

Lincoln Memorial University – DeBusk College of Osteopathic Medicine

CATALOG 2023-2024



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Doctor of Osteopathic Medicine Program Academic Catalog 2023-2024

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This edition of the LMU-DCOM Academic Catalog is effective July 25, 2022. For more detailed information about the University's professional degree programs or undergraduate degree programs refer to the applicable catalog.

The policies, programs, curricula, and fees set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University (LMU). Because of the possibility of change or undetected error, important points of fact and interpretation should be confirmed by the appropriate University official.

General Information

University Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, military status, sexual orientation, marital parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in university publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs; the Executive Vice President for Administration; the Assistant Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic

Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

Use the link below to access the policy website:

<https://www.lmunet.edu/office-of-institutional-compliance/equal-opportunity-affirmative-action-and-nondiscrimination-policy>

LMU-DCOM Diversity Statement

LMU-DCOM recognizes that fostering diversity among its students, faculty, staff, and administration is essential to prepare outstanding health professionals and educators. Only by reflecting, embracing, and nurturing the varied traits, values, and interests of the people across Appalachia and beyond can LMU-DCOM effectively train physicians to provide quality and compassionate health care for all.

Diversity, equity, and inclusion are important concepts that govern how LMU-DCOM operates. Diversity involves embracing a wide range of varied backgrounds, identities, characteristics, experiences, and perspectives. Equity involves fairness and justice in access, treatment, and opportunity. Inclusion involves intentional, active participation and contribution by everyone. LMU-DCOM values and supports a community that is diverse in race, ethnicity, culture, sexual orientation, sexual identity, gender identity and expression, socioeconomic status, language, national origin, religious affiliation, spiritual practice, mental and physical ability/disability, physical characteristics, veteran status, political ideology, age and any other status protected by law in the recruitment and admission of students, recruitment and employment of employees, and in the operation of all its programs, activities, and services.

We acknowledge the strengths and weaknesses of our history and are continually trying to cultivate a community that values diversity, challenges discrimination and injustices, and addresses disparities and inequities.

LMU-DCOM is committed to providing equal access to educational and employment opportunities. We strive to maintain an environment that is safe, civil, respectful, humane, and free of all forms of harassment and discrimination. LMU-DCOM pledges to train highly educated, culturally sensitive professionals who mirror the diverse populations they serve.

Approved by LMU-DCOM Dean's Council May 4, 2022

Accreditation

University Regional Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award (associate, baccalaureate, masters, specialists, and doctorate degrees). Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Professional College Accreditation

LMU-DCOM has received full accreditation status through the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). The accreditation standards are available at: <https://osteopathic.org/accreditation/standards/>. Or at: AOA COCA 142 East Ontario Street, Chicago, IL 60611 (800) 621-1773 Ext 8048.

Accreditation Grievances

Students wishing to file a complaint related to the accreditation standards and procedures have two options:

1. The student may file a complaint in writing to the Dean of LMU-DCOM. Forms are available on the LMU-DCOM website.
2. The student may file a complaint directly to the Commission on Osteopathic College Accreditation (COCA) in the AOA Office of Predoctoral Education. The complaint should be made in writing and sent to the following address: Secretary, Commission on Osteopathic College Accreditation Division of Predoctoral Education 142 East Ontario Street Chicago, Illinois 60611-2864,

1-800-621-1773

predoc@osteopathic.org

Students may file a complaint or grievance without fear of retaliation. Retaliation (in any form) towards students filing complaints or grievances is strictly prohibited.

LMU Governance

Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

Officers:

- Autry O. V. (Pete) DeBusk, Chairman
- Brian C. DeBusk, First Vice-Chairman
- Gary J. Burchett, Second Vice-Chairman
- James A. Jordan, Third Vice-Chairman
- Sam A. Mars, III, Secretary

Members:

- Roger A. Ball - Tazewell, TN
- Arthur (Art) D. Brill - Martinsville, IN
- Gary J. Burchett - Harrogate, TN
- Jerome (Jerry) E. Burnette - Knoxville, TN
- Sherrie N. Claiborne* - Harrogate, TN
- Autry O.V. (Pete) DeBusk - Knoxville, TN
- Brian C. DeBusk - Knoxville, TN
- Frederick S. Fields – San Francisco, CA
- Robert W. Finley, Sr. - Lockport, IL
- Richard A. Gillespie - Knoxville, TN
- Charles W. Holland - Knoxville, TN
- James A. Jordan - Lauderdale-by-the-Sea, FL
- Terry L. Lee - Harrogate, TN
- Sam A. Mars, III – Harrogate, TN
- Timothy B. Matthews – Knoxville, TN
- Alan C. Neely - New Tazewell, TN
- Dorothy G. Neely - Tazewell, TN
- Todd E. Pillion – Abingdon, VA
- Carroll E. Rose - Tazewell, TN
- James Jay Shoffner - Middlesboro, KY
- Joseph F. Smiddy - Church Hill, TN
- E. Steven (Steve) Ward - Knoxville, TN
- Jerry W. Zillion - Germantown, MD

*Alumni Representative

Officers of the University

Clayton Hess, EdD	President of the University
Christina Graham, MBA, MAC	Executive Vice President for Finance
Jody Goins, EdD	Executive Vice President for Administration
Ryan Brown, JD	General Counsel, President's Office
Robert Stubblefield, PhD	Executive Vice President for Academic Affairs
Cynthia Whitt, MEd	Vice President for University Advancement
Matthew Lyon, JD, MPA	Vice President and Dean, Duncan School of Law

LMU-DCOM Administration

Christopher Loyke, DO	Dean and Chief Academic Officer
Jeffrey Martin, PhD	Chief Administrative Officer, Associate Dean of Preclinical Academic Affairs and Research
Michael Wieting, DO	Senior Associate Dean
Clarence Colle, PhD	Senior Associate Dean of Research and Graduate Affairs
Justina Hyfantis, PhD	Associate Dean of Students
Sherry Jimenez, EdD	Associate Dean of IPE and Simulation
Kali Weaver, PharmD	Assistant Dean of Students
Anya Cope, DO	Assistant Dean of Clinical Affairs
Robert Augustyniak, PhD	Assistant Dean of Curricular Innovation
Syed Quadri, PhD	Assistant Dean of Basic Medical Sciences
Margaret Swanberg, DO	Assistant Dean of Clinical Medicine
Beverly Hamilton, PhD	Assistant Dean of Diversity, Equity, and Inclusion

LMU-DCOM Faculty

Ahsanuddin, Arshad	MD	Assistant Professor of Pathology
Augustyniak, Robert	PhD	Associate Professor & Chair of Physiology
Babos, Mary Beth	PharmD	Professor & Chair of Pharmacology
Bergman, Stephen	DO	Assistant Professor of OMM
Campbell, Teresa	MD	Associate Professor & Chair of Pathology
Chelf, Stacy	PhD	Assistant Professor of Anatomy
Chesnut, Jeffrey	DO	Professor of Clinical Medicine
Colle, Clarence	PhD	Professor of Microbiology
Cope, Anya	DO	Associate Professor of Internal Medicine
Darter, Danielle	MD	Assistant Professor of Family Medicine
DeFranco, Gina	DO	Associate Professor & Chair of Family Medicine
Douglas, Elizabeth	MD	Assistant Professor of Internal Medicine
Elledge, Timothy	PhD	Assistant Professor of Ethics
Enderson, Jessica	DO	Assistant Professor of Surgery
Feehan- Troutman, Tammy	MD	Assistant Professor of Pediatrics
Freeman, Natalie	PhD	Assistant Professor of Biochemistry
Fuesting, Brandy	DPH	Assistant Professor of Public Health
Fulwood, Ethan	PhD	Assistant Professor of Anatomy
Gassler, John	DPT	Associate Professor of Anatomy
Gromley, Adam	PhD	Professor of Molecular/Cellular Biology
Gromley, Zeynep	PhD	Professor of Biochemistry & Chair of Molecular Sciences
Hamann, Gayle	DO	Assistant Professor of Clinical Medicine
Hamilton, Beverly	PhD	Associate Professor of Microbiology & Immunology
Harper, Anthony	PhD	Assistant Professor of Anatomy
Hermey, Donna	PhD	Professor & Chair of Anatomy
Hyfantis, Justina	PhD	Assistant Professor of Psychiatry
Jensen, Thomas	MD	Assistant Professor of Psychiatry
Jimenez, Sherry	EdD	Associate Professor of Medical Education
Jones, Cassi	DO	Assistant Professor of Internal Medicine

Keagy, Gregory	DO	Assistant Professor of Surgery
Kiick, Dennis	PhD	Professor of Biochemistry
Kolatorowicz, Adam	PhD	Associate Professor of Anatomy
Kunigelis, Stan	PhD	Professor of Physiology
Lakin, Jordan	DO	Assistant Professor of OMM & Family Medicine
Loyke, Christopher	DO	Professor of Family Medicine
Martin, Jeffrey	PhD	Associate Professor of Physiology
McGill Richard	DO	Assistant Professor & Chair of Pediatrics
McGrew, Lori	PhD	Professor of Pharmacology
Miller, Lindsey	PhD	Associate Professor of Physiology
Mondal, Debasis	PhD	Associate Professor of Microbiology & Infectious Disease
Moore, Teanna	DO	Assistant Professor & Chair of OMM
Muse, Aurthur	DO	Assistant Professor of Emergency Medicine
Nida, Maurice	DO	Assistant Professor & Chair of Internal Medicine
Palazzolo, Dominic	PhD	Professor of Physiology
Quadri, Syed	PhD	Associate Professor of Pharmacology
Ruff, Chloe	PhD	Assistant Professor of Medical Education
Shams, Tanzid	MD	Associate Professor of Neurology
Smith, Brett	DO	Assistant Professor of Internal Medicine
Snodgrass, Leah	MD	Associate Professor & Chair of Psychiatry
Stanczak, Ava	DO	Professor of Pediatrics
Swanberg, Margaret	DO	Associate Professor of Psychiatry & Clinical Medicine
Sayed, Mohammed	PhD	Assistant Professor of Pharmacology
Thompson, Brent	PhD	Associate Professor of Anatomy
Trzil, Kenneth	MD	Assistant Professor of Internal Medicine
Wang, Jun	MD	Associate Professor of Pathology
Weaver, Kali	PharmD	Associate Professor of Pharmacology
Wenger, Kip	DO	Assistant Professor of Emergency Medicine & Chair of Emergency Medicine
Weston, Douglas	DO	Associate Professor of OMM
Wieting, J. Michael	DO	Professor of OMM & Athletics Physician
Williamson, John	MD	Associate Professor & Chair of OB/GYN
Wilmoth, Robert	MD	Associate Professor & Chair of Surgery
Yonts, R. Christopher	DO	Associate Professor of Family Medicine
Zieren, Jan	DO	Professor of Family Medicine
Zeller, Anne Marie	DO	Associate Professor of OMM

DCOM Academic Calendar 2022-23

Fall Semester 2022	
Anatomy Boot Camp	July 5-22, 2022
Orientation	July 26-27, 2022
OMS-I Classes Begin	August 1, 2022
OMS-II Classes Begin	July 25, 2022
Labor Day Break	September 5, 2022
Fall Break	October 10, 2022

Thanksgiving Break	November 23-25, 2022
End of Semester	December 16, 2022
Winter Break	December 19-January 2, 2023
Spring Semester 2023	
Classes Begin	January 3, 2023
Martin Luther King Day	January 16, 2023
Spring Break	March 27-31, 2023
Good Friday	April 7, 2023
Class of 2023 Graduation	May 13, 2023
OMS-II End of Semester	May 19, 2023
OMS-II Remediation Exams	TBD
OMS-I End of Semester	May 26, 2023
OMS-I Remediation Exams	June 16 & July 14, 2023

Admissions

The Director of Admissions is the primary contact for students completing applications to LMU-DCOM.

AACOMAS Application

LMU-DCOM participates in a centralized application service, the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The American Association of Colleges of Osteopathic Medicine (AACOM) offers prospective students a convenient, centralized on-line application service for accredited osteopathic medical schools. Through AACOMAS, students can file one electronic application. AACOMAS then verifies and distributes the information to each of the colleges designated by the applicant. AACOMAS can be reached at www.aacom.org or AACOMAS, 7700 OldGeorgetown Road, Suite 250, Chevy Chase, Maryland, 20814, (301) 968-4100.

Applicants are required to submit a letter of reference from a physician and a premedical advisory committee. If the student's undergraduate institution does not have a premedical advisory committee, the student may submit letters from two science professors. Information on contacting an osteopathic physician in your community is available at www.DO-online.com or through your state osteopathic association.

LMU-DCOM Supplemental (Secondary) Application

Upon receipt of a verified AACOMAS application the applicant will receive an email with a link to the LMU-DCOM secondary application. There is a nonrefundable application processing fee.

Once the secondary application and all the supporting materials have been received the applicant's file will be reviewed by the Admissions Office. Interviews will be scheduled from September to April. The admissions process operates on a rolling acceptance policy; thus, it is in the student's best interest to apply as early as possible.

Undergraduate Course Requirements

1. **Completion of no less than 75 percent of the credits required for a baccalaureate degree from a regionally accredited college or university.** It is recommended that the applicant has an overall GPA of at least 3.0 and a minimum 3.0 science GPA. Because of the demanding nature of the program, it is expected that most students will

have cumulative and science GPAs of at least 3.2. Most candidates accepted for admission have earned a baccalaureate degree prior to matriculation. Students who have attended a foreign college must have their grades certified by an LMU-DCOM approved vendor.

2. **Biology:** A minimum of eight semester hours, including two hours of laboratory work. It is highly recommended that in addition to the minimum biology requirements, the student also take at least some advanced coursework in the biological sciences available at their undergraduate institution. It is not necessary to take every advanced biology course, but, in the past, students who have taken at least some courses from the following list have had a less difficult time making the transition to medical school: physiology, genetics, biochemistry, cell biology, neuroscience, microbiology, behavioral science, human anatomy, and immunology.
3. **General Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work.
4. **Organic Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work. Biochemistry may be substituted with approval.
5. **Physics:** A minimum of eight semester hours, including two hours of laboratory work.
6. **English:** A minimum of six semester hours of composition and literature.

Medical College Admissions Test (MCAT)

All candidates must submit their most recent scores on the Medical College Admission Test (MCAT). Scores older than three years will not be considered. The average MCAT score of successful candidates to medical school is typically 500 or greater.

Admissions Procedures

Following receipt of the applicant's completed file, the Admissions Office will review the file and decide which applicants to invite for an interview. Following the interview and receipt of all necessary information, the applicant's file will be reviewed holistically by the Admissions Committee and assigned to one of the following categories: 1) Accept, 2) Waitlist/Hold, or 3) Reject. Applicants will be notified in writing as soon as possible following the committee's decision.

AACOMAS provides LMU-DCOM with official and verified transcripts; however, prior to matriculation, the applicant/student must update LMUDCOM with official transcripts for any additional coursework and or degree conferred transcripts. **All acceptances are conditional upon the student completing all pre-requisite requirements and the Admissions Office receiving all required documents.**

Student Transfers

LMU-DCOM accepts transfer students from medical schools and colleges accredited by the AOA-COCA or by the LCME. Applications for transfer will be evaluated by the Associate Dean of Students and the Director of Admissions. Transfer credits must meet the following criteria:

- Credits are only given if the student is eligible for readmission to the previously attended College of Osteopathic Medicine (COM) or other Liaison Committee on Medical Education (LCME) medical school.
- When a student transfers from another COM, the last two years of instruction must be completed at LMU-DCOM.
- When students transfer from an LCME accredited medical school or college to a COM, at least two years of instruction must be completed within the COM.
 - In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation.
- The curriculum of the school from which the student is transferring must be equivalent to the LMU-DCOM curriculum. Decisions about curriculum equivalence between institutions will be decided by the LMU-DCOM Curriculum Committee, regardless of individual student's qualifications. Because first year curricula vary from school to school, it is often not feasible to transfer between the first and second years of medical school. In general, transferring into the third year of medical school is more feasible. Students transferring into the third year must have passed COMLEX-Level I.

- When deciding about whether to accept a transfer student, the following criteria will also be taken into consideration: undergraduate coursework and GPA, medical school coursework and GPA, MCAT scores, letters of recommendation, performance in clinical skills courses in medical school. The interview, and verification of good standing from the transferring institution.
- In some cases, first-year medical students can be given credit for individual coursework taken at another institution. The coursework will be evaluated on an individual basis. In this case, the student is only given credit for individual coursework and not advanced standing. e.g., They have taken gross anatomy at another institution, so they are given credit for gross anatomy, but they are still a first-year medical student.

Recruitment

The LMU-DCOM recruitment program has three goals:

1. **To increase the visibility of LMU-DCOM primarily in the Southeast region of the United States.** LMU-DCOM is actively engaged in meeting with undergraduate students and the general public to discuss the College and the osteopathic profession. Institutions in the Cumberland Gap region and surrounding areas in Appalachia are visited as often as possible on a rotating basis. Institutions outside the Southeast region are also visited.
2. **To attract students from the Appalachian area who are committed to serving this area.** LMU-DCOM will maintain close ties with undergraduate institutions and premedical advisors in the Appalachian region. LMU-DCOM hosts tours of the LMU campus for premedical advisors and premedical students. LMU-DCOM also works closely with high schools in the Appalachian region to educate students about the osteopathic profession.
3. **To create a diverse student body.** LMU-DCOM believes that a diverse student body is important for the development of all future physicians. Recruitment efforts focus on underrepresented minorities by maintaining close ties with premedical advisors and premedical clubs whose focus is on minority students. In addition, LMU-DCOM representatives will also attend conferences and career fairs with an emphasis on minority students.

Osteopathic Medicine Awareness Conferences

LMU-DCOM periodically holds Osteopathic Medicine Awareness Conferences (OMAC). These are half-day events held on the LMU-DCOM campus designed for interested students and premedical advisors to learn about the College and the Osteopathic Profession. These conferences are also open to members of the local community and school systems who wish to learn more about osteopathic medicine. Attendees hear presentations on osteopathic medicine, the pre-clinical curriculum, the clinical curriculum, and the admissions process.

Following these presentations, there is a more informal question and answer panel-discussion with current LMU-DCOM students. The conference ends with a tour of the facilities and a light lunch. During the lunch the applicants have the chance to talk one-on-one with the faculty, staff, administrators, and current LMU-DCOM students.

Off-Campus Recruiting

During the fall and spring semesters, members of the admissions staff, the faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, Dean's Days, and other such conferences. Anyone interested in having a representative from LMU-DCOM make a presentation at their school should contact the Office of Admissions and Student Services.

Grade School and High School Visits

To increase the likelihood that LMU-DCOM produces a significant number of graduates who practice in the Appalachian region, the college visits grade schools and high schools several times a year to educate young students about the benefits of the osteopathic profession. Young students, especially those in underserved areas, are not always aware about different career options. Heightened awareness about the profession and LMU-DCOM will hopefully motivate some of these students, who otherwise might not have ever considered being a physician, to enter the profession. LMU-DCOM also has several sessions a year for high school students on the LMU-DCOM campus.

Early Identification Program

LMU-DCOM has an early identification program with the undergraduate Admissions Department at LMU that will allow students accepted to the undergraduate program to apply and interview with the DeBusk College of Osteopathic Medicine for conditional acceptance. Undergraduate students in the program will work closely with faculty advisors at LMU-DCOM to ensure maintenance of educational standards. The students will also be involved with events at LMU-DCOM, so that they gain an early exposure to osteopathic medicine.

LMU Guaranteed Professional Admission (GPA) Program

Students in the LMU undergraduate program will take and complete all core requirements and prerequisite courses approved by LMU-DCOM for the Doctor of Osteopathic Medicine (DO) program and work towards a Baccalaureate degree.

Financial Services

The LMU Graduate and Professional Student Financial Services Office is responsible for providing qualified students the appropriate documentation and counseling to secure financial assistance. More information can be found at: <https://www.lmunet.edu/student-financialservices/graduate/index> including cost of attendance and how to apply.

Cost of Attendance (Harrogate): https://www.lmunet.edu/student-financialservices/documents/22-23/22-23_DO_Harrogate_COA.pdf

Cost of Attendance (Knoxville): https://www.lmunet.edu/student-financialservices/documents/22-23/22-23_DO_Knoxville_COA.pdf

Repeating Semesters

In some instances, as approved by the Student Progress Committee and Dean, students may have to repeat a year of coursework. For a semester in which they did not fail any coursework they will be charged \$5,000/semester. For a semester in which they had failed coursework, they will be charged \$10,000/semester.

Reimbursement of Funds

According to institutional policy, the LMU Finance Office will calculate a refund of tuition for any student who withdraws within the established refund period. Refunds will be based on the following schedule: If the student withdraws during the first week of the semester, 100% of tuition dollars will be refunded; during the second week 75% will be refunded; during the third week 50% will be refunded; and during the fourth week 25% will be refunded. Students who withdraw after four weeks will not receive any refund.

The Return of Title IV Funds (Federal)

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS/GRAD PLUS Loans, Perkins Loans, and Federal Direct Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Office of Student Financial Services.

The official date of a student's withdrawal is the date that the Office of Admissions receives the student's written notification of withdrawal or request for a leave of absence. The percentage of time completed in the enrollment period is determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester has been completed, there is no return of Title IV funds.

Financial Commitment Policy

For value received, the student will be responsible to pay to the order of Lincoln Memorial University, Harrogate, TN the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, except for balances due from approved third parties. The student will also be responsible to pay attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks prior to graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/ MASTERCARD/ DISCOVER/ AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma.

Outstanding Balance/Collection

If a student account is referred to a third-party collection agency or collection by suit, the student will be charged reasonable collection costs and/or court costs. If this account becomes delinquent, the student agrees to pay to LMU any principal amount as well as collection costs in the amount of 33.3% of the principal balance, including court costs, attorney's fees, interest, and service charges.

Additional Information

International Students

International students will not be considered for admission to LMU-DCOM. Deferred Action Childhood Arrival (DACA) students will not be considered for admission to LMU-DCOM.

Applicants with Foreign Coursework

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to one of the following services:

World Education Services

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

Josef Silny & Associates

7101 SW 102 Avenue
Miami, FL 33173 305.273.1616
www.jsilny.com

A course-by-course evaluation is required, and all course work must be designated as undergraduate, graduate, or professional. LMU-DCOM will only honor evaluations from one of the above services. The evaluation must be included with the application packet.

Veterans

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/ 11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.

2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

* GI Bill is a registered trademark of the US Department of Veteran Affairs.

Academic Policies

Official Academic Records

The LMU Office of the Registrar houses official academic records. Permanent academic records may contain the following:

- Name
- Social Security number or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the LMU Registrar's Office. Any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a request using the following link: <https://www.lmunet.edu/registrar/transcript-requests.php>. The student may choose to request an electronic transcript or printed transcript. The cost of an electronic transcript is \$6.75; the cost of a printed transcript is \$10.00. The University cannot transmit any transcripts electronically (FAX). The student's account with the Finance Office must be paid in full, and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades or academic transcripts.

Student Records

Student grades are recorded, stored, and secured with the Lincoln Memorial University Registrar. All other student records will be maintained in the Office of Admissions and Student Services. The privacy of student records is noted under the Family Education Rights and Privacy Act (FERPA), 1974, as amended. Requests from students to have their records released must be made in writing. Verification of enrollment will only be made for educational reasons. For instance, verifications will not be made to employers, landlords, or family members. In these cases, the students should use letters of acceptance, transcripts, or receipts of payment. LMU- DCOM students wishing to review their records must call the Office Admissions and Student Services and make an appointment with the Dean of Students or the Director of Admissions.

Right to privacy under FERPA

The University complies with the provisions of the Family Education Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the institution will provide for the confidentiality of medical student education records. No one outside the institution shall have access to, nor will LMU disclose any information from, medical students' education records without

the written consent of medical students except to personnel within the institution, to officials of other institutions in which medical students seek enrollment, to persons or organizations providing medical students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of medical students or other persons.

Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when medical students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act.

Medical students may not inspect and review financial information submitted by their parents, confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review, or education records containing information about more than one medical student, in which case LMU-DCOM will permit access only to that part of the record which pertains to the inquiring medical student.

Medical students can access their "medical student information" by using the Web Advisor account. Each medical student is given a secure personal identification number to access the following information: schedule, transcript, financial records, and financial aid.

Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the medical student's education record.

Public Notice Designating Directory Information

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the university is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must submit a Request to Restrict Release of Directory Information to the Registrar. Former students may not submit a request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

Matriculation and Promotion

Medical students will advance only after having met the academic, financial, and professional requirements of LMU-DCOM for each academic year. Students taking nine or more credits are considered full-time students. Each year the Faculty Assembly will vote on promotion of the class.

Attendance

Students are responsible for all material presented in lectures and laboratories. Regular attendance to lectures is strongly encouraged as a component of professional development and academic preparedness.

Attendance is mandatory for the following:

- Specialty lectures as designated on the course calendar as *mandatory*
- Basic Science Laboratories
- Clinical Skills Laboratories
- Team-Based and Case-Based Learning Exercises
- Written and Practical Examinations

A student may request an excused absence from a mandatory event for personal, health-related, professional, religious, or emergency reasons. All first- and second-year student requests for an excused absence must be made in writing to the Assistant/Associate Dean of Students using the email address: DCOMDOS@LMU.net. Upon written approval from the Assistant/Associate Dean of Students, it is the student's responsibility to communicate and coordinate a make-up session. All third- and fourth- year student requests for an excused absence must be made in writing to the Assistant Dean of Clinical Medicine. Students with excused absences will not be penalized. Some activities and points, for example TBLs, may not be able to be made up even with an excused absence.

Examinations:

Students must follow the examination instructions outlined on the LMU-DCOM Examination Instructions and Policy – DO Students located at www.examssoft.com/lmudcom. Make-up examinations for students with excused absences will be given on a day the university is open within 10 calendar days of the original exam date. Make-up examinations will consist of multiple-choice questions and possibly subjective format questions such as essay, shortanswer, or fill in the blank items.

If the final course grades must be submitted to the registrar prior to the date of the make- up exam, the student will receive a grade of "Incomplete" (I). Once the student takes the make-up exam, the final course grade will be calculated and submitted to the registrar. At that point the "Incomplete" grade will be changed to the grade the student achieved in the course.

Due to the amount of material presented within each examination block, students cannot make-up more than one block exam per semester, unless approved by the Assistant/Associate Dean of Students based on extenuating circumstances. If a student must miss two or more exams per semester, the student will be advised to pursue a different course of action, including a leave of absence or withdrawal.

Excused Absences may be approved for the following reasons:

- Medical necessity: illness of the student or member of the immediate family
- Death in the family: death of an immediate family member, significant other, close relative, or friend
- Special circumstances/other: includes vehicle accidents, court appearance, weddings requiring participation, approved religious observances, and other qualifying absences as approved by the Assistant/Associate Dean of Students

Students will not receive credit for any unexcused absences. Unexcused absences may also result in a student meeting with the Assistant/Associate Dean of Students and/or the Student Progress Committee. An unexcused absence from a clinical rotation may result in the immediate end to that rotation, possible failure, and/or a directive to meet with the Assistant Dean of Clinical Affairs and/or the Student Progress Committee. LMU-DCOM reserves the right to require students to attend a meeting or activity on campus, in-person as needed.

Mediasite Policy

Class recordings are distributed for the exclusive use of students in the LMUDeBusk College of Osteopathic Medicine class that was recorded. Student access to and use of class recordings are conditioned on agreement with the terms and conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such recordings.

Any student accessing class recordings (1) acknowledges the faculty members' intellectual property rights in recorded lectures and class materials and that distribution of the recordings violates the LMU-DCOM Copyright Policy; (2) recognizes the privacy rights of fellow students who speak in class; (3) accepts that distributing, posting, or uploading class recordings to students or any other third party not authorized to receive them or to those outside LMU-DCOM is a professionalism violation; and (4) agrees that recordings are to be accessed and used only as directed by the faculty member(s) teaching the course.

It is expressly forbidden to make audio or video recordings of any lectures by either the in-house or adjunct faculty members without prior written permission. Likewise, it is forbidden to distribute such material.

COMLEX-USA

Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE): COMSAE is a self-assessment examination for osteopathic students and residents to gauge the base of their knowledge and ability as they prepare to take a COMLEX-USA cognitive examination. Each COMSAE examination consists of 200 questions that are in a format and structure similar to COMLEXUSA cognitive examinations. Scoring and reporting are also similar. Students will be required to take at least one school-organized COMSAE during the Spring semester of the OMS-II year. Based on the COMSAE score and other academic criteria, LMU-DCOM will determine eligibility for students to take the COMLEX Level 1 during the summer following the OMSII year.

Comprehensive Osteopathic Medical Licensing Examination (COMLEX): The COMLEX-USA series, administered by the National Board of Osteopathic Medical Examiners (NBOME), is an examination sequence with three levels. While all examination Levels have the same twodimensional content structure, the depth and emphasis of each Level parallels the educational experiences of the candidate. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations (www.nbome.org).

All LMU-DCOM medical students are required to take and pass COMLEX Level 1, Level 2-CE, and Level 2-PE prior to graduation. Examination dates will be provided to the students. Students are responsible for the fees associated with the COMLEX exams. LMU-DCOM does not pay for the COMLEX exams. A student who fails any COMLEX level exam (either 1, 2-CE, or 2-PE) 3 times will be required to present before the Student Progress Committee.

Comprehensive Osteopathic Medical Achievement Test (COMAT): The NBOME's COMAT Series include eight core clinical disciplines: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Osteopathic Principles and Practice, Pediatrics, Psychiatry, and Surgery. Each subject examination is designed for standardized assessment in core osteopathic medical disciplines. COMAT examinations assess an osteopathic student's achievement level on those subjects, with an emphasis on clinical application. COMAT provides DCOM with readily available, nationally standardized examination modules to assess their students, including for the purposes of evaluating education across varied clinical rotation sites. Students are allowed a maximum of three COMAT attempts per discipline. Students must re-take failed COMATs within 90 days of the failed attempt.

Grades

The academic status or grading of student performance is determined at the end of each course and/or semester. Grades are determined based on scores collected throughout the course, including assignments, quizzes, practical exam results, and course exams. Each course has a syllabus that explains in detail how the grades are calculated. It is the student's responsibility to read the course syllabi to ensure understanding of course grading policies.

For both pre-clinical and clinical courses, within seven working days after the final course/system/rotation exam and receipt of preceptor evaluation (as applicable), the course/system/rotation director submits a final grade report. The grade report includes the percentage grade achieved in the class and a letter grade – either A, B, C or F. At the end of every semester, students will receive an unofficial copy of their transcript. The GPA on the transcript is calculated based on the letter grades (A, B, C, or F) for each course. A = 90- 100%, B = 80-89%, C = 70-79%, F < 70%. Percentage grades are not reported on the transcripts; however, they are used in class rank calculation. For example, a percentage score of 87% in a course would appear as a B on the transcript, and the multiplier used to calculate the GPA would be 3.0. However, for determining class rank the actual percentage grade of 87% would be used. Likewise, a grade of 81% percent would be recorded as a B on the transcript, 3.0 would be the multiplier used in the GPA calculation, and 81% would be used for calculating class rank.

Class Rank

Class rank is determined at the end of the first two academic years. Class rankings will be reported in the fall semester for the previous year's coursework. To treat all students fairly, the rank order will be based on students who went through a similar program.

Therefore, students who complete approved and equivalent coursework prior to matriculating with LMU-DCOM (e.g., LMU Master's students) will not be given a class rank designation. Likewise, students who remediate or retake coursework during medical school will not be included in class rank.

Student Grievances Regarding Grades

Academic Due Process - Exam Grade or Final Grade Reconsideration: if a student has a grievance about an exam or a final course grade, the student should immediately discuss the matter with the course/system director. Further questions or disputes may also be addressed to the Assistant/Associate Dean of Students within 24 hours of the grade being posted.

A student desiring to appeal a grade must send a letter explaining the facts to the Assistant/Associate Dean of Students. If the letter meets good cause for the purpose of the appeal, the Assistant/Associate Dean(s) of students will arrange a meeting with the student, the appropriate Dean (Preclinical or Clinical), and the course director. Within five working days the student will be notified in writing of the decision.

Students should note that Grade Reconsiderations should not be based on disagreements with the course requirements, or the grading standards established by the professor. Good faith on the professor's part shall be presumed unless the student can offer convincing arguments to the contrary. The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.

Course and Faculty Evaluation

Student feedback is essential to ensure the highest level of academic effectiveness. To assess its courses and faculty, LMU-DCOM requires that each student serve on two student assessment teams- one in the first year and one in the second year. Students may be asked to volunteer for a third assessment team, if needed. Assessment teams are official LMU-DCOM committees that prepare and present assessment reports on an assigned course and the faculty teaching within that course. Students are expected to participate using the highest level of professionalism and courtesy. Students serving as SGA President, 1st Vice President, and 2nd Vice President are excused from Assessment Team officer roles but are still required to be participating members of their assigned assessment team(s). Attendance to all assessment team meetings is mandatory and failure to attend will result in referral to the Dean of Preclinical Academic Affairs/Basic Medical Sciences and the Dean of Students. Students who are struggling academically or have other extenuating circumstances may petition to be excused from an assessment team. Students who fully participate in their assessment teams will receive a special commendation on their MSPE.

Graduation Requirements

A medical student who has fulfilled all the academic requirements may be granted the degree Doctor of Osteopathic Medicine, provided the medical student has:

- Complied with all the curricular, legal, and financial requirements of LMU- DCOM
- Successfully completed all coursework requirements in no more than six years*
- Taken and passed COMLEX Level 1, Level 2-CE, and Level 2-PE administered by the National Board of Osteopathic Medical Examiners (NBOME) in no more than 3 attempts per examination*
- Demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine

**In the case of extenuating circumstances some requirements may be waived or adjusted with approval from the LMU-DCOM Dean.*

Students whose graduation date is delayed will be allowed to participate in commencement with their incoming class as long as they have received a passing score on COMLEX Level 1, Level 2-CE, and Level 2-PE, and will complete their rotations and all other graduation requirements before July 1st of the same year. Faculty Assembly will ratify the list of graduates prior to graduation.

Posthumous Degree

Upon the recommendation of the faculty, the LMU Board of Trustees may confer a posthumous degree the student was pursuing if all requirements were likely to have been completed during the final year for which the student was registered had it not been for the intervention of death.

Academic and Professionalism Deficiencies

Student Progress Committee

The purpose of the Student Progress Committee (SPC) is to ensure that every graduate of LMU- DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor. The Committee will monitor student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and graduation. The Committee, appointed by the Dean of LMU-DCOM, is composed of faculty members and the Assistant/Associate Deans of LMU-DCOM (non-voting, ex-officio members).

Committee Procedures for Academic Deficiencies

At the end of every grading period, once final course grades have been assigned, a designee of the LMU-DCOM Dean schedules a meeting date, informs students of the meeting via the University-issued email address at least three (3) calendar days prior to the start of the meeting, provides an agenda to the members, and convenes the meeting. Minutes will be kept by a recording secretary. All proceedings are confidential. The meetings are closed to anyone not in the University community. All matters are submitted to a vote, with a simple majority ruling. The chair will be a non- voting member except in the instance of a tie.

The committee will review each student who has an academic deficiency. For students with one course failure, the committee may not require the student's physical presence at the meeting. The committee's responsibility is to meet with the student and to discuss the grades that have been assigned by the course directors. It is not within the Committee's purview to delve into issues relating to how individual grades were assigned. All matters pertaining to how a grade was assigned must be resolved before the SPC meeting with the student. In the interest of due process, if a student is in the midst of filing a grade appeal or intends to file a grade appeal, the meeting will be put on hold until the issue pertaining to the grade is resolved. If the student intends on filing a grade appeal, it is the student's responsibility to make the designee of the LMU-DCOM Dean aware of their intent so that the meeting can be put on hold.

The only individuals allowed to attend an SPC meeting include the student, the student's advisor (at the student's request), the recording secretary, the committee members, and any pertinent faculty/staff members and/or Assistant/Associate Deans. The committee's recommendation will be forwarded to the Dean of LMU-DCOM within five (5) working days. The student's entire academic and professional record will be examined at an SPC meeting.

Students in the Preclinical Years (1 and 2)

For students failing one course in a given academic year, the SPC may recommend one of the following:

1. The student must take the course at an approved off-campus summer program. designed for medical students (this only applies to failure of Medical Gross Anatomy).
2. The student must take a remediation exam or exams, given by the LMUDCOM faculty.
3. The student must repeat all or a portion of the entire academic year.

For students who fail two or more courses in the same year, the SPC may recommend one of the following:

1. The student must repeat all or a portion of the entire academic year.
2. The student will be dismissed from LMU-DCOM.

For students who fail two or more courses in different academic years, the SPC may recommend one of the following:

1. The student must take a remediation exam or exams, given by the LMUDCOM faculty.
2. The student must repeat all or a portion of the entire academic year.
3. The student will be dismissed from LMU-DCOM.

*Note: failures are cumulative across all semesters and years in the program

Students in the Clinical Years (3 and 4)

Students who fail one or more rotations will appear before the SPC for evaluation. The SPC may recommend the following:

1. Repeat the rotation.
2. Repeat all or a portion of the academic year.
3. Dismissal from LMU-DCOM.

Academic Deficiency Outcomes

Any student who demonstrates failure to make academic progress by failing a course and/or failing to complete all requirements set forth by LMU-DCOM will be placed on academic probation. The student will remain on probation until the specified course(s), modules, rotations, or semester(s) have been successfully remediated. Once the specified failures have been resolved, the student will be removed from academic probation and placed on academic warning for the remainder of enrollment at LMUDCOM.

Students on academic probation may not:

1. Hold any leadership positions in student clubs, organizations, or student government
2. Serve as a member of an LMU-DCOM committee
3. Receive LMU-DCOM funding for travel to local or national medically related conferences

Once the student is removed from academic probation and placed on academic warning, they are eligible to resume participation in the above-mentioned extracurricular activities. Participation in events outside of academic requirements should not interfere with the student's academic responsibilities. Therefore, students should use discretion when participating in events.

Remediation Policy

When a student is granted permission to remediate a single course failure, then it is the student's responsibility to meet with the Course Director to discuss the remediation process. The student will also be required to meet with the Director of Academic Support at their location to develop a plan of action. Successful remediation consists of achieving a final score of 70% or greater on each individual course component of an exam. If a student fails one of the remediation course components, they will fail the remediation.

If remediation is successful, the student will be assigned a letter grade of "C" and a numeric grade of 70%. Remediation grading is completely independent of grades achieved during the course. A failure with subsequent successful remediation of the course will be reported on the student's transcript as "F/C". Under no circumstances will any other grade than F/C with a numeric score of 70% be reported. Failure of a remediation is considered a failure of another course and will result in a referral to SPC.

When a student repeats a rotation during the OMSIII and OMSIV clinical years, the highest grade the student may earn is a "C" (70%). Students repeating a rotation may be required to do so during their vacation month. Remediation grades, repeated courses during OMSI and OMSII years, and repeated rotations will all be noted on the student's transcript.

Committee Procedures for Professionalism Deficiencies

Any student who demonstrates failure to uphold LMU-DCOM's professionalism and/or conduct policies may be subject to disciplinary actions. The student's entire academic and professional record can be examined at an SPC meeting.

For students who are required to appear before SPC for evaluation of professionalism violations, SPC may recommend one of the following:

1. Referral to the Community Standards Committee*
2. Professionalism Probation
3. Dismissal from LMU-DCOM

*The Community Standards Committee is designed to promote optimal student professionalism in-and-out of the classroom. The Committee is comprised of the Assistant Dean of Students, Associate Dean of Students, and other relevant LMUDCOM administration as deemed necessary by the specific circumstance. The goal of the Committee is to ensure that students can engage in professional learning opportunities while gaining mentorship from LMU-DCOM administration. A student's failure to comply with the Community Standards Committee will result in a referral back to the Student Progress Committee.

At any time, a grievance or concern regarding another student can be made to the Assistant/Associate Dean of Students. All parties in receipt of a student grievance will respond as soon as possible but should take no longer than five (5) working days following receipt of the grievance. The Assistant/Associate Dean of Students and/or Community Standards Committee shall determine the appropriate course of action to address the grievance.

Professionalism Deficiency Outcomes

When a student is referred to the Community Standards Committee, they will be required to discuss the violation with the committee. They will then be required to complete criteria specified by the Committee. Given that circumstances surrounding professionalism violations are unique to each student's situation, the conditions of the required criteria will be provided to the student in writing at the beginning of the warning period.

Upon completion of specified criteria, the student will be removed from Professionalism Warning. Further professionalism violations or failure to comply with Professionalism Warning conditions may result in being placed on Professionalism Probation or dismissal from LMU- DCOM.

Under Professionalism Probation, students are required to complete criteria specified by the Assistant/Associate Dean of Students, Senior Associate Dean, and/or the LMUDCOM Dean. The student will remain on Professionalism Probation until they graduate from LMU-DCOM.

LMU-DCOM is required to include any and all instance of professionalism violation(s) on the student's Medical Student Performance Evaluation (MSPE) which will become part of the student's residency application.

Alcohol and Drug Charges or Convictions

Students who are charged by law enforcement for on-campus or off-campus alcohol or drug violations must inform the Assistant/Associate Dean of Students immediately. The Assistant/Associate Dean of Students will work with the student to make sure that the student's health and welfare are of primary importance. During the legal proceedings, the student must keep the Assistant/Associate Dean of Students informed of the status and disposition of the case. The Assistant/Associate Dean of Students will also keep the Student Progress Committee Chair informed of this information. Following the court's decision and keeping in mind that no two cases are the same, the student will meet with the Student Progress Committee, who will make a recommendation to the LMU-DCOM Dean about the appropriate course of action. Students must recognize that a student with an untreated alcohol or other substance abuse issue is, by definition, unfit to continue in a patient care capacity. During any legal proceedings related to drug or alcohol abuse, the student may be placed on a leave while the case moves through the courts.

Following the court's decision, and after meeting with the student, the SPC committee may recommend that the student is dismissed from medical school, or that the student enters substance abuse counseling for later re-evaluation by the committee. Following a prescribed course of treatment, the student will report to the Assistant/Associate Dean of Students for further evaluation regarding ability to continue as a medical student. The student may be required to reappear before the SPC at any time during or after treatment is complete.

Drug Screen Violations

The practice of medicine requires the physician to demonstrate integrity and good judgment. The use of controlled substances that are not prescribed by a licensed physician or the use of illegal substances violates good judgement. Physician impairment is a serious concern of licensing boards due to the potential harm it poses to patients. The inability to provide a screening urine specimen that is free of these substances is, at most, concerning for student impairment and, at least, a sign of poor judgment.

Students that return a drug screen that is positive for substances that are not prescribed by a licensed physician or substances whose use are in violation of LMU policy, local, state or federal law(s) will be referred to a qualified provider for assessment. Students on clinical rotations will be immediately suspended from rotations until such time as they are cleared by a qualified provider as safe to return to the clinical environment. The “qualified” provider must be approved by LMU-DCOM in advance and qualified/experienced in drug abuse assessment/treatment. The student will pay for all costs associated with the assessment and any recommended treatment(s.)

All students with positive drug screens will meet with SPC. The SPC will follow-up with the student after their initial assessment. The SPC will follow the progress and treatment (if any) of the student until the student graduates DCOM.

Students who are recommended to participate in drug treatment/therapy must comply with all recommendations/requirements of treatment. Failure to satisfactorily complete the recommended treatment will result in the student’s immediate dismissal from LMUDCOM.

The Dean’s Actions

For all issues presented to the SPC, the Dean of LMU-DCOM will review the SPC’s recommendation and affirm, amend, or reverse the recommendation within five (5) working days of the receipt of the SPC’s recommendation. The LMU-DCOM Dean or designee will notify the student in writing of the decision within five (5) working days.

Appeal Process

A student wishing to appeal the LMU-DCOM Student Progress Committee policies and procedure, must submit a letter to the Admissions and Student Services Coordinator within five working days of receiving notification of that decision. Upon receipt, the Admissions and Student Services Coordinator will submit the letter to the Appeals Board for review. The student’s status will remain unchanged until the appeal process is finalized. Appeals may only be made in reference to the SPC and/or the LMU-DCOM Dean following LMU-DCOM policies and procedures; no other grounds for appeal will be accepted.

Appeals Board

The Appeals Board is composed of the LMU-DCOM Senior Associate Dean, a basic medical science faculty member, and the LMU Vice President of Academic Affairs. The Appeals Board will review all written information pertaining to the case. The job of the Appeals Board is to determine if LMU-DCOM policies and procedures relating to the case were followed and that no gross misapplication of fact(s) occurred. They may meet with the student but not with witnesses or other complainants. The decision of the Appeals Board will be forwarded in writing by the chair to the LMU-DCOM Dean, who will forward it to the student by certified mail to his or her last official address or hand-delivered with receipt. All decisions of the Appeals Board will be final and binding. No further option for appeal will be considered.

Interruption in Academic Program Progression

Progression in a student’s academic program can be interrupted for various reasons, resulting in gaps within the scheduled curriculum. These interruptions may include a leave of absence, a recession, withdrawal, or dismissal. It is important to note that regardless of the reason behind the interruption, students must complete the DCOM curriculum within six (6) years from the initial program start date.

Leave of Absence

A leave of absence may be granted from LMU-DCOM for one of the following reasons:

1. a medical emergency
2. a financial emergency
3. maternity
4. a call to active military service
5. pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized institution or teaching facility

6. time to study for the COMLEX exam

The Assistant/Associate Dean of Students or LMU-DCOM Dean can grant a leave of absence. Leave of absences are granted for conditions/circumstances that will impact the student's ability to complete coursework in the future.

For a student to request a leave of absence, the student must submit a written request and meet with the Assistant/Associate Dean of Students to discuss the reasons for the leave. LMU-DCOM will then notify the student in writing about the decision regarding the leave and any requirements about the student's return to campus. Leave of absences are granted for up to one year.

Before a student's leave of absence can begin, they must go through LMU-DCOM's prescribed checkout procedure. The student must meet with the LMU Student Financial Services Office to discuss how the leave will affect their financial aid eligibility. The official date of the leave of absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave have been met and are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted in writing to the Assistant/Associate Dean of Students.

Recession

Upon approval from the SPC committee and LMU-DCOM Dean, a student may be recessed by being removed from their current academic cohort and allowed to return as a member of the cohort one graduation year behind.

Withdrawal

Students considering a withdrawal from LMU-DCOM must inform the Assistant/Associate Dean of Students. The official date of the withdrawal will be the date of the receipt of the student's official request. If a student withdraws from LMUDCOM, the Office of Student Financial Services and the LMU Student Accounts Office will determine any refund calculations and balances due.

When a student withdraws from the university with three weeks or more remaining in the semester, their transcript will reflect a combination of the following:

- The grade earned for all completed courses
- WD for any course not yet started or in progress

When a student withdraws from the university with less than three weeks remaining in the semester, their transcript will reflect a combination of the following:

- The grade earned for all completed courses
- F for any course in progress

Dismissal

LMU-DCOM reserves the right to dismiss any medical student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal, or professional nature. Any student dismissed from LMU-DCOM will meet with the LMUDCOM Dean and the Assistant/Associate Dean of Students. They will also be required to communicate with the LMU Student Financial Services Office.

Curriculum

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

A physician must be skilled in problem solving and demonstrate expertise in diagnosis. To achieve this goal, LMU-DCOM's curriculum will emphasize the integration of the basic and clinical sciences in medical practice. The curriculum will be divided into a preclinical phase and a clinical phase.

Pre-Clinical Curriculum

The first and second years of osteopathic medical school will introduce the student to the fundamental scientific concepts as they apply to the study of medicine. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum. The first year of the curriculum focuses on basic medical science disciplines including anatomy, histology, biochemistry, molecular and cellular biology, genetics, immunology, microbiology, physiology, and pharmacology. The second-year curriculum is organized by organ systems, with integration of the basic sciences, pathology, clinical medicine, and osteopathic principles and techniques. The first-year curriculum focuses on normal structure and function as they pertain to the maintenance of health. The second-year curriculum focuses on the pathophysiology of disease and when normal system goes awry.

Doctor of Osteopathic Medicine Curriculum Digest

Degree Type

Doctorate in Osteopathic Medicine Curriculum

OMS-I Fall 2022

Item #	Title	Credits
DOSYS-701	Medical Gross Anatomy	8
DOSYS-711	Molecular Fundamentals Med I	9
DOSYS-714	Medical Histology	4
DOSYS-731	Osteopathic Principles & Practice I	3
DOSYS-741	Essentials Patient Care I	4
DOSYS-781	Foundations of Modern Hlthcare I	3

OMS-II Fall 2022

Item #	Title	Credits
DOSYS-724	Musculoskeletal	5
DOSYS-751	Hematology & Lymph	5
DOSYS-720	Clinical Neuroscience	7
DOSYS-753	Cardiovascular	5
DOSYS-755	Renal	5
DOSYS-757	Respiratory	6
DOSYS-733	Osteopathic Prin & Pract III	5
DOSYS-743	Essentials Patient Care III	3

OMS-I Spring 2023

Item #	Title	Credits
DOSYS-712	Molecular Fundamentals Med II	7
DOSYS-716	Medical Physiology	7
DOSYS-717	Med Basic Pharmacology	5
DOSYS-715	Medical Neuroanatomy	3
DOSYS-732	Osteopathic Prin & Prac II	3
DOSYS-742	Essentials Patient Care II	3
DOSYS-782	FMHC II	2

OMS-II Spring 2023

Item #	Title	Credits
DOSYS-762	Reproductive	6
DOSYS-760	Endocrine	5
DOSYS-764	Gastrointestinal	6
DOSYS-768	Integument	3
DOSYS-722	Behavioral Medicine	5
DOSYS-734	Osteopathic Prin & Prac IV	3
DOSYS-744	Essentials Patient Care IV	4
DOSYS-783	Foundations of Modern Hlthcare III	2

OMS III Rotations

Item #	Title	Credits
DOCLIN-801	Behavioral Health	8
DOCLIN-802	Internal Medicine I	8
DOCLIN-803	Internal Medicine II	8
DOCLIN-804	Obstetrics, Gynecology	8
DOCLIN-805	Surgery	8
DOCLIN-806	Pediatrics	8
DOCLIN-807	Family Med/Primary Care I	8
DOCLIN-808	Family Med/Primary Care II	8

OMS III Selective Rotations

Item #	Title	Credits
DOCLIN-816	Surgical Selective	8

OMS III Elective Rotations

Item #	Title	Credits
DOELEC-825	Elective	8
DOELEC-826	Elective	8
	Independent Study	8

OMS IV Rotations

Item #	Title	Credits
DOCLIN-903	Emergency Medicine	8
DOCLIN-904	Rural/Underserved Outpatient Care	8

OMS IV Elective Rotations

Item #	Title	Credits
DOELEC-924	Elective	8
DOELEC-925	Elective I	8
DOELEC-926	Elective II	8
DOELEC-927	Elective III	8
DOELEC-928	Elective IV	8
DOELEC-929	Elective V	8
DOELEC-930	Elective	8
DOELEC-931	Elective	8
	Independent Study	8
	Total Credits	312.5

Calculation of Credit Hours

Calculation of credit hours is based on the following formula: twelve lecture hours and a minimum of two hours out of class student work per week for approximately twelve weeks equals one credit hour, twenty-four laboratory hours equals one credit hour, and four weeks of rotation equals eight credit hours.

OMS I and II

1.0 Credit Hour = 12 Lecture or Seminar Hours

1.0 Credit Hour = 24 Lab Hours

S/U = Satisfactory/Unsatisfactory

Rounding Scale:

0.0 - 0.29 = 0.0

0.3 - 0.69 = 0.5

0.7 - 1.00 = 1.00

OMS III and IV

1 month = 8.0 Credit Hours

S/U = Satisfactory/Unsatisfactory

Clinical Curriculum

The clinical curriculum (OMS III and OMS IV years) will consist of mostly hospital and office- based training. All clinical adjunct faculty and approved clinical preceptors are approved by LMU- DCOM based on the credentialing processes. The clinical curricula will reflect the mission of the college through planning and evaluation in the Curriculum Committee and the input, review, and approval of the Dean's Council. Students must follow the policies and procedures outlined in the Clinical Rotations Manual for clinical rotations.

Educational activities consist of an online didactic component and a patient care component. The Office of Clinical Education is composed of an experienced team including the Assistant Dean of Clinical Affairs, Director of Clinical Education, Rotation Directors, Clinical Relations Coordinator and Rotation Coordinators to ensure the execution of affiliation agreements with hospital sites, development of educational standards, and assignment of students to rotation sites. Student rotation evaluations, self-assessments, core site evaluations, and site visits ensure that consistent educational objectives are being met at each rotation site.

Core rotation site assignments are determined prior to the end of the OMS II year through a schedule optimization program (lottery) based on individual student's ranking of each core sites. LMU-DCOM will provide assigned core rotations for the students to complete their OMS III rotations. The student may elect to do Selective and Elective rotations elsewhere if the site/rotation is approved at least sixty (60) days in advance by the Office of Clinical Education. All rotations are in four (4) week blocks unless otherwise specified.

To be eligible to begin OMS III clinical rotations, students must successfully complete the entire OMS II curriculum. To be eligible to begin OMS IV clinical rotations, students must successfully complete all components of the OMS III curriculum.

Students are required to submit proof of health insurance, complete a urine drug screen influenza vaccine, and PPD test yearly in their CastleBranch. Additional requirements can be found in the Student Handbook and Clinical Rotations Manual.

Most rotation sites will require proof COVID and/or vaccinations. Students will upload vaccination documentation to E*Value. Students who are unable to comply with a training site's vaccination requirement(s), due to declining the vaccine or inability to obtain a valid exemption accepted by the training site, may not be able to complete clinical rotations.

Curriculum Design

Students will complete twenty-one (21) clinical rotations throughout their OMS III and OMS IV years. Each clinical rotation is a four-week block, represented as a single (1) course on the student's transcript. The OMS III year is comprised of eleven (11) four-week rotation blocks.

The OMS IV year is comprised of ten (10) four-week rotation blocks. Students have one (1) four-week block of independent study in OMS III year and one (1) four-week block of independent study in OMS IV. Didactic activities provided by LMU-DCOM will be completed in addition to and concurrent with clinical experiences and are a required part of the curriculum. Didactic activities assigned by the Core Site and independent preceptors must also be completed by the student.

Core Rotations

The Core Rotations that must be completed by OMS III students are Behavioral Medicine, Internal Medicine I, Internal Medicine II, Obstetrics/Gynecology, General Surgery, Pediatrics, Family Medicine/Primary Care I, Family Medicine/Primary Care II, and the Core GME rotation. The OMS IV Core rotations are Emergency Medicine and Rural/Underserved Outpatient Care. The OMS IV curriculum is intended to build on the foundational experience provided in the OMS III year. These experiences are in settings where more demands for independence can be expected of the senior medical student.

Selective Rotations

There is one Selective rotation during the OMS III year. The Surgical Selective can be fulfilled with one of the surgical subspecialties noted below:

- Cardiothoracic Surgery, Ear, Nose, & Throat, General Surgery, Gynecological Surgery, Neurological Surgery, Ophthalmology, Orthopedic Surgery, Plastic Surgery, Surgical Critical Care, Trauma Surgery, Urology, Vascular Surgery.

Electives

Elective rotation experiences are meant to offer the opportunity to gain insight and experience into the vast array of medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. Students will have two electives in the OMS III year. Prior to COVID-19 up to two Elective rotations during the OMS IV year may be done outside the United States with prior approval of the Assistant Dean of Clinical Affairs. This can only occur in locations deemed safe by the US Department of State and in accordance with COVID policy guidelines. Students can do no more than six (6) Elective/Selective rotations in the same specialty.

Clinical Rotation Information

Report for Rotation

Each rotation begins on a Monday and ends four weeks later on Friday. It is the responsibility of each medical student to be present on the commencement of each rotation. In the event of an unavoidable tardiness to or absence from the rotation, it is the responsibility of the medical student to notify the supervising physician and the Office of Clinical Education

Training Hours

It is the philosophy of LMU-DCOM that medical students are in a period of training that mimics the practice as demonstrated by the supervising physician. For guidance purposes only, as per national guidelines, the following may be considered:

- A typical workday is usually 12-hours in duration.
- A typical work week should be a minimum of 40 hours and a maximum of 80 hours in duration averaged over a four-week period.
- The maximum duration on-duty should be no longer than 24 hours followed by a minimum of 12 hours off duty.
- Two days out of every 14 days should be provided as a break.

Student Evaluation (Grades)

At the end of each rotation block, the designated supervising physician or preceptor completes an evaluation on the medical student's performance as it relates to knowledge, skills, and performance. These assessments cover the core competencies, Osteopathic Principles and OMM, Medical Knowledge, Patient Care, Professionalism, Interpersonal and Communications Skills, Practice Based Learning and Improvement, and Systems Based Practice. The final grade is given by LMU-DCOM faculty serving as Rotation directors and is based on the grading components noted in each courses' syllabus.

Students must successfully pass all grading components to receive a passing grade for the rotation. More information on the specifics of grading for clinical rotations is available in the LMU-DCOM Clinical Rotations Manual.

Patient Confidentiality

All medical students must complete the Health Information Portability and Accountability Act (HIPAA) training provided by LMU-DCOM. The training notification is provided to all affiliated clinical training facilities.

Additional Certificates Offered

Certificate in Healthcare Literacy and Interprofessional Telehealth Considerations

The Certificate in Healthcare Literacy and Interprofessional Telehealth Considerations provides students with an opportunity to analyze the impact of social determinants of health, culture, language, and health literacy, along with interprofessional telehealth considerations, as they pertain to continuity of care and the patient's ability to make and implement health related decisions across multiple levels of patient-centered care. The prevalence of low health literacy among certain populations promotes the student to evaluate a patient by taking into consideration factors such as socioeconomic status, minority status, older adults, and medically underserved populations. Information may be found here:

<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/do/center-for-interprofessional-education-and-simulation/curricular-highlights>

DO/MBA Degree

The Dual Degree MBA Program for LMU-DCOM students is comprised of 30 semester hours of coursework. Twelve credit hours of MBA coursework will be complete during the DO/MBA candidate's first summer within the MBA program. The remaining credit hours can be completed during the student's summers and third and fourth rotation years. The program has been designed to provide the student with excellent career options and practice management and administration skills at the same time they are preparing to become a well-trained osteopathic physician. Completion of the professional MBA degree at the time of pursuing the DO Degree should prepare the dual degree graduate with the knowledge and skills to assume a leadership role more quickly in clinical practice in an outpatient or hospital setting. You can find more information here: <https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/do/academics/domba-program/index>

Course Descriptions

DCOM Clinical

DOCLIN-801 : Behavioral Health

Four weeks focusing on the evaluation, intervention and management of the psychiatric patient. Emphasis is placed on the medical student learning the triage and community integration of treatment models treating the patient in the setting close to home rather than the inpatient psychiatric hospital. This month will offer the integration of the inpatient psychiatric treatment model with the goal of community treatment and placement for the mentally ill patient.

Credits 8

DOCLIN-802 : Internal Medicine I

4 week course concentrating on the care of the adult patient in both the inpatient and outpatient arenas. The student will start applying their knowledge clinically while learning how to function as part of a healthcare team

Credits 8

DOCLIN-803 : Internal Medicine II

4 week course concentrating on the care of the adult patient in both the inpatient and outpatient arenas. The student will start applying their knowledge clinically while learning how to function as part of a healthcare team.

Credits 8

DOCLIN-804 : Obstetrics, Gynecology

Four weeks of training in the inpatient or outpatient setting to become familiar with the care of medical and surgical issues related to the female genitourinary system. This will include the evaluation and care of the pregnant patient for prenatal, delivery and post-natal period.

Credits 8

DOCLIN-805 : Surgery

Four weeks of training in the hospital setting under the supervision of a hospital based general surgeon(s). This will include the evaluation, surgical intervention, consultation and follow-up of the adult male and female population.

Credits 8

DOCLIN-806 : Pediatrics

Four weeks of clinical training in the outpatient setting. The student will learn to complete an appropriate history and physical exam for pediatric patients from birth to age 21. Emphasis will be placed on preventive health management for evaluation of growth milestones as well as immunization strategies.

Credits 8

DOCLIN-807 : Family Med/Primary Care I

Credits 8

DOCLIN-808 : Family Med/Primary Care II

Credits 8

DOCLIN-902 : Rural/Underserved Inpatient Care

This four week rotation will take place in a smaller, rural community hospital. During these weeks, the student will be exposed to a wide variety of health problems and participate in care of hospitalized patients under the supervision of hospital staff physicians. The student will be responsible for all facets of hospital care for patients and will be exposed to systems of care, treatments, community services, and public health issues in a rural hospital setting.

Credits 8

DOCLIN-903 : Emergency Medicine

Students will learn the initial evaluation and stabilization of the acutely ill or traumatized patient. Education of the triage process at the entry into the Emergency Department is included in the experience.

Credits 8

DOCLIN-904 : Rural/Underserved Outpatient Care

Credits 8

DOCLIN-915 : Medical Selective

Credits 8

DCOM Clinical Rotation

DOCR-940 : Visiting Student Rotation

Credits 8

DCOM Elective

DOELEC-825 : Elective

Elective experiences may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences within the United States. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. It is not necessary for preceptors to hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-826 : Elective

Elective experiences may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences within the United States. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. It is not necessary for preceptors to hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-924 : Elective

Credits 8

DOELEC-925 : Elective I

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-926 : Elective II

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-927 : Elective III

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-928 : Elective IV

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-929 : Elective V

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-930 : Elective

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

Credits 8

DOELEC-931 : Elective

Credits 8

DCOM Selective

DOSELE-815 : Medical Selective

Third and fourth year Selective Physician Rotations are at sites designated by the Office of Clinical Education. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved by the College of Osteopathic Medicine's Office of Clinical Education. The Office of Clinical Education will offer a pre-approved set of rotation sites from which students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include surgical and medical specialties or subspecialties.

Credits 8

DOSELE-816 : Surgical Selective

Third and fourth year Selective Physician Rotations are at sites designated by the Office of Clinical Education. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved by the College of Osteopathic Medicine's Office of Clinical Education. The Office of Clinical Education will offer a pre-approved set of rotation sites from which students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include surgical and medical specialties or subspecialties.

Credits 8

DOSELE-817 : Primary Care Selective

Credits 8

DOSELE-915 : Medical Selective

Credits 8

DO Scholar

DOSCH-850 : OMS Scholars Program I

Credits 12

DOSCH-851 : OMS Scholars Program II

Credits 12

Doctor of Osteopathy

DOSYS-700 : Intro Gross Anatomy

The course is designed for incoming medical, veterinary, and masters students who wish to start learning Gross Anatomy prior to the start of their program. Course material will be presented through small group discussions and time in the LMU-DCOM anatomy lab. There will be a heavy emphasis on the clinical aspects of anatomy so that the student can equate various physical signs and symptoms with anatomical pathology. Students will begin each day at 8:30 a.m. with a test over the previous day's material. Each test is cumulative to encourage long-term mastery of anatomy. There will also be heavy emphasis on the most efficient ways to study anatomy and other related medical disciplines.

Credits 6

DOSYS-701 : Medical Gross Anatomy

Medical Gross Anatomy is the study of the body's structure. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; pelvis and lower limb; and head and neck. Laboratory dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology, three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams.

Credits 8

DOSYS-711 : Molecular Fundamentals Med I

The Molecular Fundamentals of Medicine I (MFM I) course is designed to provide each student with an integrated understanding of the basic biochemical, molecular, and cellular principles underlying cell structure and function in health and disease. The course integrates the basic science disciplines of molecular and cellular biology, biochemistry and metabolism, pathology, and medical genetics within the context of their clinical applications to basic biomedical sciences. This course will provide a fundamental scaffold of knowledge in basic biological sciences necessary for completion of subsequent medical school curricula, preparation for the COMLEX and USMLE, and success in independent medical practice. Students will gain an understanding of (1) human molecular biology and genetics; (2) cellular biology and metabolism (3) cellular, molecular, and metabolic abnormalities resulting in pathological conditions and disease; and (4) the molecular basis for clinical diagnosis and therapy.

Credits 9

DOSYS-712 : Molecular Fundamentals Med II

This is an integrated course introducing bacteriology, virology, parasitology, mycology, and immunology to prepare students for more in-depth study during the systems. Clinical applications of the basic sciences are emphasized.

Credits 7

DOSYS-714 : Medical Histology

Medical Histology is designed to give students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. The understanding of the normal histology presented in this course is critical for the student's ability to: (1) envision the cellular/tissue structures associated with the biochemical and physiological processes explained in other courses, and (2) identify and comprehend the histopathology presented in the second-year systems courses

Credits 4

DOSYS-715 : Medical Neuroanatomy

This course provides a thorough survey of the central, peripheral, and autonomic nervous systems. The basic science components will include embryologic neural development, neuroanatomy, neurophysiology.

Credits 3

DOSYS-716 : Medical Physiology

This course is a comprehensive study of normal human physiology organized by system, with an emphasis on integration and control, and the osteopathic principles based on the body's innate capacity for regulation and healing. Students are also introduced to failures of the regulatory systems, due either to internal or external pathology. The major class activities are lectures and team-based learning (TBL) exercises. TBL activities are problem-solving exercises to reinforce learning and aid in student preparation for the examinations. The goal of TBL is to develop skills at solving problems in physiological medicine that the students need to become highly qualified osteopathic physicians.

Credits 7

DOSYS-717 : Med Basic Pharmacology

The course is designed to build a foundation of pharmacologic knowledge. Drug modes of action and physiologic effects that stem from drug actions are introduced systematically by pharmacologic class with emphasis placed upon prototypical and commonly used members from each pharmacologic class.

Credits 5

DOSYS-720 : Clinical Neuroscience

This course will provide a thorough survey of clinically relevant neurological pathology, epidemiology, and clinical presentation. Treatment strategies for common neurological diseases will be introduced. A concentration will be maintained on those neurological illnesses commonly seen in primary care settings. Collecting basic clinical data, integrating a comprehensive neurological exam, and developing familiarity with terminology common to the practice of neurology will be highlighted

Credits 7

DOSYS-722 : Behavioral Medicine

This course will provide a thorough review of clinically relevant topics in psychiatry to better prepare students to evaluate and treat mental illness. A concentration on psychiatric issues seen in primary care settings will be maintained. Behavioral medicine will emphasize epidemiology, diagnosis, medication and psychotherapeutic management, as well as the physician's role in promoting behavioral change. The psychiatric diagnostic interview and DSM 5 criteria will be reviewed and applied. This course is designed to prepare students for their clinical core rotation in psychiatry as third year students and for their eventual practice of medicine regardless of chosen specialty.

Credits 5

DOSYS-724 : Musculoskeletal

This course provides the student with an interdisciplinary approach to the evaluation and treatment of the neuromusculoskeletal system. Foundations of anatomy and biomechanics, physiology, pharmacology, and pathology are included to enhance the understanding of fundamental clinical concepts. Basic science and aspects of clinical neuromusculoskeletal medicine are considered with emphasis upon primary care osteopathic medical practice; familiarity with material from previous coursework will be assumed and expected. Topics in the areas of orthopedic surgery, sports medicine, radiology, physical medicine and rehabilitation, pain medicine, pediatrics, and rheumatology are included in the course. Methods of examining the neuromusculoskeletal system will be addressed in conjunction with the Essentials of Patient Care course when possible.

Credits 5

DOSYS-731 : Osteopathic Principles & Practice I

This course serves as the foundation of manipulative medicine unique to the practice of Osteopathic medicine. Diagnosis of somatic dysfunction and application of osteopathic manipulative treatment are introduced and explored in both a didactic and skills laboratory setting. Students will learn in a contextual framework for understanding the scientific mechanisms, diagnosis, integration and application of osteopathic manipulative treatment as part of holistic, comprehensive care for patients.

Credits 3

DOSYS-732 : Osteopathic Prin & Prac II

This course builds on the foundations of manipulative medicine taught in the previous course. Diagnosis of somatic dysfunction and application of osteopathic manipulative treatment will now be applied to the entire body in both a didactic and skills laboratory setting. Students will learn in a contextual framework how diagnosis and treatment come together as part of holistic, comprehensive care for patients.

Credits 3

DOSYS-733 : Osteopathic Prin & Pract III

This course is a continuation of OPP II and provides students with a contextual framework for understanding the scientific mechanisms, diagnosis, integration and application of Osteopathic manipulative treatment as part of holistic, comprehensive care for patients with presentations considered in the concurrent systems course(s). This course includes both a didactic and skills component

Credits 5

DOSYS-734 : Osteopathic Prin & Prac IV

This course is a continuation of OPP III and provides students with a contextual framework for understanding the scientific mechanisms, diagnosis, integration and application of Osteopathic manipulative treatment as part of holistic, comprehensive care for patients with presentations considered in the concurrent systems course(s). This course includes both a didactic and skills component.

Credits 3

DOSYS-741 : Essentials Patient Care I

An adequate history and physical examination is fundamental to the clinical diagnosis and treatment of medical conditions. To that end, this course will teach the student how to perform a medical history and thorough physical examination and accurately record the findings. The Essentials of Patient Care (EPC) curriculum consists of four semester-long courses. During EPC I & II, basic history and physical examination skills are taught from an organ systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on experiential instruction and standardized patient encounters. Additionally, the student is introduced to features of common pathologic conditions associated with these systems in order to bring relevance to early clinical learning. Throughout these two semesters and the following two, emphasis is placed on the patient-centered approach to clinical medicine

Credits 4

DOSYS-742 : Essentials Patient Care II

An adequate history and physical examination is fundamental to the clinical diagnosis and treatment of medical conditions. To that end, this course will teach the student how to perform a medical history and thorough physical examination and accurately record the findings.

Credits 3

DOSYS-743 : Essentials Patient Care III

During EPC III and IV, the organ systems are revisited in conjunction with the system being covered in the basic science curriculum. The same teaching modalities employed in the first year are repeated here. During these two semesters, history-taking and physical examination skills are enhanced through the introduction of more advanced technique incorporating the students' developing recognition of pathologic findings. The students will learn basic clinical skills in preparation for their clinical rotations. The specific subject matter of each course is as follows: 1. Essentials of Patient Care I - Obtaining and recording a patient history, general survey and vital signs, skin, eye, HENT and pulmonary exam. 2. Essentials of Patient Care II - Cardiac, abdominal, lymphatic, neurologic and musculoskeletal exams 3. Essentials of Patient Care III - Advanced interpersonal skills, advanced musculoskeletal, neurologic, cardiovascular and lung exams. 4. Essentials of Patient Care IV - Advanced interpersonal skills, advanced HEENT, abdominal exams. Male and female genitourinary exam.

Credits 3

DOSYS-744 : Essentials Patient Care IV

This course is a continuation of EPC IV further expanding and developing the world of clinical medicine through a multifaceted approach, including early patient contact with patient models, standardized patients and simulations, facilitated small group study sessions, didactic sessions, self-directed and online exercises, and group projects. Emphasis is on development of history-taking and specialty-specific physical examination skills, critical thinking skills, differential diagnosis formation, construction of treatment plans, and doctor-patient communication skills. Other components of the course include professionalism, medical informatics, and health promotion and disease prevention.

Credits 4

DOSYS-751 : Hematology & Lymph

This course provides the medical student with an interdisciplinary, integrated approach to the basic science and clinical medicine framework for understanding the fundamentals of the hematopoietic and lymphatic systems. The course will introduce students to biochemical, genetic, pathological, pharmacologic and immunologic considerations as the basis for an approach to the pathophysiology and clinical evaluation and treatment of anemia, hemoglobinopathies, white blood cell disorders, primary immunodeficiency disorders, leukemias and lymphomas, multiple myeloma, myeloproliferative disorders, hemostasis disorders, platelet disorders, transfusion medicine, lymphedema, select infectious disease considerations, along with other specialized topics. Familiarity with previously completed coursework in medical school will be assumed

Credits 5

DOSYS-755 : Renal

This course exists to familiarize the student with the structures and functions of the human renal system and on how they are altered by various conditions. Topics will include anatomy, physiology, embryology, histology, biochemistry, pathology, pharmacology, and microbiology. The course will also include introductions to clinical nephrology and urology. It will serve as a comprehensive introduction to the normal structure and function of the renal system and to common disorders, their diagnosis, and treatment.

Credits 5

DOSYS-757 : Respiratory

The Respiratory Course is designed to instruct students about the pathologic conditions of the Respiratory system. The course is organized by disease types and has the pathophysiology early and integrated throughout the course. The course instructs students on the diagnostic and therapeutic tools used to evaluate and manage patients with pathology of the respiratory system. Numerous disciplines like anatomy, microbiology, and pharmacology are used to instruct the students about the evaluation and treatment of the pathology of the respiratory system. The greater design of the course is to teach an osteopathic student how to diagnose and treat problems originating from or related to the respiratory system

Credits 6

DOSYS-760 : Endocrine

This course applies the physiologic principles of hormone production and function to pathologic processes of endocrine disorders. It also explores metabolic dysfunction, including the pathophysiology of type 2 diabetes and other obesity related conditions. Clinical manifestations, diagnosis, and treatment of common adult endocrine disorders are covered. Emphasis is placed on understanding the interplay of endocrine regulatory mechanisms as they relate to appropriate pharmacologic treatment of endocrine dysfunction.

Credits 5

DOSYS-762 : Reproductive

This course will familiarize the student with the anatomy, physiology, and pathophysiology of the female reproductive system. Students will also receive an introduction to clinical obstetrics and gynecology including basic management principles.

Credits 6

DOSYS-764 : Gastrointestinal

This course tasks the student to apply basic principles of histology, embryology, anatomy, genetics, microbiology, physiology, and pharmacology in order to diagnose pathologic conditions of the gastrointestinal (GI) system and initially manage patients with gastrointestinal (GI) complaints. Basic concepts of nutrition will also be covered in this system.

Credits 6

DOSYS-768 : Integument

Credits 3

DOSYS-781 : Foundations of Modern Hlthcare I

This course will introduce students to the structure and function of the healthcare system. The course will also lay the groundwork in establishing the student of a lifelong learner that uphold the professional and ethical standards of the osteopathic physician while exposing the students to diverse populations.

Credits 3

DOSYS-782 : FMHC II

Credits 2

DOSYS-783 : Foundations of Modern Hlthcare III

Credits 2

DOSYS-799 : Elective Credit