfort of the University community

and patients, and it allows schools to ensure that students are able to complete their studies. Criminal background checks and drug screening are standard practices for many health care facilities. It is therefore the policy of COP at MBKU to conduct a criminal history check for every applicant who is admitted to the program.

Enrolled COP Students

- All students in the Program will be required to undergo a criminal history check each year.
- Some pharmacy practice sites may also require additional or alternate background screening in order to meet a specific timeline and/or satisfy state or federal laws. As a result of this, affected students may be required to complete further checks as part of their rotation compliance.
- Fees for the background checks and health records are included in the student annual clinic fees. This fee is non-refundable.
- Students are required to provide practice experience sites with a copy of their criminal history check results upon request by the practice site.
- If at any point during enrollment, a student is charged with or convicted of any criminal act that may or may not have been on a previous criminal background check, that student should contact the Director of Student Services immediately to self-disclose. Failure to self-disclose could lead to further academic sanctions including dismissal.
- If a student's criminal history check reveals serious offenses, the APPC may refer the student to further sanctions including dismissal.
- Pharmacy practice experience sites have the discretion to deny a request for a student to be placed at that site based on the results of a criminal history check. The student shall provide the background check and his or her explanatory statement to the facility upon request.

Immunization & Health Requirements

MBKU always has students' health and safety in mind. As future healthcare professionals, students will be working with the public and may come into contact with various diseases. All students are required to provide a copy of their health insurance coverage.

The best way to be protected is to get immunized. The following immunization requirements apply to every student at MBKU and were developed based on recommendations from the Centers for Disease Control and Prevention (CDC) Advisory Committee on Immunization Practices. This list is subject to change based on any new information disseminated by the CDC and/or other government health agencies.

Tuberculosis (TB) Screening – Proof of a negative purified protein derivative (PPD) Skin Test or recent chest x-ray results. The PPD Skin Test must be administered after May 15th, 3 months prior to entrance into MBKU. If testing is done before April 1st, the student will have to have the test redone. If the TB results are positive, the student must provide proof of a negative chest x-ray. Chest x-rays are good for 10 years from the date the chest x-ray was taken. Quantiferon TB Gold tests and T-Spot tests are also accepted. These must be updated annually.

Measles, Mumps, Rubella (MMR) – Documentation of two doses of MMR or labs proving immunity. If the student does not have documentation of immunizations or the labs do not show immunity, then the student must get two new doses of MMR.

Varicella – Documentation of two doses of the Varicella vaccine or titer to prove immunity. If the titer comes back negative, the student must provide documentation of a history of chickenpox **or** must receive two new doses of Varicella. A repeat titer is not required.

Hepatitis B (Hep B) – If the student has received the 2 or 3 dose series after the age of 18, the student needs to get a Hep B Surface Antibody titer proving immunity. If the titer does not show immunity, then the student must repeat the 2 or 3 dose series.

If the student has never received the two-dose (Heplisav-B) **or** three-dose (Engerix-B or Recombivax) series or received the series as a child, the student needs to get the 2 or 3 dose series started. Dose #1 is due prior to July 15th; dose #2 is due 1 month after the 1st dose; or prior to the first day of class.

Please Note: Students receiving the HEP B 3 shot series will be marked complete at the first shot, but with an expiration date set for one month later when the 2nd shot is due. Once the 2nd shot is provided, it will be marked complete, but with an expiration date set for five months later when the 3rd shot is due. (Note: For Heplisav-B 2 shot series; when the proof of second shot is provided, the expiration date will be set for one month later when the final titer is due.) Once the 3rd shot has been provided, the requirement will be marked as complete.

Tetanus/Diphtheria Toxoid and Acellular Pertussis (Tdap) – Documentation of one dose of Tdap within the last ten (10) years. If the Tdap was given more than ten years, the student must get a new Tetanus/Diphtheria/Pertussis (Tdap) dose. If no documentation is available, the student must get one dose of Tdap.

Hepatitis A (Hep A) – Documentation of two doses of Hep A or lab proving immunity. If the students do not have documentation of immunization and the labs do not show immunity, then the student must get the two-dose series.

Polio – Documentation of 4 doses of Polio vaccine during childhood or three-dose series during adulthood or lab proving immunity.

Meningococcal ACWY– Documentation of one dose of a quadrivalent meningococcal conjugate vaccine. If the dose was administered more than five years ago, the student must get a booster.

Flu (influenza) – Please provide documentation of the student's current influenza vaccine. This vaccine may or may not be available at the time of enrollment. The flu vaccine should be administered annually between September-March.

COVID-19 Vaccination Series – Please provide documentation of COVID-19 vaccination. Students should follow the most updated CDC recommendations for COVID-19 vaccines. (https://www.cdc.gov/covid/vaccines/stay-up-to-date.html?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/vaccines/stay-up-to-date.html)

Basic Life Support (BLS) Card – Please provide documentation of the student's BLS certification. All certifications must be administered by the American Heart Association Basic Life Support for Healthcare Providers. Course must be taken after August 1st biennially.

Faculty Advisors

Academic advising in the COP is guided by the University and College mission statements that call for excellence in leadership, integrity, innovation, compassion, and respect. The values speak to developmental theory, community engagement, and global awareness. Expectations and responsibilities are further discussed in the MBKU COP Faculty Advising Handbook. Faculty Advisors remain constant for all four years. Faculty Advisors should communicate a foreseen extended absence to students and the Office of Academic Affairs to ensure continuous advising. Students are directed to consult with the Executive Associate Dean for Academic Affairs in case of an extended absence of a faculty advisor and will be referred as appropriate.

Mission of Faculty Advising for the College of Pharmacy

Advising focuses on developing and supporting the pursuit of patient-centric pharmacy care. Our mission begins with faculty committed to lifelong learning and a passion to provide mentorship for aspiring professionals. The fundamental goal is to help student pharmacists flourish both academically and professionally. Faculty advisors will demonstrate effective leadership, provide motivation, identify strategies to overcome obstacles and recognize the need for additional resources. Faculty advisors recognize and support collaborative efforts to assist student pharmacists in achieving success. The sharing of invaluable professional knowledge is critical to achieving the mission of COP advising.

MBKU COP Collaborative Commitment to Advising

The COP faculty, staff, and administration share a responsibility in providing information that is accurate, consistent, and relevant to student pharmacists. COP ensures that advising is supported with updated information, tools, resources, and training necessary to carry out successful student-centered advisement. This includes timely responses to referral requests and concerns.

University Academic Support Resources

MBKU offers students from all programs academic support services to meet their educational needs and promote student success. The following are resources with detailed descriptions in the University Student Handbook:

- Student Achievement Center Resource Room
- Professional development and personal enrichment seminars and workshops
- Academic counseling
- Stress Recess Events
- Personal Counseling Services
- Peer Mentor Support

Please refer to the University Student Handbook (p. 106) for a more detailed list of support resources offered by the University.

Student Involvement

Student Government Association

Please refer to the Student Government (p. 109) section of the University Student Handbook. All Student Government Association officers must be in good academic standing for the duration of the term of office.

Student Organizations

Approval and recognition will be given to organizations dedicated to the advancement of the pharmacy profession. The students seeking group recognition must complete a petition for recognition that includes the organization's goals, proposed charter, by-laws, and a list of charter members. Students seeking assistance with starting a new organization should refer to the Student Government Association Handbook or contact the Director of Student Services.

Student Participation on College of Pharmacy Committees

College of Pharmacy committee membership affords students an opportunity to impact the direction of the College and their own educational experience. There are several faculty and administrative committees comprised of faculty and student representatives that make recommendations to the Administration on University and College matters. Students are encouraged to participate in committees. If interested in serving on a COP committee, contact the Director of Student Services for opportunity details. All students participating on any COP committee must not be on academic or professional probation.

Academic Standards

Grading and Credit Hours

At the end of each course, laboratory, or rotation, a grade for each student will be submitted to the Registrar by the faculty responsible for the instruction. COP at MBKU uses a letter grading system. Student work is evaluated in terms of letter grades as follows:

Grade Points Per Quarter Hour of Credit

The following grades are used:

Grade	Grading Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D	1.0
F (Failure)	0.0
P (Pass)	0.0
HP (High Pass)	0.0

Symbols

Symbol	Definition
AUD	Courses Audited without Credit
AUX	Unsatisfactory Audited Course
IP	In-Progress Course
W	Withdraw
E or I	Incomplete
R	Repeated Course

Note: COP does not use "D" in its grading system. Refer to the Course Grade Scale table below.

Course Grade Scale (%)

Grade	Percentage
A	91.45 - 100
A-	88.45 - 91.44
B+	85.45 - 88.44
B	81.45 - 85.44
B-	78.45 - 81.44
C+	75.45 - 78.44
C	69.45 - 75.44
F	<69.45

Remediation: Students who remediate a course cannot earn higher than a "C" in that remediated course. The transcript would reflect the remediated course as an "FC" if the student successfully remediates the course. A grade of "FP" will be reflected on the transcript of a student who successfully remediates a Pass/Fail course.

All IPPE courses will be based on Pass/Fail criteria. All APPE courses are based on High Pass/Pass/Fail criteria.

Incomplete Grade

The notation "I" (incomplete) in a course is given only for circumstances beyond a student's control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination other than an emergency situation, or a failing grade to be raised with extra work.

An incomplete grade indicates that assignments have not yet been completed. It does not refer to the adequacy of performance. An incomplete grade for failure to complete assignments must be removed at a time designated by the Instructor of Record; but no later than three weeks following the completion of the quarter or it will automatically be changed to failure unless an extension is granted by the Program Dean/Director. A student receiving an incomplete grade in a clinical course may have the completion of the work deferred for a period longer than three weeks subject to the written approval of the Instructor of Record.

Grade Changes

A grade may not be changed except when an error has been made in computing or recording.

Final course grades must be submitted to the Registration and Records Office by the course instructor no later than one week (6 calendar days) after the end of the quarter. All changes of a final grade after this time must be submitted by the course instructor within thirty (30) days of posting of grades by the Registration and Records Office. The exception to this rule is in the case of course remediation completion (see Program Student Handbook for details on course remediation, if offered). Change of Grade Request Forms must be filed by the course instructor.

Grade Appeals
Grade Appeal Policy and Procedure (Didactic Courses)
Protocol for Appealing a Grade

At some time in their academic career, a student may question how they were graded on an exam, in an academic course, or in a clinical service or course. All Course Coordinators are expected to publish their grading criteria at the beginning of their course and to notify students if there are changes during the course. If students are unsure of how their grade was determined, they should follow this protocol for reconsideration of the disputed grade:

- In the case of an **exam** or **course grade** the student needs to do all of the following:
  - Within two business days of grade posting, first, speak with the Course Coordinator and ask to review the examination/course grade.
  - If the student feels their answer(s) were correct but not accepted by the Course Coordinator or the course grade is incorrect after this review, the student may file a written appeal with the Course Coordinator, within two business days, documenting why their answer(s) were correct or course grade is incorrect.
  - If the student still is not satisfied with the response from the Course Coordinator, the student should appeal in writing to the Executive Associate Dean for Academic Affairs within two business days. The Executive Associate Dean may only review appeals for potential policy violations.
  - If the student is not satisfied with the response from the Executive Associate Dean for Academic Affairs, they may appeal to the Dean within two business days. The Dean will make the final decision on the appeal.

All appeals of disputed grades must include documentation supporting the appeal. This may include, but not be limited to, class notes/power

point presentations, literary citations on the topic in question, published grading criteria for the course in question, and witnesses supporting the student's appeal. If the grading criteria included attendance and/or the taking of examinations on time, and the student wishes to appeal a grade due to an absence, the student must document that they followed college policy on reporting the absence prior to the examination, for the appeal to be considered.

Grade Appeal Policy and Procedure (Experiential Education)

1. Appeals must be raised within two business days after the posting of the grade.
    - Contact the Associate Dean of Clinical Affairs and Community Outreach in writing detailing the aspects of the evaluation under dispute.
    - The site preceptor will be contacted by the OEE regarding the grade appeal.
2. A meeting will be scheduled with the OEE within two business days.
    - If not satisfied with the decision of the OEE, a meeting with the Executive Associate Dean for Academic Affairs, who will hear the appeal, will be scheduled, within two business days.
    - Executive Associate Dean for Academic Affairs will render their decision within two business days.
    - If self and midterm evaluation is not completed with the preceptor, the student will not be able to appeal their grade.

A student will have a final recourse (within two business days) to appeal to the Dean of the College following the decision rendered by the Executive Associate Dean for Academic Affairs. The decision of the Dean is **final.**

Unresolved Grade Disputes

All course instructors are expected to publish their grading criteria at the beginning of the course and to notify students if there are changes during the course. A student with a grade dispute should seek satisfactory settlement with the instructor teaching the course. If this is not successful, they may follow the Student Grievance Procedures (p. 70) listed in the University Student Handbook.

Graduation Requirements

A student will be recommended for the degree of Doctor of Pharmacy provided the candidate:

1. Is not on academic or professional probation, has completed all prescribed academic requirements with a cumulative GPA of 2.0 or higher, has no outstanding incomplete grades, and has a passing grade for all clinical rotations; and
2. Has performed and behaved in a manner that is ethical, professional, and consistent with the practice of pharmacy; and
3. Has satisfactorily passed prescribed exams; and
4. Has completed all degree requirements within six (6) years following initiation of the matriculation process; and
5. Has been recommended for graduation to the Dean by the APPC.

Promotion

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

- If remediation is granted, any grades of "F" should be resolved by the end of the subsequent quarter.
- A student will not be recommended for progression to APPEs with any unresolved grades of "F" on their academic record.
- While a student is appealing a decision of the APPC, the original earned grade remains in effect.
- Professional, ethical, and personal conduct, as well as compliance with Individualized Plan for Academic Success System (IPASS) policy, will also be evaluated when considering a student for promotion.

Please refer to the section on Progression Appeal Process (p. 174).

Individualized Plan for Academic Success System (IPASS)

The intention of IPASS is to assist students to succeed in their academic endeavors.

At any point during a course, at the discretion of the Course Coordinators or Instructors, students may be contacted to develop and implement a plan for academic success. Prior to meeting with the Course Coordinators or Instructors, students are encouraged to prepare an individualized plan for academic success using COP's IPASS Form (please see course syllabi for more information on the IPASS Form).

When approximately 50% of the cumulative course grade has been generated or at the course midpoint, the Course Coordinator will identify the students achieving ≤75% in the course and notify the student, the Director of Student Services, and the Executive Associate Dean for Academic Affairs. At this stage, the students must complete the individualized plan for academic success form and communicate with the Course Coordinators or instructors within three business days. If a student fails to comply with this policy, the student will be required to meet with the Executive Associate Dean for Academic Affairs. Failure to meet with the Executive Associate Dean for Academic Affairs may result in referring the student to the APPC for further action.

Academic Probation

Academic Probation Status is defined as a period of time during which the student's progress will be closely monitored by the APPC and the Executive Associate Dean for Academic Affairs. A student will be placed on Academic Probation Status for any of the following reasons:

- A quarter and/or cumulative grade point average of less than 2.0.
- When directed to undergo Extension with Delayed Academic Progression.
- If there are any unresolved grades of "F" on a student's academic record.

When a student is placed on Academic Probation, it is noted in the student's academic file and transcripts. Subsequently, notation is also made in the student's academic file and transcripts when the student is returned to "Good Academic Standing."

When a student is placed on Academic Probation, they will be notified in writing by the Executive Associate Dean for Academic Affairs of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's academic record. The Executive Associate Dean for Academic Affairs will ascertain when the terms of the Academic Probation have been satisfied and inform the student and APPC that Academic Probation Status is rescinded.

A student on Academic Probation may not serve as an officer of any official College or University clubs or organizations, participate in work-study, be a member of the COP Committee, and shall not engage in time-consuming extracurricular activities. Oversight will be provided by the Director of Student Services and the Executive Associate Dean for Academic Affairs.

A first-, second-, or third-year student on Academic Probation should meet with their faculty advisor at least once a month. A fourth-year student on Academic Probation should contact the Associate Dean of Clinical Affairs and Community Outreach.

The student will remain on Academic Probation until the following minimal acceptable standards are met. A first-, second-, or third-year student will be removed from Academic Probation after their cumulative grade point average is above 2.0 and all failed courses have been successfully reconciled. A fourth-year student, because of a failing clinical rotation grade, will be removed from Academic Probation after successfully completing remediation of the "F".

Remediation Policy

Remediation is defined as the rectification of an academic deficiency at the completion of a course. Every effort will be made to give each student ample opportunity to demonstrate competency in each area of the academic program.

This policy defines steps to follow when a student demonstrates course failure in a **non-experiential course**. Course failure is defined as unsatisfactory overall performance (e.g., earns an overall course grade of less than a C, or a NP, or a Fail). For IPPEs and APPEs, remediation opportunities will be based on availability of rotation sites.

Remediation is to be regarded as a privilege which must be earned by a student through active participation in the educational program, as demonstrated by regular attendance, individual initiative, utilization of resources, and compliance with IPASS policy. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The decision will be made by the APPC. The Committee will base its recommendation on the student's academic records and considerations after consultation with the student's faculty advisor, Course Coordinator, or the Executive Associate Dean for Academic Affairs, and the student.

Note: This policy recognizes that remediation may not be equally appropriate for all students and may not be recommended by the APPC for all students. For example, remediation may not be available in situations where the Course Coordinator, in consultation with the APPC, determines that remediation is not in the student's best interest.

1. Any grades of "F" should be remediated in the subsequent quarter. The specific timeframe for course remediation will be under the purview of the Course Coordinator.

2. Within two weeks after remediation has been granted by the APPC, the Course Coordinator and student will develop a written remediation plan.

3. The written remediation plan should contain in detail the following elements:
   a. The number of times or hours the student is required to meet with a specified faculty member(s).
   b. Assignments and activities the student must complete (e.g. examinations, presentations, and reports).
   c. Assessments the student must complete. The assessment(s) can vary and may include an examination targeted to specific content areas and learning objectives, a cumulative evaluation, a project, report, or presentation, and/or a performance assessment.
   d. Deadlines for completion of assignments and assessments.
   e. Performance criteria on assignments/activities/assessments necessary to change the unsatisfactory performance grade to a satisfactory performance grade.
   f. How the student and instructor of record, Course Coordinator, or faculty members will be notified of remediation work progress and performance.

4. Students must sign to acknowledge receipt of the remediation plan. The written and signed remediation plan is then filed with the Office of Academic Affairs.

5. If the student fails to meet the performance criteria for successful remediation the original course grade will remain.

Extension with Delayed Academic Progression Policy

Extension with Delayed Academic Progression allows a student with deficiencies in academic performance an opportunity to continue in the program as a part time student. Once the student is placed on Extension with Delayed Academic Progression status, the Executive Associate Dean for Academic Affairs will develop a new curricular plan for the student. The student must successfully complete all courses in which the grade of an "F" is earned in addition to any other courses not completed. The student's graduation date will be delayed for one year. Students may undergo an extended year of study only once. When a student retakes a course, the new grade obtained will be recorded as the awarded grade for that course under the quarter in which the course was repeated. The original "F" grade will remain on the transcript for the corresponding quarter in which the course was failed. This is different from remediating a course to a maximum grade of a C.

Dismissal from the College for Academic Reasons

The COP administration and faculty deem dismissal as a last resort. All other options will be considered first. Dismissal may be considered if based on:

1. Three (3) or more "F" grades in a quarter, and/or
2. Four (4) "F" grades during academic lifetime, and/or
3. Failure to remove an "F" through the remediation process, and/or

4. Conduct violations, which include but are not limited to cheating, plagiarism, and fabrication, as defined in the MBKU Student Code of Conduct (p. 79).

Guidelines for Academic Progression of Students' Courses

Course failures in a given quarter (P1-P3)

# Courses Failed	Consequence
One Failure	Remediation
Two Failures	Extension with Delayed Academic Progression
Three Failures	Dismissal

Note: Didactic courses and IPPE count equally toward the total of failed courses.

Cumulative course failures during MBKU COP academic lifetime (P1-P3)

# Courses Failed	Consequence
One Failure	Remediation
Two Failures	Remediation
Three Failures	Extension with Delayed Academic Progression
Four Failures	Dismissal

Note: Any failing grade that has been remediated counts towards the total of failed courses. Didactic and IPPE count equally toward the total of failed courses.

Didactic course failures during P4 year

# Courses Failed	Consequence
One Failure	Remediation
Two Failures	Remediation
Three Failures	Remediation
Four Failures or Failure of PHM 865D	Delayed Graduation

Note: Any failing grades from P1-P3 do not count towards the total of P4 didactic course failures. If PHM 865A NAPLEX Capstone I, PHM 865B NAPLEX Capstone II, and PHM 865C NAPLEX Capstone III are not successfully remediated by the end of the spring quarter, then the student shall have a delayed graduation. This is an exception to the Promotion guideline ("Any grades of 'F' should be resolved in the subsequent quarter").

Guidelines for Academic Progression for APPE Courses

APPE(s) failures in P4 Year

# Courses Failed	Consequence
One Failure (e.g., fails one APPE block)	Repeat the failed block; to be completed in the time slot arranged by OEE
Two Failures (e.g., fails two APPE blocks)	Extension with Delayed Academic Progression; repeat the failed blocks
More than two Failures (e.g., fails more than two APPE blocks)	Dismissal

Note: Any failing APPE that has been repeated counts towards total of APPE failures.

Dismissal from a Rotation Site

The preceptor and/or site reserves the right to dismiss any student pharmacist from the premises if the student is believed to be potentially harmful to patients or violates policies and/or procedures of the site or due to professional conduct issues. If a student pharmacist is dismissed from a facility/site for any reason, then the OEE must be immediately notified by the student within 24 hours. Dismissal from an IPPE rotation site will result in the student receiving a zero for the midpoint/or final evaluation. Dismissal from an APPE rotation site will result in a FAIL grade for the rotation. All students that are dismissed and/or fail the rotation will then be referred to the APPC.

The Committee's decision will be guided by evaluation and deliberation of individual cases, considering all relevant circumstances that might have led to unsatisfactory academic outcome for the student in the remedial assignment or examination.

Progression Appeal Process

Following notification of a decision from the APPC, a student may wish to appeal the decision. They have three (3) business days within which to submit a formal written appeal of the decision to the COP Dean. The type-written appeal request must be submitted and delivered to the Office of the Dean within this three-day period. The request should be accompanied by a type-written narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the prior decision by the APPC. The Dean will notify the student in writing of the appeal decision within five (5) business days of receiving the formal written appeal. The decision of the Dean shall be final.

The Dean may grant an appeal only on basis of at least one of the following:

1. Bias of one or more of the members of the APPC.
2. New material documenting information that was not available to the Committee at the time of its initial decision.
3. Procedural error.

While the appeal is pending, the status of the student will not be altered, and students are expected to continue attending classes.

Attendance

Attendance in all courses is mandatory. Assessment of attendance at each session is at the discretion of the Course Coordinator. Faculty may require an Excused Absence Form as part of attendance procedures. This policy is subject to further clarification and instructions outlined in the course syllabi.

Leave of Absence

For COP, any absence of five or more business days must be approved by the Office of Academic Affairs.

For policies and procedures regarding Extended Absences (p. 11), please refer to the University Catalog.

Grievances and Complaints Procedure

COP at MBKU encourages open communication in a respectful, professional manner. If an academic complaint or concern arises, we encourage students to follow the policies and procedures as outlined in the COP Student Handbook. The Director of Student Services is a resource to discuss options for resolution.

For unresolved complaints, refer to the Student Grievance Procedures (p. 70) outlined in the MBKU Student Handbook.

Complaints regarding the School of Pharmacy's compliance with accreditation standards may be directed to the ACPE. Any student who wishes to file a complaint with ACPE for unresolved issues related to ACPE Standards may visit the ACPE website http://www.acpe-accredit.org/ and follow the student link to access the procedures for filing a complaint.

Professionalism

Oath of a Pharmacist

The revised oath was approved by the AACP Board of Directors in April 2025.

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will treat all patients with dignity and respect and will not discriminate against any patient.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical, and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

Professional Code of Conduct

Students are expected to learn and apply scientific methods and achieve self-discipline which is essential to fulfill the obligations of an educated health professional. It should therefore be the ideal, the resolve, and the duty of all students who are desirous of becoming health professionals to conduct themselves as exemplary students and citizens with dignity, propriety, and the proper decorum that will at all times characterize them and our student body as suited to be health care professionals.

All members of the MBKU academic community are expected to conduct themselves with the highest integrity and to display ethical and professional behaviors at all times. The academic environment should foster conditions that are conducive to the full pursuit of knowledge and learning. The patient care environment should offer conditions favorable to the optimal delivery of health care services.

Standards of Dress
COP Dress Code

Patients trust that pharmacists will act responsibly and that they will assume responsibility for what they say, what they do, and how they dress. Professional etiquette embodies how the student presents themselves: through the student's actions, the student's words, and how the student dresses. Students are required to maintain a neat and clean appearance and dress in attire that is accepted as professional. Most of the time the dress code will be business casual, however, students shall adhere to a dress code consistent with institutional or site-specific standards as requested. The students are expected to be in attire that is clean, free of patches and holes at all times, and in overall satisfactory condition.

Identification badges are provided and must be worn at all times while on any MBKU campus.

Casual dress such as tank tops, halters, track/jogging suits sweats and hats are not to be worn in the classrooms. Garments with words or illustrations which are obscene, offensive, or unprofessional are not allowed. Footwear is required at all times and appropriate for the learning and health care environment. Flip-flops and sandals are not appropriate. Cut-offs, revealing attire, and ripped fashions are not allowed.

Students should avoid extremes in hairstyles, cosmetics, and jewelry. All hair including beards and mustaches must be clean and neatly trimmed at all times. Any styles that pose a distraction or hazard to the learning environment or deter from patient care are prohibited.

Students are expected to model health care practices of good hygiene and comply with regular personal hygiene practices.

PROFESSIONAL DRESS
Some courses, events, locations, and or activities will require professional dress. Students will be notified of these expectations. Appropriate attire would be a dress or a blouse with skirt/slacks, or a shirt, tie, and slacks. A coat or suit is not required unless specifically requested.

White coats must be worn at special events and in all clinical settings.

Name badges must be worn at all times on rotations. Students must dress professionally throughout the duration of every clinical rotation/assignment unless the preceptor of that rotation/assignment directs otherwise.

Compliance
As a student pharmacist, you represent the profession and the University. A student's failure to follow any professional standards; including dress code, reflects negatively on them as a future Pharmacist, the Profession, and MBKU.

Faculty are encouraged to speak with students about failure to follow the dress code in a professional manner and to seek assistance from the Director of Student Services for additional discussions that would be better suited for a private meeting. Those requesting exceptions to the dress code should be brought to the attention of the Director of Student Services and an exception may be requested from the Dean.

Electronic Devices

It is the expectation that students will silence all cell phones and any other electronic device capable of making noise during class time. If the course activity requires using a computer, laptop, or other necessary learning devices please place the sound on mute or silent. If the device disrupts class, the owner will be asked to leave the classroom.

Email Policy

COP will communicate with you using your official University email address. It is University policy for students to regularly check their university email and to use them for university business in order to ensure the student receives all College communication.

The students should check their emails at least daily.

COP provides an email template as approved by the University. All student pharmacists are expected to use email communications in a professional manner with proper formatting.

The signature line in student emails is to be created with the following approved and consistent format:

First Name Last Name
Student Pharmacist
Class of 20##

Marshall B. Ketchum University
College of Pharmacy
2575 Yorba Linda Blvd.
Fullerton, CA 92831
P 555.555.5555 | www.ketchum.edu (https://www.ketchum.edu)

Active Learning Devices

It is the expectation that students will participate in active learning throughout the program. Class active participation may include, but not be limited to the use of electronic devices for the use of engaging in educational activities. Examples of activities **not** associated with educational instruction includes: (Facebook, Twitter, YouTube, surfing the internet, shopping, playing games, etc.)

Code of Ethics

American Pharmacists Association (APhA) Code of Ethics [1]

Preamble: Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

 I. A pharmacist respects the covenantal relationship between the patient and pharmacist. Considering the patient-pharmacist relationship as a covenant means that a pharmacist has the moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

 II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner. A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

 III. A pharmacist respects the autonomy and dignity of each patient. A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

 IV. A pharmacist acts with honesty and integrity in professional relationships. A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior, or work conditions that impair professional judgment, and actions that compromise dedication to the best interest of patients.

 V. A pharmacist maintains professional competence. A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

 VI. A pharmacist respects the values and abilities of colleagues and other health professionals. When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

 VII. A pharmacist serves individual, community, and societal needs. The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

 VIII. A pharmacist seeks justice in the distribution of health resources. When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

[1] Adopted by the membership of the APhA, October 27, 1994.

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

Develop a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute

to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

Foster professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

Support my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

Incorporate into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

Maintain the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the APhA Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994.

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