

CTI DUQUESNE L'U UNIVERSITY

College of Osteopathic Medicine

Master's in Biomedical Sciences Student Handbook

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[Dean's Welcome](#)

Introduction

This Handbook is your guide to the Duquesne University College of Osteopathic Medicine (DUQCOM or the COM) Master of Biomedical Sciences (MBS). It contains program-related information as well as information related to the policies, procedures, and resources applicable to MBS program students. This Handbook works in conjunction with other Duquesne University policies, regulations, agreements, and guidelines, and is not a contract. It is not all-inclusive of the MBS policies and procedures of DUQCOM. DUQCOM reserves the right to amend and update this document as needed without notice, as circumstances dictate. Applicants and students are required to follow all policies and procedures that are outlined in this Handbook. Violations of any of the aforementioned regulations are subject to disciplinary action up to and including dismissal.

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1 COLLEGE OF OSTEOPATHIC MEDICINE OVERVIEW

1.1 Duquesne University Mission

The Duquesne University of the Holy Spirit is a Catholic university founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious.

Duquesne serves God by serving students through:

- *Commitment to excellence in liberal and professional education*
- *Profound concern for moral and spiritual values*
- *Maintaining an ecumenical atmosphere open to diversity*
- *Service to the Church, the community, the nation, and the world*

1.2 Mission of the Duquesne University College of Osteopathic Medicine

The Mission of the Duquesne University College of Osteopathic Medicine (DUQCOM or COM) is to provide excellence in medical education. The COM will train physicians who will serve God, in the Spiritan tradition, by caring for all people in all communities, including in underserved urban and rural communities of Western Pennsylvania, the nation, and the world, addressing health care disparities among these communities. The COM will graduate physician leaders in all medical specialties with a focus on primary care.

1.3 Vision, Values, and Goals

The Vision of DUQCOM is to create a culture of servant leaders who are dedicated to treating the whole person, mind, body, and spirit.

Values and Goals

- L** Love and Mercy: treating others as you would want to be treated, with empathy and compassion. Creating a culture of tolerance and non-judgmentalism.
- E** Ethics and Morality: creating a culture committed to practicing medicine with the highest moral and ethical standards.
- A** Advancement and Personal Development: empowering faculty, staff, and students to develop lives of self-fulfillment through service.
- D** Diversity and Social Justice: creating a culture that promotes diversity, equity, and inclusion in the treatment of others, and seeks to address inequities in access to health care, both domestically and globally.
- E** Excellence: creating a culture where students, faculty, and staff can excel and reach their full potential both academically and professionally.
- R** Responsibility to Profession and Community: equipping and training the next generation of health care leaders in all medical specialties with particular focus on the need for primary care physicians.

- S** Servant Leadership: creating a culture of service to God consistent with the historic Mission of Duquesne University.

1.4 Duquesne University College of Osteopathic Medicine Facilities

The main COM building is located at the corner of Forbes Avenue and Magee Street in uptown Pittsburgh on the main Duquesne University campus and is highlighted in red on the map below. Students will enjoy ample green space on the exterior of the building for study, relaxation, and fellowship, and in addition to the pedestrian plaza, there is bike parking and a rapid transit bus line planned to facilitate energy-and environmentally-conscious commuters.

The main COM building has six floors:

- The lower level contains a small classroom and a large clinical skills training room, along with locker rooms and other facilities.
- Level one (street level) provides entry to the building on Forbes Avenue and contains the main team-based learning classroom, the virtual anatomy laboratory, and space for study and fellowship.
- Level two is open to the team-based learning classroom and also accommodates the Information Technology Department, a student lounge and kitchen area, the Academic Excellence Center, and a collaboration area for faculty and staff.
- Level three houses our simulation hospital which contains a simulated ICU, ultrasound lab, operating room, emergency room, labor and delivery room, and inpatient hospital room. Additionally, the third floor contains 12 standardized patient exam rooms, three debriefing rooms, and one classroom for simulated patient care experiences.
- Levels four and five contain office spaces, huddle rooms, conference rooms, and a boardroom for chairs, faculty, staff, and administration.

DUQCOM is committed to promoting interdisciplinary education and experiences, and in support of this endeavor, portions of the curriculum and activities will be conducted on the Duquesne campus. In addition to the main COM building, educational and research spaces on the Duquesne campus have been remodeled for the COM's use.

- ***Gumberg Library*** : The third floor of Gumberg Library (outlined in purple below) contains 20 small group rooms for team-based learning and study. In addition, 80 study carrels are available for individual study. The Library offers an extensive electronic medical library collection which is easily accessible to students from any location.
- ***Rangos Gross Anatomy Lab*** : The gross anatomy laboratory is housed on the fourth floor of Rangos Hall (outlined in orange below).

- **Mellon Hall Research Labs** : The main location for biomedical research is contained within Mellon Hall (outlined in green below). The COM has dedicated research lab space being renovated on the lower level and floors two and three of Mellon Hall.
- **School of Pharmacy** : Two classrooms on the first floor of the School of Pharmacy is utilized by COM faculty, staff, and students for didactic activities, including Wolfe Lecture Hall and Breakout Classroom 101. The School of Pharmacy is outlined in blue below.
- **Cooper Building** : This office space, located just off campus on Fifth Avenue, contains offices for COM faculty and staff on floors two through five. The Cooper Building is outlined in yellow below.



1.5 College of Osteopathic Medicine Leadership

1.5.1 Office of the Dean

The Dean of the COM is responsible for overseeing all aspects of the academic Mission and achieving objectives associated with the COM's education, research, clinical training, and community engagement.

1.5.2 Department of Academic Affairs

The Department of Academic Affairs supports students through the admissions process and throughout their educational journey at DUQCOM. The Academic Affairs office includes the Offices of Admissions, Student Affairs, Diversity, Equity, and Inclusion, Medical Education, Academic Excellence, Assessment, Financial Aid, the Medical Library, and the Medical Registrar.

1.5.3 Department of Biomedical Affairs

The Department of Biomedical Affairs leads the biomedical faculty in their academic and scholarly activities and directs biomedical instruction during the four years of the curriculum. It is comprised of the chairs and faculty of the biomedical science disciplines including anatomy, physiology, cellular and molecular biology, pharmacology, genetics, microbiology, and immunology.

1.5.4 Department of Clinical Affairs

The Department of Clinical Affairs leads the clinical faculty in their academic and scholarly activities, and directs clinical instruction during the four years of the curriculum, including simulation education, core rotation site placement, and the residency match. This department is comprised of chairs for primary care and specialty medicine, as well as division chiefs and teaching/clinical faculty for family medicine, internal medicine, pediatrics, geriatrics, emergency medicine, simulation, pathology psychiatry, surgery, obstetrics and gynecology, integrative health and wellness, community and global health, and osteopathic manipulative medicine (OMM), as well as several specialists and subspecialists.

1.5.5 Department of Research

DUQCOM's faculty, staff, and students will be actively engaged in interdisciplinary biomedical, clinical, and translational science research and scholarly activities in collaboration with other colleges and departments and colleges on campus and beyond. The Department of Research will provide support and resources for researchers, including training, grant identification, experimental design, creation and management of budgets, conference presentations, and scholarly activity.

1.5.6 Department of Postgraduate Affairs

The Office of Postgraduate Affairs is dedicated to graduate medical education (GME) and supporting physicians in the stages that follow medical school training. This Office engages in the development of new GME programs and supports the COM's partner GME programs with a variety of needs including but not limited to osteopathic curriculum and recognition, faculty development, curriculum delivery, simulation experiences, and accreditation needs. Additionally, the Office of Postgraduate Affairs supports the continuum of osteopathic training to include continuing medical education (CME)

programming needs. The Office prioritizes the training of excellent physicians from diverse backgrounds in a model of patient-centered care. This builds a foundation of high-value care, positive patient outcomes, and clinical knowledge that improves individual and community health, and provides a setting that helps residents, fellows, and attending physicians grow as role models for the next generation of physicians and leaders.

1.6 Degree Programs

DUQCOM is approved by Duquesne University, and is currently in pre-accreditation status by the Commission on Osteopathic College Accreditation and the Middle States Commission on Higher Education to award a graduate professional degree in osteopathic medicine. This degree is a four-year osteopathic medical education program based on the biopsychosocial-spiritual model of health, emphasizing preventive medicine, social justice, health equity, evidence-based medicine, and comprehensive patient care. DUQCOM MBS program students are educated in how the body's structure and function are interrelated and will gain important knowledge in the major biomedical science disciplines, which will prepare graduates well for improved performance on the Medical College Application Test (MCAT), for acceptance into and success in medical or other health professions programs, or for strong marketability to obtain employment in the research, biotechnology, or pharmaceutical industries. Students in the MBS program who complete the curriculum and requirements are recommended by the faculty of DUQCOM for conferral of the MBS degree by the Duquesne University Board of Trustees. Following graduation, qualified students will typically enter a medical education or other health professions program or pursue a career in biomedical research. Additionally, Duquesne University is accredited by the Middle States Commission on Higher Education to award a Master of Biomedical Sciences (MBS) degree, which is a 10-month education program based upon the first semester of the medical school curriculum.

2 DIVERSITY, EQUITY, AND INCLUSION

2.1 Diversity, Equity, and Inclusion Statement

Duquesne University is committed to an inclusive atmosphere where students can serve, lead, and learn without concerns of discrimination. The COM, as a member of the Duquesne University community, is dedicated to providing a welcoming and inclusive environment. Additionally, the University's Office of Diversity, Equity, and Inclusion provides support and guidance for students to facilitate a campus environment of excellence for all, and provides community and campus-wide events and programs to celebrate belongingness, acknowledge campus leaders in inclusion efforts, and raise awareness about critical issues related to diversity, equity, and inclusion. The COM Director of Diversity, Equity, and Inclusion is available to meet with students to discuss any DEI-related issues pertaining to the COM.

2.2 Education in Diversity, Equity, and Inclusion

Students will be selected based in part on their passion for training and caring for all people regardless of their race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age, disability, or religion, as well as their demonstrated willingness to address health disparities by focusing on the social determinants of health.

The COM utilizes curricular programming methods and strategies to ensure students are trained to serve their communities across the state, nation, and world. Student development exercises facilitate continued progress toward the COM's strategic goals of inclusivity and mutual respect for all. Students receive training on implicit bias, the social determinants of health, and health outcomes in urban and rural underserved communities by race and income. The COM is creating a culture of unconditional inclusion, to foster diversity, further enhancing understanding and engagement while ensuring accountability and improvement.

2.3 Creating a Diverse Biomedical Sciences Workforce

The COM strives to contribute to a diverse and highly qualified biomedical sciences workforce which begins with recruiting a diverse pool of candidates to fill student roles. Partnerships and early assurance programs will be integral components of the COM's student recruitment strategy. For the COM to successfully meet its Mission, it is essential to partner with local, regional, and federal programs. This will help to foster mentorship, which in turn will increase underrepresented populations in the health care professions.

2.4 Impacting Urban and Rural Communities

The COM strives to contribute to a diverse and highly qualified workforce that is passionate, educated, and informed regarding the social determinants of health, including health outcome disparities, which disproportionately affect people of color and individuals in lower socioeconomic populations.

3 STUDENT RIGHTS AND RESPONSIBILITIES

3.1 Student Expectations

As future leaders, MBS students are expected to closely follow an appropriate level of conduct and professionalism throughout their education as outlined in this Handbook, the applicable University Administrative Policies (TAPs), and the COM's Policy on Student Professionalism and Conduct. DUQCOM students should be aware that they may be subject to sanctions for off-campus conduct as further described in these policies and handbook, and students should review the applicable policy/handbook's procedures for addressing reported violations. All COM students are further expected to uphold the American Osteopathic Association's (AOA) Code of Ethics and comply with federal, state, and local laws.

Students are expected to be knowledgeable about, and comply with, all rules, regulations, and policies of the COM and the University, including this MBS Student Handbook and the University TAPs. No policy or handbook referenced is intended to be a contract and is subject to change. In the event and to the extent of any conflict or inconsistency between the MBS Student Handbook and another University policy, the MBS Student Handbook shall take precedence.

3.2 Student Expression

Campus and Classroom Expression and Student Government : The policies regarding Campus and Classroom Expression and Student Government are located below and are subject to change.

Campus Expression: Discussion and expression are permitted within the COM subject to the following requirements:

- Expression is permitted unless it disrupts the operation of the COM, endangers or imminently threatens to endanger the safety of any member of the COM community, or is in conflict with the Mission.
- Public statements and demonstrations by individual members of the COM community or organizations shall be clearly identified as representative only of those individuals or organizations and not of the COM.
- Students and student groups and organizations may invite persons on campus subject to the requirements for use of COM facilities and permission from the Dean. Sponsoring an event at which a guest speaker is present and/or permission by the COM to host the event/speaker does not imply that the student(s), student group/organization, or the COM approve or endorse the views expressed by the speaker.

Classroom Expression: Students have the right to engage in free discussion, inquiry, and expression in the classroom, to take reasonable exception to data or views offered in any course of study, and to reserve judgment about matters of opinion. Students have the responsibility to refrain from committing acts that are incompatible with the opportunity for the instructor to teach and for students to learn. This includes obstruction or disruption of the educational process, administrative process, or other campus functions, including those sponsored by the COM that occur off campus and includes violation of COM policies.

In addition to the requirements described in those policies, public statements made by COM students must clearly identify that the statements are made by the speaker alone and are not intended to be representative of the COM or the University.

COM Student Government : As constituents of the academic community, both online and residential COM students are free, individually and collectively, to express their views on issues of institutional policy and matters of general interest to the student body. Student

concerns should be referred to their class leaders, who will then present these concerns to the COM administration for consideration.

3.3 Student Complaints

If a student should have a concern or grievance for any reason, they are encouraged to bring that concern directly to the appropriate student, faculty, or staff member to be addressed. If the issue is not resolved from this communication, then the student may choose to elevate the concern to the student leadership (class president), the appropriate faculty or staff leader (e.g., Student Affairs, Division Chief, Chair, or Assistant/Associate Dean), and/or to the reporting resources identified in the relevant COM policy. Retaliation against students who make such reports and/or who participate in the applicable process for addressing such reports is prohibited. Reports will be addressed following the pertinent COM procedures. Any individual found to be responsible for the conduct alleged in such a report is subject to disciplinary action, up to and including dismissal from the COM.

The COM has COM-specific formal reporting mechanisms for the grievances and appeals outlined below.

For complaints related to accreditation standards, students should refer to the COM Policy entitled, “Complaints Related to Accreditation Standards.”

There are many avenues for reporting of non-academic concerns, including the resources identified in this Handbook, such as the Title IX Coordinator. There are also anonymous reporting options available on the University’s website including [EthicsPoint](#) and an [anonymous Title IX reporting form](#). In addition, non-academic student concerns may also be brought to the attention of the class president who will bring the concerns to the Director of the MBS program. Depending on the nature of the report, the COM administration will be required to share the report with others at the University (e.g., Title IX Coordinator). If a student feels that their concerns have not been adequately addressed through these avenues, the student may appeal to the COM Office of Student Affairs which will seek to resolve the concern or involve the appropriate Associate Dean or the Dean as needed.

4 STUDENT RECORDS

4.1 FERPA-Protected Information

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits the University from disclosing information from a student’s education records to third parties, including parents, without the written consent of the student, except in limited circumstances. For additional information about FERPA, please see [TAP #28](#) which is incorporated herein by reference.

For complaints related to FERPA, COM students have the option to file a complaint with the U.S. Department of Education. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

All students who use student data in any form are required to take FERPA training as directed by the COM.

4.2 Health Records

DUQCOM will follow all applicable laws governing the privacy, confidentiality, and security of oral, written, and electronic patient health information as well as all confidential academic records, including HIPAA and FERPA. DUQCOM requires certain health records of all enrolled students. These records are maintained following the Health Insurance and Portability and Accountability Act (HIPAA) and the [Duquesne University HIPAA policy](#).

5 SEXUAL MISCONDUCT AND HARASSMENT

Duquesne University, including the COM, prohibits sex and/or gender-based discrimination consistent with Title IX, Title VII, and other applicable laws. For more information concerning this prohibition, resources, and reporting options, please see the University's Title IX website, as well as [TAP #31](#) and [TAP #61](#).

6 NON-DISCRIMINATION POLICY

DUQCOM shall be open to all students who are qualified according to its admission process, and is committed to compliance with Title VII and other anti-discrimination laws. Duquesne University's non-discrimination policy can be found in [TAP #30](#). This TAP applies to all programs and activities of the University, including admission and employment practices, and provides that, among other things, the COM will not discriminate in the selection of administrative personnel, faculty, staff, and students based on race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age, disability, or religion.

Duquesne University is an educational institution operated in affiliation with the Roman Catholic Church in the United States. Nothing in [TAP #30](#) should be construed as a waiver either of the constitutional or statutory rights that Duquesne University enjoys as a religiously-affiliated organization.

Students with questions or concerns about any type of discrimination are encouraged to report their concerns to the Director of Student Affairs and/or officers and individuals

described in these policies, who will connect the student with the appropriate office or individual.

7 ACCOMMODATIONS

7.1 Policy Regarding Reasonable Accommodations

Duquesne University is committed to the inclusion of qualified individuals with disabilities into all facets of the educational and employment environment as further described in [TAP #56](#). Students seeking reasonable accommodations must work with the University's Office of Disability Services and engage in the interactive process regarding any accommodation. The Office is located in the Union, Room 309. The interactive process is set forth in [TAP #56](#). The Office of Disability Services will work together with the COM's Associate Dean for Biomedical Affairs to determine reasonable accommodations.

7.1.1 Five Competency Areas of the MBS Technical Standards

Students with or without reasonable accommodations must meet the academic and technical standards of their program. Please refer to the DUQCOM MBS Health and Technical Standards that can be found below, which are required of any student entering into the biomedical science program at DUQCOM. The COM is committed to working with students on meeting their program requirements.

7.1.1.1 Observation and Sensory

Students must be able to participate in demonstrations and experiments in the biomedical sciences including, but not limited to full participation in lecture, lab, small group, and independent learning environments as well as the study of anatomy using Hololens technology and microscopic examination of microorganisms and tissues.

7.1.1.2 Communication

Students must be able to assess and communicate with others to elicit information, describe changes in affect, activity, and posture, and perceive nonverbal communications. Students must be able to communicate effectively and sensitively with others. Students must be able to communicate effectively and efficiently with all members of the program.

7.1.1.3 Motor

The curriculum is physically and mentally rigorous. The student must reliably and fully participate in the curriculum, including small group learning activities, simulation exercises, computer-based learning activities, computer-based examinations, and early clinical learning and service experiences.

7.1.1.4 Intellectual - Conceptual

Students must be able to demonstrate the ability to observe, measure, calculate, and utilize information to engage in critical thinking and problem-solving in both individual and group contexts that are essential to the function of a healthcare professional. Students must also be able to comprehend multi-dimensional spatial relationships.

7.1.1.5 Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, and attend to the diagnosis and care of patients while maintaining mature, sensitive, and effective relationships with others. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the healthcare field. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process.

8 ADMISSIONS, ENROLLMENT, AND FINANCES

8.1 Minimum Requirements for Admission

Applicants must possess the academic background and capacity to adapt to a rigorous academic environment and to complete the curriculum. Additionally, the COM uses a mission-driven admissions process; therefore, the applicants should demonstrate a history of compassion, empathy, dedication, and an interest in care for rural or urban underserved populations as evidenced by community service, outreach-oriented clinical activities, or research to promote the advancement of biomedical science.

Applicants for admission must meet the following requirements:

- a. Complete a baccalaureate degree before matriculation.
 - Courses must be taken at an accredited institution that is recognized by the U.S. Department of Education. Applicants are encouraged to contact the COM Office of Admissions if there are any questions.
 - Applicants who have taken coursework and/or earned a degree from a foreign institution must submit an evaluation of their transcripts by a transcript evaluation company that is approved by AACOMAS. Please see the AACOMAS website for a list of approved companies.
 - Courses with equivalent content may be considered. The COM follows the AACOMAS definition of science courses to determine science GPA and science hours. See the AACOMAS website for more information.
- b. Achieve a minimum of a 2.75 science GPA and 2.75 overall GPA on a 4.0 scale. Higher GPAs are generally required to be competitive. Please note, it is not required for applicants to submit an MCAT score to be considered for acceptance into the program.

- c. Be proficient in data entry to complete time-specific assignments.
- d. Students intending to pursue additional health professions education following completion of the MBS program or who intend to participate in patient care, community service, or outreach activities while enrolled in the MBS program are referred to the DUQCOM Student Handbook for information on course prerequisites and the COM Health and Technical Standards. For students who intend to apply to DUQCOM to pursue a Doctor of Osteopathic Medicine degree, Duquesne MBS students who meet the minimum COM GPA and MCAT admission criteria, achieve a 3.5 or better GPA in the MBS program, and have a successful DUQCOM interview, may receive a guaranteed seat offer in the current admissions cycle; if no seats are available, this student will be guaranteed a seat in the next admissions cycle. In rare instances, the minimum MCAT requirement may be waived for DUQCOM MBS students with an MBS GPA of 3.5 or greater. Please refer to the DUQCOM Student Handbook for additional information on application to the osteopathic medical education program.

8.2 MBS Application

Students can find the application for the MBS program on the [Duquesne University MBS website](#). Official transcripts are required as defined below; submission of a personal statement is strongly encouraged.

8.3 Official Transcripts

As part of the application process, DUQCOM will require official copies of transcripts from all colleges/universities attended. Applicants who have taken course work and/or have earned a degree from a foreign institution must also submit an official evaluation of their transcripts by one of the approved AACOMAS transcript evaluation services as described above.

If there is a question about the authenticity of a transcript, an official transcript, sent directly to the COM campus from the institution in question, will be required.

The COM requires official transcripts reflecting any coursework completed after acceptance and before matriculation to be sent directly to the COM Medical Registrar's office by the registrar's office of the institution where the coursework was completed. Failure to submit official transcripts before the stated deadline may result in the offer of admission being rescinded and forfeiture of any deposits.

8.4 Letters of Recommendation

The DUQCOM MBS program encourages but does not require a minimum of two letters of recommendation, from a physician (DO or MD), science faculty, or other undergraduate

or graduate faculty who have taught the applicant in class. No letters of recommendation may be from a blood relative or a relative through marriage. The COM welcomes additional letters of support from those who are acquainted with the student's academic or professional abilities.

All letters of recommendation must be on professional or college/university letterhead and signed by the evaluator, whether submitted electronically (preferred) or mailed directly to the COM Office of Admissions. Letters of recommendation submitted through a pre-health committee or an official evaluation collection service recognized by the COM (Interfolio or Virtual Evals), or an official college/university service are acceptable.

8.5 Requirement to Report Charges or Arrests

Applicants must report and explain any charge or arrest, including, but not limited to, misdemeanors and felonies. Students should be aware that charges are generally found on the background check that is required before acceptance. Applicants who do not disclose a prior arrest or criminal charge will be deemed to be acting unprofessionally and/or unethically, and omission of such information may be grounds for rescinding the admissions offer, or if such information is discovered after matriculation, may result in dismissal. Applicants who have prior convictions that may impact their ability to obtain a residency and/or become licensed, such as convictions for assault, sexual crimes, impaired driving, and/or drug possession, will not be considered for admission.

8.6 The Admissions Process

An applicant must meet all admissions requirements and submit all required documents to be considered for admission to the DUQCOM MBS program. After the COM Office of Admissions receives these materials, the applicant's file is reviewed, based on the established criteria for admission. Qualified applicants will then be reviewed by the COM Admissions Committee, and their recommendations for admission will be forwarded to the COM Dean for final approval.

An admissions decision, based on academic performance, professional experience, and mission alignment will be provided to the applicant. Once the class is filled, accepted applicants will be placed on the provisional acceptance list. Students on the provisional acceptance list may be offered a seat in the upcoming or a future class when one opens. The applicant will receive the decision letter at the email and physical address provided with the application. Applicants should keep the COM Admissions Office informed of any change of address.

8.7 Rescinding the Admissions Offer

Reasons for the COM to rescind an offer of admission include but are not limited to the following:

- a. Intentional misrepresentation or omission of information on any form relevant to admissions or records

- b. Failure to report prior illegal behaviors or arrests made after the admissions offer
- c. Unprofessional or unethical behavior that does not comply with COM and/or University policies and procedures
- d. Failure to comply with the procedures required for matriculation
- e. Failure to maintain a good record of scholastic performance and/or good record of personal conduct between time of acceptance and matriculation at the COM
- f. Failure to pay deposits, tuition, or fees by required dates
- g. Failure to attend all orientation activities (in-person for residential students and online for students participating in the program via remote learning)
- h. Failure to provide all required documentation by the required dates to the COM

8.8 Tuition, Fees, and Financial Aid

8.8.1 Acceptance Fee

Students will deposit \$250 within one month of the date of acceptance to the DUQCOM MBS program; this is a non-refundable deposit that is applied to the student's tuition.

8.8.2 Tuition and Fees

The student's cost of attendance is based on tuition, required books and educational supplies, room and board, and other miscellaneous expenses including earbuds, calculator, headsets, etc. Students who do not return their assigned HoloLens, or who return it damaged will be assessed \$4,000 to cover the cost of lens replacement. Student tuition and costs are billed biannually (typically July and December) and are due within 30 days of receipt of the bill, payable on the [Duquesne University Tuition Payment Portal](#). Students who fail courses and/or are assigned additional curricular requirements in a Modified Course of Study will incur the cost of the Modified Course of Study that is chosen by the COM. Late fees may be assessed to students who do not pay their tuition by the deadline, and checks returned for insufficient funds will be assessed as an additional fee. Graduating students must satisfy all tuition and other financial obligations to the COM and University before their degree will be conferred. Students who withdraw or transfer must also satisfy all tuition and financial obligations to the COM and University before the finalization of the changed status.

8.8.3 Billing and Payment Process

A comprehensive invoice that confirms the class schedule of courses for which the student is registered and lists tuition, fees, housing charges, deposits, financial aid awards, and balance due will be available online for all registered students a month before classes begin. Every month that a balance is due, an email is sent to the student's official University email address, announcing that the eBill is available for viewing and payment.

The tuition bill is posted online in the [Duquesne Portal](#). It lists tuition, fees, housing charges, deposits and financial aid awards and payments. Each semester the bills are posted online, for all registered students, a month before classes begin. Every month that a balance is due, an email is sent to the student's official University email address, announcing that the bill is available for viewing and payment

To access your tuition bill, log into the [Duquesne Portal](#) and click the Student Account & Billing Tile. Select Tuition Payment Portal to view your account information, enroll in a semester-based payment plan or make a payment- Questions regarding the bill may be directed to Student Accounts at (412) 396-6585 or studentaccounts@duq.edu; For questions regarding financial aid, contact (412)-396-6607 or faoffice@duq.edu

If you have difficulties logging in, contact the CTS help desk at (412) 396-4357 or help@duq.edu.

8.8.4 Request for Verification of Enrollment and Academic Status

Requests for verification of enrollment or academic status for insurance, scholarship, general funding, or other consideration may be made by the student through [DORI](#): Self Service Banner > Student Information > Student Records > Request Enrollment Verification, or through the Office of the Medical Registrar.

8.8.5 Form 1098-T

Students or persons claiming a student as a dependent may be eligible to claim tuition and fees as tax credits on their federal tax returns. IRS Form 1098-T is an informational tax document that will enable you to determine if you qualify for a tax deduction. The student's enrollment and financial aid information are also provided to the IRS. More information about Form 1098-T can be found on the [Duquesne University Student Accounts](#) website.

8.8.6 Student Loan Information

Duquesne University is dedicated to helping students understand and comply with all student loan regulations about federal loans. Information about student loans, financial aid, scholarships, the National Student Loan Data System, and deferments and default may be found on the [Duquesne University Student Loans](#) website.

8.8.7 Financial Aid Counseling

DUQCOM provides its applicants and students with periodic, required, and optional, group and individual counseling sessions concerning financial aid application and debt management; counseling sessions for online students may be conducted over the phone or on Zoom, as appropriate.

8.8.8 Scholarship Information

DUQCOM will offer student scholarship opportunities on a rolling basis as students are admitted and until scholarship funds are depleted. Scholarship awardees will be selected from eligible applicants by the COM Scholarship Committee.

8.8.9 Penalty for Insufficient Funds

Any payments for tuition or fees that are rejected or returned to the COM due to insufficient funds will be assessed a fee of \$35, which is subject to change; future payments must be paid with a cashier's check or money order.

8.8.10 Tuition Refunds

If a student withdraws from the COM before completing the coursework for a given semester, a prorated refund will be assessed and returned to the student's account as outlined below; of note, the U.S. Department of Education requires the COM to return the unearned portion of federal student loans and this can impact the possible refund amount.

Withdrawal Date	Possible Refund
During the first week of the semester	100%
During the second week of the semester	80%
During the third week of the semester	40%
During the fourth week of the semester	20%
After the end of the fourth week of the semester	0%

9 PROFESSIONALISM

9.1 Student Ethical Code of Conduct

At DUQCOM, professionalism is an essential component of the student's core academic curriculum. Students are challenged to think about the professional they will become, in keeping with the Missions of the COM and the University. The goal is to help students model the characteristics that will best serve themselves and the community throughout their professional careers. This begins with being a successful and responsible member of the COM community.

Students will develop as professionals throughout the course of their academic program, and accordingly are expected to uphold University standards of academic and personal integrity and promote responsible behaviors by adhering to the COM Student Professional and Ethical Conduct Expectations as described in the Student Professional and Ethical Conduct Agreement below.

During orientation, COM students agree, by signing the Student Professional and Ethical Conduct Agreement, that they have read and will accept the terms outlined in this MBS Student Handbook, and will abide by the COM Student Professional and Ethical Conduct

as well as the University TAPs throughout their education. Online students will receive this document via email and will electronically sign as an attestation of agreement to the terms listed above. While students may encounter professionalism or ethical situations that are not specifically referenced in the agreement, the listed items are representative of the expectations for professional and ethical conduct.

Additionally, students are expected to wholly produce their own original work, based on their own experiences and body of knowledge, in all assignments and activities while a student at DUQCOM. All submitted assignments must be created solely by the student. While the student may utilize faculty, advisors, peers, and/or artificial intelligence tools as appropriate for brainstorming, proofreading, or editing, the final submission of all work must be a true reflection of the student's own work. Cited materials must include the source of origin.

Alleged professional and ethical misconduct may violate various University policies, including the COM's Professional and Ethical Conduct Policy. The COM, after consulting with appropriate University administrators as needed, will determine in its discretion which policy/policies apply and the manner in which the alleged misconduct will be addressed.

9.2 Student Professional and Ethical Conduct Agreement

I accept the responsibility for my conduct and expect the highest standards of myself as part of my academic curriculum at the COM. I will also support others in upholding these standards. I commit to the expectations of COM **LEADERS Values and Goals** as outlined in Section 1 of this Handbook.

9.3 Professional or Ethical Conduct Violations

When a concern arises related to a student's professional or ethical conduct, the concern will typically be sent to the Chair of the Professionalism and Ethical Conduct Committee (PECC). The Dean will appoint an ad hoc committee or the PECC Chair to investigate the concern and determine the next best step based on the following options.

1. Determine the concern to be unfounded - If there is no clear professional or ethical conduct violation, no course of action will be taken. There is no need for further documentation of the concern.
2. Determine the concern to be minor - If this is a first-time offense or a minor infraction, the Chair may meet with the student in person or remotely, and provide mentorship and steps to resolve the concern. A minor concern will not be a part of the student's permanent record unless further professionalism concerns arise.
3. Determine the concern to be taken to the PECC - If this is a repeated or serious offense, the PECC will become involved. The PECC will consist of the Chair and at least three COM leaders appointed by the Dean (at a minimum: one from Student Services, one from Clinical Affairs, and one from Biomedical Affairs). The PECC's charge is to meet with students for professional and ethical conduct concerns to discuss the concern, provide mentorship, and take steps to resolve the concern.

9.4 Consequences for Professional or Ethical Behavior Violations

9.4.1 Professional and Ethical Conduct Committee (PECC)

If a student has a professionalism concern that is brought before the PECC, the Committee may enact one of the following consequences:

- Verbal warning - This does not become a part of the permanent record unless further professionalism concerns arise that warrant permanent record documentation.
- Written warning - This does not become a part of the permanent record unless further professionalism concerns arise that warrant permanent record documentation.
- Formal performance improvement plan - This does become part of the permanent record documentation.
- Probation with criteria for removal from probation - Students who have displayed repeated or serious unprofessional or unethical behavior may be placed on probation, suspension, or considered for dismissal (See below for suspension, and dismissal. This does become part of the permanent record documentation.)
- Suspension with criteria for removal from suspension - The Committee has the option to suspend a student who has been charged with a misdemeanor or felony, pending disposition of the charge. Students convicted of a felony and some misdemeanors will most likely be dismissed. In addition, this recommendation may be utilized for a student who has displayed behavior warranting medical or mental health assessment while pending evaluation. (This does become part of the permanent record documentation.)
- Dismissal - The Committee has the option to dismiss a student who has had multiple concerns despite warnings and intervention, another concern arises after a student has already been placed on probation or suspension during their time at the COM, the student is convicted of a misdemeanor or felony, or if the infraction is to a level where the Committee cannot confidently recommend the student as competent in the professionalism competency moving forward. (This does become part of the permanent record documentation.)

In addition to the consequences above, the Committee may:

- Specify a timeline or manner for resolution steps to occur.
- Require further assessment, including but not limited to psychological evaluations, drug or alcohol screening/testing, or other evaluations that allow

them to make appropriate recommendations. Such testing, if recommended, will be at the student's expense. The PECC will require a written evaluation from the party of the referral to determine if the student is at risk or presents a risk to the institution, students, or patient care.

- Limit extracurricular activities.
- Require service activities.
- Make other sanctions as deemed appropriate by the PECC.
- Require the student to sign a consent agreement requiring further evaluation/testing.

The student may appeal the PECC's decision when consequences are probation, suspension, or dismissal providing there is new evidence which was not available at the time of the hearing-The appeal must be submitted by the student to the Dean in writing within five business days of the PECC's notification to the student of the decision. The Dean will review the concerns and recommendations including all previous professionalism or conduct violations and render a decision. The Dean's decision is final.

9.4.2 Consensual Relationships

Consistent with [TAP #31](#), consensual relationships between students and faculty are not permitted; consensual relationships between students and staff members are only permitted in instances where the staff member has no direct role in the student's training or assessment, nor access to their records. Infractions of this policy will be referred to the Title IX Office.

9.4.3 Dress Code

Because DUQCOM is a professional school, its members represent the COM, the University, and the healthcare professions, it is the expectation that all students maintain professionalism in their appearance, hygiene and their behavior. Attire in the classroom and while on camera for online students is business professional (e.g., dress shirts, dress pants, skirts, dresses, and close-toed shoes). Clothing must not be dirty, torn/unkept/cutoff, provocative, contain obscene/profane/suggestive words, pictures, or symbols, or display advertisements for alcohol, drugs, or tobacco products. We recommend that strong scents are avoided, tattoos are covered, jewelry be minimal, and clothing allows for an appropriate range of movement. Individuals who do not strictly adhere to this policy will be sent home, with an unexcused absence. Repeat offenders will be referred to the PECC for review.

Hats or head coverings (other than for religious purposes) are not considered appropriate attire and are not permitted in the academic setting.

9.4.4 Social Media

COM students are cautioned to use social media platforms thoughtfully and responsibly. Disclosure of other individuals' private or protected information or images, or use of these

platforms in a harmful, offensive, or damaging manner will be reviewed by the PECC consistent with the procedures set forth in the Professionalism and Ethical Conduct Policy. Misrepresentation of the COM or the University, violations of FERPA or HIPAA regulations, or other unprofessional behaviors on social media platforms, will likewise be reviewed by the PECC.

9.4.5 Drugs and Alcohol

Duquesne University and the COM, in keeping with the Mission Statements, are committed to the maintenance of a drug- and alcohol-free working and learning environment following the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, and as specified in the Duquesne University [TAP #32](#). TAP #32, incorporated herein by reference, sets forth the University's policy regarding a drug- and alcohol-free working and learning environment.

The COM may require a student to submit to drug and/or alcohol testing "for cause," based upon a reasonable suspicion of the unauthorized use or abuse of alcohol or drugs. Reasonable suspicion may be based upon, but is not limited to, the following:

- Direct observation of unauthorized use or possession of drugs
- A pattern of abnormal or erratic behavior consistent with illicit use or abuse of alcohol or drugs
- Observation of physical signs indicative of illicit use or abuse of drugs or alcohol visibly impaired and/or intoxicated
- Arrest or conviction for a drug or alcohol-related offense.
- Referral from the MBS-SAPP Committee

Any student who refuses to consent to a "for cause" alcohol and/or drug test or fails to provide an adequate specimen may be subject to disciplinary action up to and including dismissal from the COM. All costs associated with drug and alcohol testing are the responsibility of the student unless specifically stated otherwise by the party requesting the drug and alcohol testing. Any student who has a positive result on an alcohol or drug test that cannot be explained by legally prescribed medications will be subject to disciplinary sanction.

9.4.6 Student Image Use Policy

DUQCOM often uses still and moving images of academic activities and campus life to promote the University and the COM; to increase engagement, raise general awareness, or elicit participation in any form, whether through attendance, enrollment, or any form of volunteerism or philanthropy; and to advance educational objectives. This Image Use Policy governs the use of still or moving images of COM students, with or without voice recording, when such images are captured by Duquesne University employees and third parties on behalf of the COM.

- All COM students will be asked to sign the [Duquesne University Consent and Release Form](#) at the time of matriculation.
- Before an image can be used, additional written consent of the individual is required if the individual featured in the image is identifiable, and in an instance where there is a reasonable expectation of privacy. The unit within the COM that secures the image for its use is responsible for maintaining on file the record of permission and consent for the reasonable life of the image and/or in compliance with the University's Record Retention Policy, whichever is longer. No additional written consent will otherwise be obtained.
- When a non-University affiliate is engaged to capture images on behalf of the COM, the non-affiliate will be required to enter into a professional services agreement with the University. To the extent the non-affiliate desires to use any image(s) captured for its own behalf, the non-affiliate photographer will be required to obtain separate written consent of the individual(s) in the image(s). The non-affiliate photographer who obtains the image will be required to agree to honor any request of the individual(s) whose image(s) is/are being used for the benefit of the non-affiliate photographer to cease the use of the image(s).
- COM events which are open to the public will note in signage and/or in registration/published materials that photos of the event may be taken and that, by attending/participating in the event, the individuals at the event consent to the use of such photos for the University or COM purposes.

10 STUDENT AFFAIRS

10.1 Student Enrollment and Student Records

DUQCOM'S Medical Registrar Office performs the following duties in support of the COM:

- Student enrollment and registration
- Grade collection/recording, academic history recordkeeping
- Verifications, certifications, student compliance
- Academic retention, promotion, graduation policy
- Transcript requests (official and unofficial)
- Release of information (including third-party requested information)

10.2 Student Insurance

COM students who already have health insurance coverage through their workplace, parent, spouse or other family member should review their policy. If the student's current policy does not include the following requirements, then the student is required to enroll in the [Student Health Insurance Plan](#).

The student's current health insurance policy must include:

- Insurance company must pay claims directly to health care providers
- Insurance company must pay claims in U.S. Dollars
- Insurance policy documents must be available in English
- Insurance policy must be ACA compliant
- Coverage must be effective no later than the waiver deadline and remain active through July 31 (no short-term policies)
- If plan has a deductible (not the same as a copay), it must be no more than \$5,000 per individual, per policy year
- Plan must include coverage for pre-existing conditions with no waiting periods or limitations
- Plan must include coverage in the Pittsburgh area for all services the University requires to be covered (emergency or urgent care coverage does not meet this requirement)
- Plan must include coverage for all the following services:
 - Hospital inpatient and outpatient, emergency room, and urgent care services
 - Physician services (routine and specialist)
 - Diagnostic services, such as laboratory, pathology, x-ray, MRI, CT scan, etc.
 - Physical therapy
 - Emergency transport (ambulance)
 - Prescription medicines
 - Mental health
 - Illness or injury occurring under the influence of drugs and alcohol
 - Testing and treatment of illness from pandemics, such as COVID-19

10.3 Environmental and Occupational Exposure and Precautions

Duquesne University and the COM place the highest emphasis on protecting the environment and the health and safety of all persons who work in or visit our facilities. Therefore, both the University and the COM require students to strictly adhere to its policies on public safety, occupational safety, and good laboratory practices and procedures, as outlined in the Duquesne University Environmental Health and Safety Policy, [TAP #29](#), and as further set forth by the University's Environmental Health and Safety Department.

10.4 Campus Resources and Facilities

COM Student Affairs: COM students are supported by a COM Student Affairs Department that collaborates with [Duquesne University Student Services](#). The Student Affairs Department at the COM supports students academically, emotionally, and spiritually through academic counseling, mentorship programming, student government, and student interest groups. This includes programming for all medical students including

orientation, fatigue mitigation, financial aid counseling, and study/test-taking skills. Please note that this program does not create a patient-physician relationship.

Duquesne University's Center for Student Wellbeing: The [Duquesne University Center for Student Wellbeing](#) website contains helpful information. The Center includes health, counseling, and recreation services to promote health and well-being for the mind, body, and spirit. Using a biopsychosocial-spiritual model that addresses student needs, the Center is a wonderful resource for student wellness and health of all forms. The Center has partnered with Oasis, an app that is designed to support student mental health and well-being; the app can be downloaded at oasisapp.com/.

Health Services: Health services are available to all full-time University students, and Duquesne University COM students have access to diagnostic, preventive, and therapeutic health services 24 hours a day, 365 days a year at all locations where students receive education. The Duquesne University Health Services Clinic is committed to providing comprehensive, competent, and confidential health care to all undergraduate and graduate students for the education of the mind, heart, and spirit. The Clinic creates a compassionate environment that encourages students to take responsibility for their personal health, fitness, and education by promoting and guiding healthy lifestyles and disease prevention. The Clinic provides students with acute and chronic disease and illness state management, injury care, preventive medical care and wellness exams, sexual health-related screening, treatment, and counseling, minor procedures, elevated level of care including EKGs, IV hydration, prolonged monitoring of health status, complete physicals, tuberculosis screening, allergy injections, ADHD continuation services, laboratory/phlebotomy services, and nutrition counseling, in addition to other services. Instructions for using health services, which are detailed on the [Duquesne University Health Services](#) website, are initiated through electronic submission of the Student Health History electronic form found on the DORI site. Please also upload the Duquesne University Immunization Verification Form through the [Health Services Portal](#) (412.396.1650) and be sure to upload a copy of your insurance card in preparation for any visits to the Clinic. Health Services also provides telehealth as an option for student visits and care when on campus or off campus.

Health Services is located on the third floor of the Gumberg Library, and students can make an appointment by calling 412.396.1650 or emailing duhealth@duq.edu. Office hours, listed on the [DU Health Services](#) website, are Monday through Thursday, 8:00 a.m. to 6:00 p.m.; and Friday 8:30 a.m. to 4:00 p.m. Duquesne University Health Services also offers telemedicine video conferencing appointments and phone call consultations for medical care needs for students who are off campus or studying online and is also available to on-campus COM students. Students may also refer to the Wellness, Mental Health, and Fatigue Mitigation Policy for a discussion of on-campus resources related to these areas.

For emergency care or after-hours care, students are instructed to call the Public Safety (Campus Police) at 412.396.2677 (COPS) or 911. Students may also proceed to the

nearest emergency department. UPMC Mercy Hospital is located across the street from the COM in the event of an emergency.

Counseling Services: The [Duquesne University Counseling Services Department](#) offers free confidential personal counseling services and is an available resource for University students. Counseling Services provides telehealth as an option for care when on campus, off campus, or studying online. In addition, crisis support is available to all students 24 hours per day, seven days per week by calling ReSolve Crisis Service at 1.888.796.8226. Note also that each clinical site region provides students with access to care at the nearby hospital, emergency department, physician practices, and Federally Qualified Health Centers (FQHCs) where applicable, and before beginning clinical rotations, students are provided a list of nearby physical and mental health resources by the COM Office of Clinical Affairs.

Power Center Recreation and Fitness Facility: All students have access to the 80,000-square-foot [Health and Recreation Facility](#) featuring an array of fitness classes, cardio machines, multiple weightlifting options, an indoor track, and more.

Spiritan Campus Ministry: The Spiritan Campus Ministry seeks to welcome all Duquesne community members, regardless of denomination or faith tradition. The [Spiritan Campus Ministry](#) offers liturgical and worship ministries, faith-sharing programs, and social outreach opportunities.

Duquesne University CARES (Alcohol and Drug Awareness): [DU CARES](#) is a resource for students encompassing information on drugs and alcohol run by Dr. Daniel Gittins, Associate Director for Alcohol and Drug Education. It is an important part of the Office of Residence Life at Duquesne University. DU CARES uses educational awareness and harm prevention programs as an integral part of the SBIRT (a nationally recognized approach) model of intervention, which includes S = Screen, BI = Brief Intervention, and RT = Referral to Treatment.

10.5 Fatigue Mitigation

Because the rigors of graduate school are great, and chronic stress and sleep deprivation are detrimental to the physical, mental, and spiritual wellness of an individual, the COM provides fatigue mitigation training for students during orientation, to assist students in learning techniques to help them reduce fatigue and manage it in situations such as exam weeks. Any student may initiate a discussion regarding fatigue mitigation by raising the concern with the COM Director of Student Affairs. Once a fatigue concern has been reported, the Director of Student Affairs will discuss the concerns with the student and together will establish a plan for fatigue mitigation.

10.6 Faculty Recusal from Student Academic Activities

Students are encouraged to seek medical care from trusted health professionals who are not actively engaged in their educational program as current or anticipated supervisors or

evaluators and to communicate with health care providers who are involved in their academic assessment or promotion to identify possible academic conflicts.

If a COM faculty member is providing health services, through a physician-patient relationship, to any COM student, such faculty member must recuse himself/herself/themselves from the following activities:

1. Decisions related to the academic or clinical assessment of the student
2. Decisions related to the advancement or graduation of the student
3. COM committee reviews of the student's academic or professional performance
4. All other decisions related to the academic assessment or promotion of the student receiving health services by the faculty member

Faculty members are expected to notify the appropriate Associate Dean of the need to recuse as soon as the potential conflict is identified, so that a reassignment can be made to facilitate the student's academic assessment and promotion needs.

10.7 Clinical Shadowing

Clinical shadowing refers to an observational experience in which a student spends time following a physician to learn more about patient care, a specific specialty, residency program, clinical facility, or to increase their experience and exposure to the practice of medicine. Many students choose to engage in clinical shadowing experiences during breaks in their formal curriculum such as during holidays, summer breaks, or weekends. Shadowing experiences can be extremely valuable, and students may choose to include these experiences in future professional school applications. Shadowing experiences for students that do not occur as part of the approved sites within the student's required curriculum may occur with non-appointed faculty and may lack the defined structure, supervision, feedback mechanisms, and medical-legal protection (insurance) required of formal clinical rotations/experiences. Students engaging in shadowing experiences should be aware of the guidelines below:

- Shadowing experiences for MBS students are meant to be observational and if any hands-on activity occurs with patients, it should be patient examination only and MUST be repeated by the physician.
- To protect patients and students, invasive exams such as pelvic, rectal, and genitourinary exams should not be performed during shadowing experiences.
- MBS students are not protected by malpractice insurance while engaged in clinical shadowing experiences outside of the clinical curriculum at DUQCOM-approved sites. In this case, DUQCOM students are required to let the physicians they are shadowing know that they are not covered by DUQCOM insurance.
- Students must ensure they follow all hospital system, facility, and/or ambulatory policies when engaging in any shadowing type of experience. Individual physicians a student chooses to shadow may not be familiar with

the facility's policies so it is the responsibility of the student to ensure to review, understand, and comply with all facility or system-specific policies. Students are bound to HIPAA regulations while shadowing.

- Supervising practitioners that students may be shadowing may not know the student's level of training and it is, therefore, the student's ethical and professional duty to fully explain their level of training and to not participate at a level beyond their training.
- Volunteer hours are considered non-credit hours and will not be reported on the transcript.

10.8 Identification Cards

Duquesne University issues identification cards (ID) to all students. Students are required to have a valid Duquesne University ID at all times while on campus. The ID card is non-transferrable. If a University official requests to see a student's ID, the student must comply with that request. The card provides access to:

- Buildings and residence halls
- Power Center Recreational Facility
- Dining and meal plans
- Gumberg Library
- Computer labs
- Return and resale of textbooks

Students can learn more about the DU Card on [DORI](#).

10.9 University Safety

The safety of the University community, including members of the COM, is important to Duquesne. The following is not intended to be an exhaustive list, but is intended to provide a reference for COM students related to certain University safety resources.

- The Duquesne University Public Safety Department is available to students. COM students can contact security using the numbers listed below.
 - Emergencies -- call Campus Police at 412.396.2677
 - Non-emergencies -- call Campus Police at 412.396.6002
- The COM encourages students to report all crimes to Public Safety. Reporters and victims of such crimes will have access to University and COM psychological and pastoral support and counseling as needed.
- Duquesne University [TAP #36](#) entitled, "College and University Security Information Act," provides information about on-campus law enforcement, guidance on reporting criminal actions or other emergencies, a statement on sexual assault and abuse, programs to promote campus safety, reporting and dissemination of information, and a statement on individual responsibility.
- Duquesne University [TAP #48](#) entitled, "Weapons and Violence - Campus and Workplace", identifies prohibited behaviors and outlines reporting expectations for workplace violence, concerning the prohibition of weapons on campus. More specifically, the University is committed to maintaining a

safe learning and working environment for all members of the University community. In case of an emergency or life-threatening situation, immediately call the Department of Public Safety at 412.396.COPS (2677), and be prepared to provide as much information as possible including what is happening, the location of the incident, who is involved, what type of weapon is involved if any, and your name and current location. Non-emergent situations may be handled through immediate supervisors or Human Resources.

- The Duquesne University's Emergency Management Team meets regularly to identify and prepare for a variety of possible emergency incidents. More information is available on the [DU Emergency Management Team](#) website and the University's Emergency Operations Plan can be found on DORI.
- The Campus Community Risk Team (CCRT), is a multi-disciplinary team comprised of members representing various departments from the University including Academic Affairs, Residence Life, Campus Police, Student Conduct, Campus Ministry, Center for Student Well-Being, Human Resources, and Legal Affairs. The CCRT is responsible for evaluating risks to the safety and well-being of the campus community and recommending countermeasures as appropriate. The CCRT provides guidance, ensures readiness, develops awareness, helps to avert violence, and assures the safety of the living, working, and learning environment of Duquesne University.
- The University's [Clery Report/Annual Security and Fire Safety Report](#) provides information related to matters including crime statistics, crime reporting, annual fire safety reporting, fire statistics, reporting criminal incidents, confidential crime reporting, campus security authorities, timely warning notices, public safety advisories, daily crime logs, public record of sex offenders, academic buildings and campus facilities, and policy information regarding weapons, drugs and alcohol, sexual violence and relationship violence, and missing student emergency contact policy and protocol.
- The [Duquesne University Fire Safety](#) website provides information regarding fire hazards and safety.
- Code Blue Telephones - There are eight Code Blue Telephones on campus located at various locations outside of buildings to gain direct access to Public Safety.
- Duress Alarms - Duress Alarms are for any situation where an individual feels uncomfortable or threatened; or for any medical emergency. The University has installed over 300 Duress Alarms around campus. When activated, all of these Alarms connect directly to Public Safety and will result in a response from the Campus Police within minutes. These Alarms can be found in study rooms in the Gumberg Library, locker rooms at the Power Center, and in various other strategic areas around campus.
- Escort Service - The DU Public Safety Department provides a personal safety escort to all members of the DU community. The service is campus-wide, to or from your car, residence hall, academic building, or office. The service is designed to enhance your safety and peace of mind if you must

walk alone. It is intended to be primarily a walking service with a mobile escort provided when determined to be appropriate. The primary goal is to enable you to travel from one location to another with a greater sense of security. A safety escort may be requested by calling the DU Campus Police at 412.396.6002.

- DU Alert - Current students can sign up for [DU Alert](#), an automated message notification system for emergencies or major disruptions to campus services. Text and voice messages are sent directly to students to notify them of any emergency.
- Campus Phone Line - To the extent such messages are recorded, messages regarding cancellations, delays, or campus matters are available by calling 412.396.1700.

10.10 Parking and Transportation Services

10.10.1 Parking

Duquesne University offers both garage and surface parking options. Parking permits may be purchased on your [DORI](#) account: please select “Parking and Permits” in the Services and Information box on the left to view permit rates. The [DU Parking](#) website details parking rates and additional information about permit expiration dates, availability of temporary permits, citation appeals, and other helpful parking information.

10.10.2 Shuttle Service

The University offers a **FREE** shuttle service between campus and South Side for Duquesne students. Students will only be required to show their official Duquesne University ID to gain access to the Shuttle. Only Duquesne University students may ride the South Side Shuttle. Shuttle operations follow the DU Academic calendar. There is NO service on weekends, during breaks, during the summer semester, or holidays. The Shuttle will operate from 7 a.m. to 10 p.m., Monday through Friday during the University's academic calendar and ending each semester on the last day of finals. The South Side Shuttle Service is a convenient, safe, and inexpensive way to get to campus for students living on the South Side. You would not have to worry about finding a parking space when students return home, digging their car out in the winter, or wasting gas.

10.11 Inclement Weather Policy

DUQCOM will abide by the DU Inclement Weather Policy: weather-related delays or cancellations will be shared through DU Alerts, the University home page, the DORI intranet page, the University's social media channels, the local media, and via an official University email. In addition, students can call the weather/emergency hotline at 412.396.1700 for up-to-date delays or cancellations. The protocols for emergency closures or partial shutdowns of the University is found in [TAP #22](#).

10.12 Animals on Campus

Animals on campus can pose risks to the campus community. The University, therefore, has developed the Policy contained in [TAP #59](#) to define categories of animals that are anticipated to be present from time to time on the University's campus and to set forth guidelines regarding their presence on campus as well as handler/owner responsibilities.

11 ACADEMICS AND ASSESSMENTS

DUQCOM is committed to ensuring competency- and professionalism-based graduate education throughout the MBS program., The COM has designed a curriculum to include activities and assessments which reflect appropriate educational objectives. Students will be taught and assessed according to knowledge and skills related to these objectives.

11.1 Curriculum Delivery and Self-Directed Learning

DUQCOM is committed to providing each student with a variety of learning modalities for the optimal educational experience. Such learning modalities will include large classroom lectures, small group learnings, experiential learnings, and self-directed learnings with time for independent study. Taken together, the delivered content is designed for success on board examinations, development of intellectual curiosity and lifelong learning skills, and preparation for a career in the life sciences.

11.2 Academic Standards and Credit Hour Policy

11.2.1 Academic Standing

Academic Standing is defined as a student's academic performance within their respective Block or clinical rotation. For students to remain in good academic standing, they must not have any un-remediated course failures or rotations.

11.2.2 Student Promotion

Students are evaluated for graduation based on established competencies required at the graduate student level. The competencies include communication, problem-solving and critical thinking, biomedical knowledge, and professionalism and ethics. These competencies are tested on written examinations throughout the curriculum. Grades are recorded on the student's transcripts at the end of each semester and the end of the year. Students may access an unofficial transcript of their progress at any time, free of charge.

Federal law requires that all students receiving federal financial assistance maintain satisfactory academic progress. Satisfactory academic progress within the COM is defined as passing all required courses at the end of each term. Student progress is monitored regularly by the MBS Office and formally evaluated by the MBS-Student Academic Progress and Promotion (MBS-SAPP) Committee after the academic year. Students who have successfully completed all academic requirements for the year will be recommended for graduation to the COM Faculty Council. A more complete explanation

of the duties of the MBS-SAPP Committee is contained in the MBS-SAPP Policy and Procedures portion of this Handbook, and a more detailed explanation of the duties of the COM Faculty Council is contained in the COM Faculty Handbook.

MBS students must pass or successfully remediate all curricular components for each course, as well as all other requirements in both semesters to advance to the next semester. If a course has multiple graded components (such as a lecture portion and a laboratory portion), the student may be required to pass each portion of the course as outlined in the course syllabus to achieve a passing grade for the course. DUQCOM utilizes ExamSoft to administer multiple choice summative exams, which are completed on student computers. Students are advised to use the comment boxes that accompany each exam item to indicate a question irregularity, such as a miskeyed question or multiple correct answers to the question. This is the only time students are permitted to challenge an exam item, and no challenges are accepted after the student submits their exam. Following written (non-practical) exam scoring, each student will typically receive a Strengths and Opportunities Report from Exam Soft that contains detailed information of individual student performance in each category (e.g., learning objective); students are encouraged to utilize this report to strengthen any gaps in knowledge, as the curriculum builds on prior knowledge. A final course grade of less than 70% will normally require remediation of all portions of the course during the one week provided between semesters. Remediation of a course requires the residential student to study on campus during the remediation week, as well as scheduling regular meetings with the course director before completing the remediation examination. Remediation examinations are comprehensive over the entire course material and are given on the last day of remediation week. It is incumbent on the student to seek faculty help as needed.

11.2.3 Grading Scale and Computation of Quality/Grade Point Average (GPA)

DUQCOM utilizes the following grading scale:

Duquesne University MBS Grading Scale and GPAs (Quality Points)				
MBS COURSES	QUALITY POINTS/CREDIT HOUR		OTHER GRADES	
A	90-100%	4	I	Incomplete
B	80-89%	3	W	Withdrawal
C	70-79%	2		
C*	70%	2		
P	70-100%	0		
P*	70%	0		
F	<70%	0		

- The maximum percentage earned in any course cannot exceed 100%.
- Percentage grades are rounded to the nearest percentage from 0.5% upwards. (e.g., 89.50% - 90.49% = 90%, whereas 88.50% - 89.49% = 89%).

- * designates a course passed after successful remediation of an initial failure.

11.2.4 Incomplete Grades

An incomplete is the grade given when there are extenuating circumstances that prevent the student from completing all course requirements. An incomplete grade can only be assigned with permission from the appropriate Associate Dean. Generally, incomplete grades must be resolved before the first day of the next semester or the incomplete grade automatically becomes a failing grade.

11.2.5 GPA and Student Grade Appeals

The student's grade point average (GPA) is measured on a scale from 0 to 4.0; it is the cumulative average of the grades in all subjects and is calculated by dividing the total amount of quality points earned by the total number of credit hours attempted. Students may access their GPA on the Banner system.

If a student believes there has been an error in grading, they may appeal their final course grade by submitting their appeal in writing to the Course Director. All final grade appeals must be submitted within 5 days of the final grade being posted to Canvas. Grade appeals shall be based on problems of process and not on differences in judgment or opinion concerning academic performance. Acceptable grounds for a grade appeal are:

- An error was made in grade computation
- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student's performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.

11.3 Attendance

The COM provides a curriculum that employs a variety of learning modalities in the training of future biomedical scientists. These modalities include but are not limited to lectures, experiential learnings, group learnings, and independent study. Because consistent attendance is a significant component of professionalism and is a critical component of the practice of medicine, MBS students in the residential program are expected to attend all aspects of the provided educational content in person, and MBS students enrolled in the online program are expected to attend all aspects of the provided educational content virtually. Minimum attendance requirements are as follows: MBS students must maintain a minimum required attendance of 80% of all lectures in each course and 100% attendance for all experiential sessions, group learning activities, and testing. Exceptions may be made on a case-by-case basis.

11.4 Excused Absences

At DUQCOM, we prioritize student health. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal

curriculum if possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether the student is seeking a diagnostic, preventative, or therapeutic health service, if a pre-planned medical appointment or procedure must be scheduled during a class period or an exam, the student must complete the Excused Absence Request Form before the day of absence, and work with the MBS staff and the appropriate course directors to make up the missed content promptly. Documentation of the appointment or procedure is required as a component of the excused absence approval process. Please note that generally, excused absences for pre-planned appointments or procedures will be accounted for in the 20% absence allowance for the year. The COM is committed to working with students, and the Office of Disability Services as appropriate, on meeting their program requirements. Requests for planned absences must be requested with the Excused Absence Request Form at least 10 business days before the requested absence.

Similarly, if a student has an upcoming planned absence (e.g., funeral, conference, etc.), the student must obtain permission in advance for this absence through the MBS Coordinator's Office. Please note that excused absences for funerals, conferences, etc., will also be accounted for in the 20% absence allowance for the year.

If the student experiences a medical or other emergency that is unplanned, the student must notify the MBS Coordinator via phone call or email before 8:00 a.m., if possible, on the day of the absence, complete the form to request an excused absence, and provide appropriate documentation as above. When experiencing a medical emergency, students are advised to call 911 immediately, call the [Duquesne University Health Services](#) at 412.396.1650, or contact the Clinic at duhealth@duq.edu.

Any unexcused absences may result in a reduction in the overall course grade and/or a referral to the Professionalism and Ethical Conduct Committee (PECC). Additionally, as timely arrival to all educational activities is another important sign of professionalism and is considered a sign of respect to faculty and fellow classmates, repeated tardiness may also result in a reduction of the student's overall grade, and/or student referral to the PECC. Missing an exam without an excused absence granted by the COM will result in zero points being earned for that exam.

It will be the standard practice of the COM to only consider granting an excused absence for a wedding if the student is the bride or groom or an immediate family member of the bride or groom.

If a medical condition requires absence from the curricular program for greater than seven consecutive days, generally a medical leave of absence must be taken. Requests for a medical leave of absence must be approved by the Dean, pending submission of all required documentation, including a letter from the treating physician describing the nature of the student's condition, and the anticipated date of return to all duties required of the student. If the student is unable to make up all missed work upon returning to class promptly (e.g., to remain current with their class), the student will be granted a medical

withdrawal. A student who is in good academic standing at the time of medical withdrawal will be allowed to join the next academic class year if the medical withdrawal is less than 180 cumulative days within a 12-month period. If the time of medical withdrawal exceeds 180 days, the student will be required to reapply to the MBS program.

Once a request for reinstatement from a temporary medical leave or withdrawal is made, the Office of the Dean will be consulted to consider whether the student can meet the MBS Health and Technical Standards, with or without accommodation, and can safely progress with the curriculum. The student must provide documentation from the treating physician that they have released the student, without restriction, and they are eligible to fully participate in the educational program, and that the student meets the technical standards for enrollment. The Dean and Associate Dean may require a second opinion.

11.5 Student Retention

The COM deeply values each student for their commitment to the profession and their future contribution to the betterment of healthcare in our region and beyond. As such, the COM places a strong emphasis on student success and well-being. Because some of the reasons that students might leave a higher education program include cost, isolation, social difficulties, and unclear expectations, the COM has put in place several retention strategies to best support our students:

- a. The COM and DU maintain an environment to promote and support wellness. Key resources available to students are included in this Handbook and outlined in the COM's Wellness, Mental Health, and Fatigue Mitigation Policy.
- b. The COM employs personnel who will assist students to improve their skills in the areas of, test-taking, goal setting, time management, and stress management. Such personnel will also work individually with students who have specific academic concerns or difficulties either in person or online, to help students obtain and maintain successful strategies and ensure success in the curriculum.
- c. Students will be assigned an academic advisor for additional academic support and guidance, and the COM will maintain an open-door policy for students to seek guidance from trusted faculty members and administrators.
- d. The COM Office of Student Affairs will remain available to support students, particularly for non-academic concerns and difficulties.

11.6 MBS Academic Progress and Graduation

The MBS-SAPP Committee and the Faculty Council oversee student recommendations for graduation. The Associate Dean for Biomedical Affairs and Director of the MBS program will review all student grades at the end of each semester to determine eligibility for graduation at the conclusion of the program. The Associate Dean for Biomedical

Affairs and Director of the MBS program will present students who have successfully completed/passed all requirements for the academic year to the MBS-SAPP Committee and the Faculty Council for approval and recommendation for graduation, who then present the students recommended for graduation to the Dean.

To be eligible for graduation, a student must meet **all** of the following criteria:

1. Successfully pass each required course in the MBS curriculum
2. Meet all academic requirements and professional and ethical conduct expectations as outlined in this MBS Handbook
3. Complete all exit paperwork that is required by the COM and University
4. Satisfy all financial obligations with the COM and University

11.7 The MBS Student Academic Progress and Promotion (MBS-SAPP) Committee

The MBS Student Academic Progress and Promotion (MBS-SAPP) Committee oversees student academic progress, as more fully discussed below, including the process for student academic promotion and graduation. The Committee also meets regularly to review individual student progress and address concerns related to student academic performance.

The COM's Associate Dean for Biomedical Affairs serves as the Chair of the MBS-SAPP Committee and the Associate Deans for Clinical Affairs and Academic Affairs serve on the Committee with duties as outlined below. Other Committee members include the COM's Medical Registrar, the Assistant Dean for Academic Affairs and Assessment, the MBS Coordinator, and representatives from the clinical and biomedical faculty as determined by the COM Dean.

The proceedings and deliberations of the MBS-SAPP Committee are confidential, and members are not permitted to discuss the proceedings outside the MBS-SAPP Committee other than with the Associate Deans, Dean, and other appropriate University administrators with a need to know.

11.7.1 Assessment of Academic Progress

In addition to the MBS-SAPP Committee's responsibilities concerning academic year promotion and graduation, the MBS-SAPP Committee is also responsible for assessing and making recommendations to the Dean regarding the academic progress of individual students toward the MBS degree. The MBS-SAPP Committee may meet to identify students who may be at risk for academic difficulty or failure based upon multiple course grades below 77%, a GPA of 2.5 or lower, and/or the failure of a student to remediate any curricular component of a course. These students may be required to engage in a remedial program at the request of the MBS-SAPP Committee based on their review of the student's grades and GPA progress. The MBS-SAPP Committee may meet as

needed throughout the academic year to address student concerns as presented by the Associate Deans.

11.7.2 MBS-SAPP Committee Procedures

Failing a single course in a semester (if at least half of the summative exams have been passed) will result in an automatic opportunity to remediate that one course. The MBS-SAPP Committee reserves the right to meet with the students that have failed a single course in a semester, but it may not always be necessary.

Failing more than a single course in a semester will require the student to meet with the MBS-SAPP Committee.

The following procedures apply when a student is required to meet with the MBS-SAPP Committee:

- a. Students will be given a written notice via their Duquesne University email address, including the reason for the referral, before meeting with the MBS-SAPP Committee.
- b. Such notice will be sent by the Chair of the MBS-SAPP Committee and will include information about the MBS-SAPP Committee procedures and the student's responsibilities. This includes making the student aware that:
 1. Before the MBS-SAPP Committee meeting, each student may submit a letter presenting any issues, considerations, or extenuating circumstances that may have contributed to the reason they are being brought before the MBS-SAPP Committee.
 2. The student's physical attendance at the MBS-SAPP Committee meeting is generally required. Online students who reside more than a reasonable (e.g., four-hour) drive away, or who have a valid excuse, may attend via video conference.
 3. The student will be allowed a 10-minute presentation of any issues, considerations, or extenuating circumstances they may wish to make known to the MBS-SAPP Committee. Following the student's presentation, the members of the MBS-SAPP Committee may address the student and ask questions.
 4. Students are not permitted legal representation or other representation at MBS-SAPP Committee meetings, and except to the extent a reasonable accommodation for this has been granted consistent with [TAP #56](#), they must attend without the accompaniment of guests.
 5. Similarly, except to the extent a reasonable accommodation regarding recording has been granted consistent with [TAP #56](#), the student is not permitted to record the meeting, and the student must leave all backpacks, coats, phones, electronics, and other recording devices outside of the room.

- c. A report will be given on the student's academic record including GPA, any prior failures or repeated courses, and any other information relevant to the student's academic progress during the MBS-SAPP Committee meeting.
- d. Following the meeting with the student, the MBS-SAPP Committee will deliberate based on the information presented to them. Following a discussion of the options available, the MBS-SAPP Committee will present a decision to the Dean based on a majority vote; this decision is communicated to the student as detailed below.

11.7.3 MBS-SAPP Committee Decisions

11.7.3.1 Course Failures

When a student meets with the MBS-SAPP Committee regarding a course failure, the MBS-SAPP Committee will make one of the following decisions:

1. Require the student to remediate the failed course. Students who fail a remediated course will be required to meet again with the MBS-SAPP Committee with the likelihood of being dismissed. Note that a student who failed all exams in a course may not be permitted to remediate, as this is considered a lack of academic progress.
2. Dismiss the student from their current curricular year and recommend the student be permitted to repeat the academic year with a learning contract. If a student fails a course during a repeat year, dismissal should be expected.
3. Dismiss the student from the program. The MBS-SAPP Committee will recommend dismissal if the student's overall performance shows a failure to make academic progress, as evidenced by factors including but not limited to multiple course failures since matriculation or concerns related to progress in a previously assigned performance improvement plan. It should be noted that students who fail more than two courses in the academic year will generally be dismissed.

11.7.3.2 Additional Recommendations

The MBS-SAPP Committee may make one or more of the following recommendations for students referred to the MBS-SAPP Committee for academic reasons other than course failures:

1. Specify a timeline or manner in which any remediation or testing must occur.
2. Require assessment of any student, including but not limited to medical evaluations, drug or alcohol screening/testing, or other evaluations required by the MBS-SAPP Committee that allow them to make appropriate recommendations. The MBS-SAPP Committee will require a written evaluation from the party of the referral to determine if the student presents a risk to themselves, the institution, students, or patient care. Where there is a concern that the student presents a risk of harm to themselves or others, the

- student will be referred to the CCRT.
3. Require evaluation by a drug and alcohol addiction specialist chosen by the COM following but not limited to a positive drug and alcohol screen or DUI, and may require participation in a drug and alcohol treatment program if recommended by the addiction specialist, at the student's expense.
 4. Suspend a student with requirements for reinstatement.
 5. Suspend a student from academic activity and delay the decision pending further evaluation and treatment.
 6. Require participation in an academic assistance program or a formal performance improvement plan/learning contract.
 7. Limit extracurricular activities.
 8. Identify other sanctions for the student as deemed appropriate by the MBS-SAPP Committee.

11.7.3.3 MBS-SAPP Committee Decision Notification and Appeals Process

The chair of the MBS-SAPP Committee will meet with the student to discuss the Committee's decision, provide the information in writing via Duquesne University email, and mail the decision to the student. Appropriate COM and University administrators including the Dean will also be notified.

If a student seeks to appeal the MBS-SAPP Committee's decision, the appeal must be made in writing via Duquesne University email or hard copy delivery (hand-delivered or through the U.S. Postal Service) to the COM Dean's Office within five business days of being notified. Requests for appeal are only permitted based upon 1) a significant procedural error that affected the outcome and 2) new and significant information that was not reasonably available to the MBS-SAPP Committee at the time of the MBS-SAPP Committee meeting that could affect the outcome.

The Dean will consider the request for appeal and will notify the student, in writing via Duquesne University email, and with a hard copy mailed to the student's permanent address, of their decision within 10 business days of receiving the formal appeal or will specify a later date for the determination should further investigation be required. The Dean may deny or grant the appeal. If the Dean grants the appeal, he/she/they may require further sanctions or requirements for the student, including but not limited to a learning contract/consent agreement. The decision of the Dean on the appeal is final.

12 CURRICULUM OVERVIEW

The MBS curriculum is intentionally designed to closely follow the first semester of medical school, spread out over 10 months. During this time, students will have the opportunity to expand their scientific knowledge of biomedical science courses and explore anatomy system by system with the 3D mixed reality system called HoloAnatomy. Additionally, students will hone critical thinking skills and prepare for the MCAT examination, if appropriate, and may have opportunities to integrate service opportunities into their program.

Biomedical foundations content will be presented in discipline-specific courses, as depicted below. Biomedical science courses will be delivered in a clinically integrated manner including case-based lectures, clinical cases, independent study modules, and small-group learning exercises in addition to traditional lectures and laboratories. Courses offered during this program include:

- Human Anatomy I and II
- Cell and Molecular Biology
- Human Physiology I and II
- Foundations of Microbiology
- Foundations of Immunology
- Foundations of Pharmacology
- Pathologic Basis of Disease
- Evidence-Based Medicine
- Medical Applications I and II

Examinations will be computer-based and proctored, and exam items will be closely associated with the learning objectives provided in the course syllabi. Many exam items will begin with a clinical vignette followed by a question that demonstrates mastery of the biomedical science principles presented within the educational content.

There are limited opportunities for students to complete research. To be considered for a research opportunity the student must have a course average greater than 80%. Students may or may not be selected to do research based on experience, needs of the faculty at any given time, and other relative factors. Students are not guaranteed a research experience.

13 STUDENT EVALUATION OF CURRICULUM, FACULTY, AND PROGRAM

At the conclusion of each course, an electronic evaluation form will be sent to each student in the course. These forms will be completed anonymously, and submitted electronically, and the data will be retrieved by the MBS Coordinator. The feedback from these evaluations will be provided to the course directors, course faculty, and the COM's Curriculum Committee to be used in conjunction with other metrics and outcomes for the continuous quality improvement of the curriculum. The effect of changes made to the curriculum based on the feedback from student evaluations will be evaluated to determine the outcome of the change.

14 LEARNING RESOURCES AVAILABLE TO STUDENTS

14.1 The Medical Library

DUQCOM's Library is a state-of-the-art electronic medical resource center housed on the third floor of the Duquesne University [Gumberg Library](#). This facility serves faculty,

preceptors, staff, and students, and also contains a modest collection of textbooks and print literature; University librarians are available to offer additional student support regarding centers and collections, information and help, programs and events, and research tools and tips. The Medical Library also contains 20 small group rooms for team-based learning and study; additional seating for approximately 80 students is also available on the third floor of Gumberg for individual study. Hours of operation for the Gumberg Library may fluctuate over time but are typically Monday through Friday 7:00 a.m. to 11:00 p.m., and Saturday and Sunday 10:00 a.m. to 11:00 p.m. The Medical Library may offer extended or overnight hours as needed during exam weeks or busy times of the year. The electronic library is available 24 hours a day.

14.2 Department of Academic Excellence

DUQCOM is committed to the success of our students. We provide several levels of academic support to all students throughout their graduate education program. Academic advising for students is primarily provided by the COM's Department of Academic Excellence either in person or online, in which an Assistant Dean for Academic Excellence and Accreditation, an Academic Excellence Coordinator, and a Learning Specialist work cooperatively with students. Students can be self-referred, referred by faculty, or identified through the COM's Academic Affairs Office as needing academic assistance. These students who need support to improve their academic success may work one-on-one or in groups with the COM's Department of Academic Excellence to improve several skills necessary for academic success, including but not limited to:

- Time management, work-life balance, and adjustment to professional school
- Performance anxiety concerning written and oral assessments
- Identification of the student's optimal learning style
- Critical thinking skills and problem solving
- Adult learning styles including self-directed learning
- Identification and utilization of learning resources
- Improving GPA or MCAT examination performance/construction of a study plan
- Seeking referrals to other physical/mental health or academic resources for additional support

14.3 Peer Tutoring

In addition to the Department of Academic Excellence, the COM may provide peer tutoring. Peer tutors will be selected from a pool of willing volunteers by the Biomedical Affairs Department; these peer tutors will meet with course directors and teaching faculty regularly to seek advisement on topics to emphasize during peer tutoring sessions, including high-yield information and concepts that have been determined to be challenging to students. Peer tutors may provide practice questions or clarify required curriculum to peer students but may not teach new content that was not covered in class.

14.4 Faculty Advisors

The COM has adopted an open-door policy, where students are encouraged to seek assistance and guidance from any member of the faculty, staff, or administration in support of their academic success and overall wellness. Specifically, students are encouraged to work with teaching faculty and course directors to receive clarification on curricular content presented in the educational program. Additionally, each student will be assigned a biomedical science faculty advisor who will meet regularly with each of their student advisees to provide insight and additional academic support. Meetings with academic advisors may be conducted in person or online as needed.

14.5 Duquesne University Writing Center

The [Writing Center at DU](#) provides writing instruction and support for writers and teachers of writing at every level in the University community and beyond. The mission of the Writing Center is to serve as a space for productive dialogue about writing and not only to help improve writing projects but also to make better writers. The Writing Center's trained staff of graduate and undergraduate student writing consultants meet one-on-one with writers via Zoom and in person to answer questions, share feedback, and offer suggestions. Writers are welcome to bring in any text they would like to discuss, including academic and extracurricular projects. We work with any kind of writing, from academic papers, professional applications, and resumes to websites, presentations, and other projects. Consultants help at any point in the process, from outlines and notes to drafts and revisions. Writers do not need a complete draft to visit. All they need is a writing task and a willingness to engage actively in conversation about their work. To schedule an appointment, please first utilize this [form](#) to register for a new account with the Writing Center.

15 INFORMATION TECHNOLOGY

The DU [TAP #26](#) highlights the acceptable use of the University's computing resources, to safeguard against risks including virus attacks, data losses, compromises of network systems and services, and other risks. This TAP guides the intended use of Duquesne University property, personal responsibility, and security, interfering with the University's operations, and how to report a violation. Additional information about the appropriate use of electronic mail, electronic devices, etc. is detailed below.

15.1 Email

All COM students are provided with professional email accounts through Duquesne University. A student's Duquesne University email account is the official method of communication for Duquesne administrative matters and activities. It is expected that all professional communications are performed using the DU-provided email address, as the COM faculty and administration cannot verify the recipient of personal emails (Gmail, AOL, Yahoo, etc.). Students are expected to check their Duquesne email at least every 24 hours, as this will be one of the primary modes of communication with students. Failure to check their email account does not excuse students or exempt them from any actions required of them by the COM or the University.

15.2 Electronic Devices Including Cell Phones, Tablets, Computers

It is expected that the student will utilize a desktop, laptop, or tablet computer to complete all curricular requirements of the program. The student is expected to maintain this device in good working order, and bring it and its charger to every learning opportunity; likewise, it is expected that all students will have their own cell phones for communication, although cell phones are not permitted in any testing environment.

15.3 Unauthorized Technology Use

Unless instructed otherwise by DUQCOM faculty or administration, cell phones must be turned off during all educational activities on and off campus. Texting and any other electronic communications unrelated to the academic activities will not be tolerated during any academic or educational activity. Use of laptop computers in the classroom to take notes or conduct class-related functions is permitted; however, the use of laptop computers for activities unrelated to the class function is strictly prohibited and may result in the permanent loss of the privilege to use laptops or other electronic media in class.

15.4 Class Recording

Use of any personal recording device is prohibited in any didactic course/experience without prior written permission of the course instructor/supervisor and subjects being recorded. When permitted to record, the student must understand that (1) a single recording is to be made, (2) it is not to be duplicated, excerpted, transferred, placed on the internet, or shared with others, (3) all HIPAA laws will be followed, and (4) the recording is to be erased by the end of the semester or before, as requested by any of the interested parties mentioned above. Failure to abide by this Policy will be considered to be a violation of the COM Policy on Professionalism. This section will be interpreted consistent with [TAP #56](#).

15.5 GI Bill Feedback System

DUQCOM follows the U.S. Department of Veterans Affairs' (VA) Principles of Excellence Program, which requires that schools receiving federal funding through programs such as the GI Bill follow certain guidelines, found on the [Principles of Excellence](#) website. The [GI Bill Feedback System](#) is also available as a collaboration between the Departments of Veterans Affairs, Defense, Education, and Justice, the Consumer Financial Protection Bureau, and the Federal Trade Commission. This system allows students using VA education benefits to submit any complaints directly to the VA. Students may submit complaints either anonymously or by name, and either for themselves or on behalf of another individual.

APPENDIX: LIST OF WEBSITES REFERENCED IN THE MBS STUDENT HANDBOOK

DUQUESNE UNIVERSITY WEBSITES

Dean's Welcome

<https://www.duq.edu/academics/colleges-and-schools/college-of-osteopathic-medicine/about-us/deans-welcome.php>

DU Alert

<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/index.php>

DU CARES

<https://www.duq.edu/life-at-duquesne/student-services/du-cares.php>

Duquesne University Center for Student Wellbeing

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/index.php>

Duquesne University Clery Report/Annual Security and Fire Safety Report

<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/clery-report.php>

Duquesne University Consent and Release Form

<https://www.duq.edu/documents/academics/colleges-and-schools/law/photography-consent-and-release.pdf>

Duquesne University Counseling Services

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/counseling-services/index.php>

Duquesne University DORI

<https://portal.duq.edu/dugcentral/apps/cas/index.jsp>

Duquesne University Emergency Management Team

<https://www.duq.edu/life-at-duquesne/our-campus/campus-safety/emergency-management-team.php>

Duquesne University Gumberg Library

<https://www.duq.edu/academics/gumberg-library.php>

Duquesne University Health Services

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/health-services/index.php>

Duquesne University HIPAA Policy

<https://www.duq.edu/work-at-du/required-notices.php>

Duquesne University Parking

<https://www.duq.edu/about/our-campus/parking/index.php>

Duquesne University Power Center

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/recreation-services.php>

Duquesne University College of Osteopathic Medicine MBS Program

<https://www.duq.edu/academics/colleges-and-schools/college-of-osteopathic-medicine/biomedical-sciences/index.php>

Duquesne University Student Health Insurance

<https://go.gallagherstudent.com/Universities/Duquesne%20University/Home>

Duquesne University Spiritan Campus Ministry

<https://www.duq.edu/social-impact/mission-and-spiritan-values/spiritan-campus-ministry/index.php>

Duquesne University Student Accounts

<https://www.duq.edu/admission-and-aid/billing-and-payments/index.php>

Duquesne University Student Loans

<https://www.duq.edu/admission-and-aid/billing-and-payments/loans.php>

Duquesne University Student Services

<https://www.duq.edu/life-at-duquesne/student-services/index.php>

Duquesne University Tuition Payment Portal

<https://www.duq.edu/admission-and-aid/billing-and-payments/index.php>

Duquesne University Writing Center

<https://www.duq.edu/academics/academics-advising-and-support/writing-center/index.php>

EXTERNAL ORGANIZATION WEBSITES

GI Bill Feedback System

<https://www.afterthedd214.com/gi-bill-feedback-system/>

U.S. Department of Veterans Affairs' Principles of Excellence Program

<https://www.va.gov/education/choosing-a-school/principles-of-excellence/>

KEY DUQUESNE UNIVERSITY ADMINISTRATIVE POLICIES (TAPs)

TAP #22 Emergency Closing or Partial Shutdown of University

<http://www.duq.edu/tap-22>

TAP #26 Acceptable Use of Computing Resources

<http://www.duq.edu/tap-26>

TAP #28 Family Educational Rights and Privacy Act (FERPA)

<http://www.duq.edu/tap-28>

TAP #29 Environmental Health and Safety

<http://www.duq.edu/tap-29>

TAP #30 Affirmative Action, Equal Educational and Employment Opportunity, and Human Relations in the Workplace and Classroom

<http://www.duq.edu/tap-30>

TAP #31 Sexual Misconduct and Gender Discrimination

<http://www.duq.edu/tap-31>

TAP #32 Drug-free and Alcohol-free Working and Learning Environment

<http://www.duq.edu/tap-32>

TAP #36 College and University Security Information Act

<http://www.duq.edu/tap-36>

TAP #48 Weapons and Violence - Campus and Workplace

<http://www.duq.edu/tap-48>

TAP #56 Americans with Disabilities (ADA) and Requests for Reasonable Accommodation

<http://www.duq.edu/tap-56>

TAP #59 Animals on Campus

<http://www.duq.edu/tap-59>

TAP #61 Interim Policy on Title IX Sexual Harassment

<http://www.duq.edu/tap-61>