



Lincoln Memorial University – DeBusk College of Osteopathic Medicine

CATALOG 2026-2027

Table of Contents

General Information	3	Matriculation and Promotion	17
University Equal Opportunity and Nondiscrimination Policy	3	Attendance	17
Institutional Accreditation	4	Class Recordings Policy	18
Anti-Hazing	4	COMLEX-USA	18
Professional College Accreditation	5	Grades	19
Accreditation Grievances	5	Course and Faculty Evaluation	20
Complaint Policies and Procedures	5	Graduation Requirements	20
LMU Governance	6	Academic and Professionalism Deficiencies	21
Officers of the University & LMU-DCOM Administration	7	Student Progress Committee	21
Campus Facilities	8	Committee Procedures for Academic Deficiencies	21
DCOM Academic Calendar 2026-2027*	8	Students in the Preclinical Years (1 and 2)	21
Admissions	8	Students in the Clinical Years (3 and 4)	22
AACOMAS Application	9	Academic Deficiency Outcomes	22
LMU-DCOM Supplemental (Secondary) Application	9	Remediation Policy	23
Undergraduate Course Requirements	9	Committee Procedures for Professionalism Deficiencies and Outcomes ..	23
Medical College Admissions Test (MCAT)	9	Alcohol and Drug Charges or Convictions	24
Admissions Procedures	10	Drug Screen Violations	24
Student Transfers	10	The Dean's Actions	25
Recruitment	10	Appeal Process	25
Financial Services	12	Interruption in Academic Program Progression	25
Repeating Semesters	12	Curriculum	26
Reimbursement of Funds	12	Pre-Clinical Curriculum	27
The Return of Title IV Funds (Federal)	12	Calculation and Definition of Credit Hours	29
Financial Commitment Policy	13	Clinical Curriculum	29
Outstanding Balance/Collection	13	Clinical Rotation Information	30
Additional Information	13	Additional Certificates Offered	31
International Students	13	DO/MBA Combined Degree Completion Pathway	31
Applicants with Foreign Coursework	13	Course Descriptions	32
Veterans	14	DCOM Clinical	32
Academic Policies	14	DCOM Elective	34
Official Academic Records	14	DO Scholar	35
Right to privacy under FERPA	15	Doctor of Osteopathy	36
Public Notice Designating Directory Information	16		

Main Campus Address: 6965 Cumberland Gap Parkway, Harrogate, TN 37752

Main Campus Phone: 423-869-7200

Knoxville Campus Address: 9737 Cogdill Road, Knoxville TN 37932

Knoxville Campus Phone: 865-338-5800

www.lmunet.edu

This edition of the LMU-DCOM Academic Catalog is effective July 1, 2026. For more detailed information about the University's professional degree programs or undergraduate degree programs refer to the applicable catalog.

This catalog is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

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 and Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and equal opportunity 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 status, 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 Office of Institutional Compliance, the Department of Human Resources, and LMU Campus Police and Security.

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>

Institutional Accreditation

Institutional Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on 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).

Anti-Hazing

1. Hazing is defined as any reckless or intentional act, whether occurring on- or off-University-controlled property, by one (1) or more students, which is directed against any other student or groups (regardless of their willingness to participate), that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule, that is required or expected for affiliation or initiation into a group or organization. This includes any activity, whether presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.
2. Hazing is strictly prohibited by the University. Any individual or organization found responsible for hazing is subject to disciplinary action and/or criminal prosecution.
3. Retaliation against any person who reports or cooperates in the investigation of a hazing incident is strictly prohibited and will result in separate disciplinary action.

Reporting Hazing:

- If you are aware of an incident of hazing, you are required to report the incident to the Office of Community Standards. Reports can be made confidentially or anonymously. Reports may be submitted by email to the Office of Community Standards (conduct@lmunet.edu), or through the University's online incident reporting [form](#).

Public Disclosure of Hazing Incidents:

- In compliance with federal law, the University will publicly report incidents of hazing annually on its website in the [Annual Security Report](#), as well as, bi-annually in the [Campus Hazing Transparency Report](#). The report will include the student organization name, a description of each incident, including whether the violation included the abuse or illegal use of alcohol or drugs, the findings of responsibility of any institutional investigations, and any sanctions imposed.

The Annual Security Report (ASR) and the Campus Hazing Transparency Report serve distinct purposes in promoting campus safety and accountability, but they focus on different types of conduct and reporting requirements:

Annual Security Report (ASR): Required by the federal Clery Act, this report provides detailed information on campus crime statistics, safety policies, and procedures related to emergencies, crime prevention, and victim support. Its primary purpose is to inform current and prospective students, employees, and the public about campus safety and security.

Campus Hazing Transparency Report: Mandated by state laws like the Stop Campus Hazing Act (if applicable), this report specifically discloses incidents of hazing reported to the institution, including dates, types of hazing, investigations, and outcomes. Its purpose is to increase public awareness and accountability regarding hazing incidents at colleges and universities.

Key Difference: The ASR covers a broad range of campus crime and safety information, while the Campus Hazing Transparency Report focuses solely on hazing incidents and their resolution.

Campus Wide Hazing Prevention Program

- In compliance with federal law, the University implements a campus-wide, comprehensive Hazing Prevention Program. An overview of the Hazing Prevention Program, in addition to a comprehensive overview of how Hazing Incidents are reported, investigated, and sanctioned, can be found [here](#).

Note: This policy complies with the requirements of the Stop Campus Hazing Act (P.L. 118-39).

Professional College Accreditation

Lincoln Memorial University-College of Osteopathic Medicine (LMU-DCOM) is accredited by the Commission on Osteopathic College Accreditation (COCA) to offer an academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. The degree is conferred by the Board of Trustees of LMU on those candidates recommended by the faculty of LMU-DCOM. COCA is the only accrediting agency for predoctoral osteopathic medical education and is recognized by the United States Department of Education (USDE).

The most recent comprehensive accreditation review and site visit took place August 2022. The COCA granted LMU-DCOM Accreditation with Exceptional Outcome on December 9, 2022. LMU-DCOM was found to be in compliance with all standards and all elements were met. For schools with this status, accreditation will be granted for ten years. Monitoring is conducted through submission of the COCA annual report and the mid-cycle report that is due in year five. In December 2024 the COCA approved LMU-DCOM to open and recruit for an additional location in Orange Park, FL.

Additional information on accreditation can be found at <http://www.aococa.org/>.

American Osteopathic Association
Commission on Osteopathic College Accreditation
142 E. Ontario Street
Chicago, IL 60611-2864
predoc@osteopathic.org
Phone: (312) 202-8124

Accreditation Grievances

Confidential Complaints Regarding Accreditation Standards

LMU-DCOM wishes to comply and exceed all standards to achieve and maintain accreditation from Commission on Osteopathic College Accreditation. If faculty, staff, students, and the public have concerns or complaints regarding a violation(s) of an accreditation standard(s) or procedure(s) against LMU-DCOM or COCA, written complaint(s) may be sent directly to the Dean's office or directly to AOA COCA toward adjudication and resolution. Individuals may file a confidential complaint directly with the COCA and/or the DeBusk College of Osteopathic Medicine.

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

[Accreditation Standard Complaint Form and Procedures](#)

Complaint Policies and Procedures

Formal Complaint Process

LMU seeks to address written student complaints when brought to the attention of the administration. The formal complaint process of LMU is a separate process from the program specific appeal/grievance process in an academic program. The University encourages students who have a legitimate concern to participate in the formal complaint process if the concern is not addressed by the program specific appeal/grievance process. The Formal Student Complaint is used to document and track the institution's forthright attempts to address appropriately filed Formal Student Complaints.

The Formal Student Complaint Form may be downloaded at: <https://www.lmunet.edu/office-of-institutional-compliance/student-complaint-process>.

The process initiated by this form does not negate or replace any appeal/grievance process of a specific program. The student may be directed to that process as a result of filing this form. That program specific appeal/grievance process in an academic program must be completed by the student before any additional review may take place by the University. The formal complaint process initiates a review of the completed appeal/grievance process. A formal complaint must be filed within 30 days of the receipt of the final decision from the program specific appeal/grievance process.

For proper processing, all information must be completed and delivered to Office of Institutional Compliance, Grant-Lee Hall-115, 6965 Cumberland Gap Parkway, Harrogate, TN 37752

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**
- **Sam A. Mars, III, Secretary**

Members

- Gary J. Burchett - Harrogate, TN
- Jerome (Jerry) E. Burnette - Knoxville, TN
- Autry O.V. (Pete) DeBusk - Knoxville, TN
- Brian C. DeBusk - Knoxville, TN
- Nicole L. DeBusk - Miami, FL
- Frederick S. Fields - San Francisco, CA
- Robert W. Finley, Sr. - Lockport, IL
- Richard A. Gillespie - Knoxville, TN
- Charles W. Holland - Knoxville, TN
- Judy Hounshell** - Rose Hill, VA
- 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
- (Joseph) Mark Padgett - Sarasota, FL
- Noah Patton - Tazewell, Tennessee
- Todd E. Pillion - Abingdon, VA
- Kenneth O. Rankin - Dublin, OH
- Carroll E. Rose - Tazewell, TN
- James Jay Shoffner - Middlesboro, KY
- Joseph F. Smiddy - Church Hill, TN
- E. Steven (Steve) Ward - Knoxville, TN
- Michele Wilson-Jones - Stearns, KY
- Jerry W. Zillion - Germantown, MD

**Alumni Representative

Officers of the University & LMU-DCOM Administration

President's Cabinet

Dr. Jason McConnell, DBA	President, Lincoln Memorial University
President's Cabinet	
Stacey Anderson, Ph.D., DVM, MS	Executive Dean, College of Veterinary Medicine
Jody Goins, Ed.D.	Executive Vice President for Administration
Kimberly Carney, DVM, MPH	Dean, College of Veterinary Medicine, Orange Park, Florida
David Laws	Vice President of Facilities Planning, Management, & Safety Services
Mark Browne, M.D.	Chief Administrative Officer for Health Sciences
Matthew Lyon, J.D., MPA	Vice President and Dean, Duncan School of Law
Debra Moyers, DBA	Executive Vice President, Finance
Jay Stubblefield, Ph.D.	Executive Vice President for Academic Affairs
Qi Wang, DDS	Dean, College of Dental Medicine
Frank Woodward, DPA	Vice President, University Advancement

LMU-DCOM Administration

Teanna Moore, DO	Dean and Chief Academic Officer & Campus Dean, Harrogate
Stephanie Zeszutek, DO	Campus Dean, Knoxville
James Toldi, DO	Campus Dean, Orange Park
Sherry Jimenez, EdD	Senior Associate Dean of IPE, Simulation, & Accreditation
Jeffrey Martin, PhD	Senior Associate Dean for Academic Affairs and Research
Natalie Freeman, PhD	Associate Dean of Research
Christopher Yonts, DO	Assistant Dean of Clinical Medicine, Harrogate
Charles Randy Clinch, DO	Assistant Dean of Clinical Medicine, Knoxville
Bryan Caldwell, MD	Associate Dean of Clinical Medicine, Orange Park
Brian Daniels, EdD	Assistant Dean of Students, Harrogate
Marita Esposito, EdD	Assistant Dean of Students, Knoxville
Rebecca Steiner, PhD	Assistant Dean of Students, Orange Park
Syed Quadri, PhD	Assistant Dean of Basic Medical Science Curriculum
Beverly Hamilton, PhD	Associate Dean of Basic Medical Science, Harrogate
Robert Augustyniak, PhD	Assistant Dean of Curricular Innovation & Basic Medical Sciences, Knoxville
Adrienne Ables, PharmD	Associate Dean of Basic Medical Sciences, Orange Park
Robin Mace, MBA	Assistant Dean of Admissions
Chloe Ruff, PhD	Assistant Dean of Assessment and Faculty Development

LMU-DCOM Faculty

Please use the link below to access the Faculty Directory for further information:

<https://undergraduatecatalog.lmunet.edu/>

Campus Facilities

Harrogate, Tennessee

LMU-DCOM
6965 Cumberland Gap Parkway
Harrogate, TN 37752
423-869-7200

LMU-DCOM was established in 2007 in Harrogate, Tennessee, with the mission of placing primary care doctors in Appalachia and the surrounding area. Since then it has graduated over 2,000 doctors, many of whom work in East Tennessee and the surrounding states. First and second-year students spend time at main campus diving into the academic curriculum, while third and fourth-year students spread out across 9 states learning how to apply their medical education in the hospital setting.

Knoxville, Tennessee

DCOM at LMU-Knoxville
9737 Cogdill Road
Knoxville, TN 37932
865-338-5800

DCOM at LMU-Knoxville offers the same four-year, full-time academic and clinical program as offered at the LMU-DCOM Harrogate campus granting the Doctor of Osteopathic Medicine (DO) degree. The brand new campus with state-of-the-art osteopathic medical school facilities opened its doors to a class of 125 in the fall of 2019.

DCOM Academic Calendar 2026-2027*

Fall Semester 2026	
Anatomy Boot Camp	June 22-July 02, 2026
OMS I Orientation	July 6-10, 2026
OMS I Classes Begin	July 13, 2026
OMS II Classes Begin	July 20, 2026
Labor Day Break	September 7, 2026
Thanksgiving Break	November 25-27, 2026
OMS I End of Semester	November 24, 2026
OMS II End of Semester	December 4, 2026
Spring Semester 2027	
Classes Begin	January 4, 2027
Martin LutherKing Day	January 18, 2027
Spring Break	March 22-26, 2027
Good Friday	March 26, 2027
End of Semester	May 21, 2027

****Subject to change***

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 Old Georgetown 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.

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 non-refundable 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 June. 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.** Applicants participating in special affiliated programs with LMU-DCOM and other exceptions to this policy will be considered on an individual basis. 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 LMU-DCOM 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 in the Southeast region of the United States and beyond.** LMU-DCOM is actively engaged in forging relationships with undergraduate institutions and the general public by promoting 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 regularly.
2. **To attract students from the Appalachian area and beyond who are committed to service.** LMU-DCOM continues to maintain close ties with undergraduate institutions and premedical advisors in the Appalachian region. Recruitment

and admissions representatives meet with Universities and Colleges nationwide to form partnerships and mentorship opportunities. Campus tours are hosted for premedical advisors, students and community stakeholders. LMU-DCOM also works closely with high schools in the Southeast region to increase awareness of the osteopathic profession.

3. **To create an inclusive student body.** LMU-DCOM believes that an inclusive student body is important for the development of all future physicians. Through recruitment efforts DCOM seeks to attract highly qualified and service minded students who reflect the various populations they will serve. Recruitment efforts focus on ensuring a positive experience for applicants throughout the application process.

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 of 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 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.

Admission Requirements (prior to beginning Undergraduate coursework):

- Submit LMU online undergraduate application. Recommended program: Bachelor of Science, pre-health professions track (Biology Pre-Med, Chemistry Pre-Med, and Psychology Pre-Med).
- Minimum of 25 composite ACT or 1250 composite SAT score
- High school GPA of 3.7 (unweighted)

- Submit a written personal statement demonstrating interest in health career & leadership experience
- Submit GPA Program application (and required reference letters). These reference leaders should reference community service & leadership, while also addressing character & skills.

Undergraduate Benchmarks/Requirements (to be completed during undergraduate study):

- Maintain a minimum of 3.3 or higher GPA (3.3 science GPA, 3.2 non-science GPA)
- C+ is minimum grade for all required courses; however, B or better is generally needed
- Complete & submit the MCAT with a minimum of 494 total.
- Submit application to DCOM through Association of Colleges of Osteopathic Medicine (AACOMAS). This includes additional recommendations and a second interview.

Financial Services

The LMU Student Financial Services Office provides information on financial aid and student accounts. In addition to student billing and collections, the office assists students, for those who qualify, in applying for and receiving student loans, grants, scholarships, and other types of financial aid.

More information can be found at the links below,

Tuition, Cost of Attendance and Fees

<https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional>

Financial Aid

<https://www.lmunet.edu/student-financial-services/financial-aid/>

Repeating Semesters

In some instances, as approved by the Student Progress Committee and Dean, students may be required to repeat a year of coursework. Students will be charged \$5,000 for a semester in which they did not fail any coursework but were required to repeat. Students will be charged \$10,000 for a repeat semester with at least one failure in their coursework.

Reimbursement of Funds

According to institutional policy, the LMU Student Financial Services Staff will calculate a tuition refund 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.

A student who cancels, withdraws for personal or medical reasons, is suspended, or dismissed will receive a refund of tuition and fees within thirty days if they are owed.

If a student registers after the first week of classes and withdraws from all classes within three working days of registration, they will not be charged for tuition or registration fees.

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 their 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 Student Financial Services Office.

The official date of a student's withdrawal is when 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, Title IV funds are not returned. The final determination on the 60% point of the semester is determined by the US Department of Education, Federal Student Aid Division.

Financial Commitment Policy

For value received, the student will be responsible for paying 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 for paying 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. 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 LMU any principal amount and collection costs 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	Josef Silny & Associates
P.O. Box 745	7101 SW 102 Avenue
Old Chelsea Station	Miami, FL 33173
New York, NY 10113-0745	305.273.1616
212.966.6311	https://www.jsilny.org/
www.wes.org	

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. University cannot transmit any transcripts electronically (FAX).

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.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access. A student should submit to the Registrar a Request to Inspect and Review Education Records that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student via LMU email of time and place where the records may be inspected. If the records are not maintained by the Registrar, the student will be advised of the official to whom the request has been directed.
2. The right to request the amendment of the student's education records which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask LMU to amend a record should submit to the Registrar a Request to Amend Education Records. This request should clearly identify the part of the record the student wants changed, and specify why it should be changed.

If LMU decides not to amend the record as requested, LMU will notify the student in writing of the decision, the student's right to appeal the decision denying the request for amendment, and information regarding the appeal process. A student seeking to appeal the decision must submit a Request for FERPA Hearing to the Registrar.

3. The right to provide written consent before LMU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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.

Below is a list of disclosures that LMU may make without student consent, in accordance with FERPA:

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student -

1. To other university officials, including professors, within LMU whom the university has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions.
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer
3. To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of an eligible student if the student is a dependent for IRS tax purposes.
8. To comply with a judicial order or lawfully issued subpoena.
9. To appropriate officials in connection with a health or safety emergency
10. Information the school has designated as "directory information"
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

12. To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

The University is required to record disclosures, except for disclosures made to the student or disclosures made under sections a, h, and j listed above. Eligible students have a right to inspect and review the record of disclosures. To request to such review, contact the Registrar's office.

Any questions regarding FERPA or this annual notification of rights should be directed to the Registrar.

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

Attendance - OMS-I and OMS-II

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

Attendance is mandatory for the following:

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

Students who are on Academic Warning as defined in the LMU-DCOM Student Handbook must attend lectures in person for all courses. Attendance for those students will be monitored through the Office of Student Affairs. Students will be removed from mandatory attendance once they have been removed from Academic Warning as defined in the LMU-DCOM Student Handbook. Students must also follow all attendance procedures as specified by all individual course Syllabi.

A student may request an excused absence from a mandatory event. All student requests for an excused absence must be made in writing by published deadlines outlined in the LMU-DCOM student handbook to the Assistant/Associate Dean of Students at their respective location. If granted written approval for the absence by the Dean of Students at the student's respective campus location or their designee, it is the student's responsibility to communicate and coordinate a make-up session for all activities other than examinations. Examinations will be rescheduled as outlined in the LMU-DCOM Student Handbook. Some activities and points, for example in-class quizzes/assessments, may not be able to be made up even with an excused absence. Failure to meet published deadlines may result in the absence being considered unexcused, and the student may be referred to the appropriate Student Progress Committee (SPC) for review.

Excused Absences may be approved for the following reasons:

- Medical necessity: illness of the student or member of the immediate family (spouse, parent, grandparent, child, or sibling)
- Death of an immediate family member
- Other qualifying absences (e.g., religious reasons, non-medical emergencies) as approved by the Office of Student Affairs or the Assistant/Associate Dean of Students at each campus.

- Students must provide acceptable documentation to the Office of Student Affairs for any excused absence. Acceptability of documentation will be determined by the Dean of Students on each campus or their designee.

LMU-DCOM reserves the right to require students to attend a meeting or activity on campus, in-person, as needed.

Examinations

Students must follow the examination instructions outlined in the LMU-DCOM Student Handbook. Failure to follow examination policies and procedures may result in referral to the Community Standards Committee (CSC) or SPC for professionalism deficiencies as outlined in the LMU-DCOM student handbook

Approved make-up examinations for students will be given on a date determined by LMU-DCOM, within seven (7) calendar days of the original exam date.

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 appropriate Assistant/Associate Dean of Students based on extenuating circumstances. If a student misses two block exams per semester for any reason, the student will be referred to the appropriate SPC for review of their academic progress.

An unexcused absence for an exam will result in a zero being scored for all items on the missed examination(s). Additionally, the student will be referred to the appropriate SPC for review.

If the final course grades must be submitted to the registrar prior to the date of an approved make-up examination, the student will receive a grade of "Incomplete" (I) for any courses affected. Once the student completes the make-up examination, 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.

Attendance - OMS-III and OMS-IV

Refer to the Clinical Rotations Manual for all policies and procedures regarding attendance for third- and fourth-year rotations and exams.

LMU-DCOM reserves the right to require students to attend any meeting or activity on campus, in-person, as needed.

Class Recordings Policy

Class recordings are distributed for the exclusive use of students in the LMU- DeBusk 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 Lincoln Memorial University's intellectual property rights in recorded lectures and class materials and that distribution of any part 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 either partial or entire 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 176 questions that are in a format and structure like COMLEX-

USA 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 (For Level 1) or prior to the start of their fourth year (For Level 2). A benchmark score (as determined annually by the Dean) must be achieved to obtain student eligibility to take the COMLEX Level 1 during the summer following the OMS-II year. Students must take and pass COMLEX Level 1 within 1 year following the completion of didactics. A benchmark score (as determined annually by the Dean) must be achieved as part of the requirements for students to obtain eligibility to sit for COMLEX Level 2. In addition, students must successfully complete all core rotations and the requisite COMATs. Students must take and pass COMLEX Level 2 within 1 year following the completion of OMS III 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 two-dimensional 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 the LMU-DCOM Clinical Skills Workshop prior to graduation. Currently, the NBOME has formally discontinued the COMLEX-USA Level 2-PE. Starting with the graduating class of 2029, the NBOME will make new options available for assessment and verification of osteopathic clinical skills competencies as part of the eligibility requirements for COMLEX-USA Level 3 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 or 2- CE) will be required to present before the Student Progress Committee after each failed attempt.

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 two COMAT attempts per discipline. Students must re-take failed COMATs in the first open block available (as determined by the Assistant/Associate Dean of Clinical Medicine and/or Affairs after the failed attempt. Students will not be able to progress to OMS IV year without successfully passing all required COMATs.

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 approximately 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 previously completed approved and equivalent coursework (e.g., LMU Master's students) prior to matriculating into the LMU-DCOM DO program 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

Students should note that exam and/or final course grade appeals may 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. An appeal should be in reference to course and/or exam policies and procedures not being followed appropriately.

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 must discuss the matter with the course/system director before the end of the next working day after the grade has been posted. Thereafter, if the student still believes that there are grounds for an exam and/or final course grade appeal the student must submit the appropriate form along with evidence to the Senior Associate Dean of Academic Affairs before the end of the next working day after the grade has been posted. If the appeal meets "good cause" for the purpose of appeal, the Senior Associate Dean of Academic Affairs or their designee will arrange a meeting between the student, the appropriate Dean(s) (Preclinical or Clinical), and the course director if appropriate. After the meeting has occurred, the student will be notified of a decision regarding the appeal within five working days.

Course and Faculty Evaluation

Student feedback is essential to ensure the highest level of academic effectiveness. To assess its courses and faculty, LMU-DCOM utilizes student assessment teams. Students are randomly assigned and may serve once or twice during didactic years. 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 Assistant/Associate Dean(s) of Basic Medical Sciences and the Assistant/Associate Dean(s) 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-USA Level 1 and Level 2-CE administered by the National Board of Osteopathic Medical Examiners (NBOME) in no more than three (3) attempts per examination*;
- Taken and passed an LMU-DCOM or NBOME administered Clinical Skills Assessment
- Successfully completed all required interprofessional education activities;
- Successfully met all Fourth Friday Didactic requirements;
- Successfully completed all required Graduation surveys;
- 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 if they have received a passing score on COMLEX Level 1 and Level 2-CE by May 1st of their graduating year (as outlined in Policy 540.1 and 230.1) and will complete their rotations and all other graduation requirements before July 1st of the same year.

Exceptions will only be granted at the discretion of the respective LMU-DCOM Campus Dean. The Faculty Assembly will ratify the list of graduates prior to graduation.

Academic and Professionalism Deficiencies

Student Progress Committee

The purpose of SPCs is to ensure that every graduate of LMU-DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic physician. The SPCs monitor student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and graduation. The role of the SPCs is not to approve all students for promotion into the next academic year, which is the job of the Faculty Assembly. The SPCs, appointed by the Dean of LMU-DCOM, are composed of faculty members and deans with the requisite skill and knowledge necessary for each committee. All SPCs make recommendations to a student's respective Campus Dean who makes the final decision.

Each LMU-DCOM location will have an SPC to address academic progress and/or professionalism issues for all students assigned to that location from the date of matriculation and continuing through graduation from LMU-DCOM.

Committee Procedures for Academic Deficiencies

In the preclinical (OMS-I and OMS-II) years, any student who has failed a course will be notified via email. After all final course grades are posted by the registrar for each semester, any student who has failed more than one course across their OMS-I and OMS-II years will be referred to their respective SPC. In the clinical (OMS-III and OMS-IV) years, students who have failed a clinical rotation will be notified via email and referred to their respective SPC. Additionally, failure to demonstrate sufficient academic progress as defined in the LMU-DCOM policies (e.g., COMSAE, COMLEX, COMAT, etc.) will result in referral to the student's respective SPC.

A designee of the LMU-DCOM Dean will schedule a SPC meeting date and will inform students who are required to attend the meeting via their University issued email address at least three (3) calendar days prior to the start of the meeting, provide an agenda to the members, and convene the meeting. The student's entire academic and professional record is subject to review at any SPC 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's responsibility is to meet with the student and to discuss academic deficiencies and/or any professionalism concerns. If a student has filed a grade appeal, the SPC meeting will be put on hold until the issue pertaining to the grade is resolved.

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

The Campus Dean's Actions, Appeal Process and Appeals Board are described in the LMU-DCOM student handbook.

Students in the Preclinical Years (1 and 2)

All students must have taken and passed all OMS-I courses prior to taking any OMS-II courses.

Students failing one course in a given academic year with no professionalism concerns or prior course failures will be granted remediation without review from the appropriate SPC.

For students who fail two (2) courses in a given academic year, the SPC may recommend one of the following:

1. Completion of remediation as directed by the LMU-DCOM Course Director.
2. Recess and repeat the entire academic year.
3. Dismissal from LMU-DCOM.

For students who fail three (3) or more courses in a given academic year, the SPC may recommend one of the following:

1. Recess and repeat the entire academic year.
2. Dismissal from LMU-DCOM.

For students who fail two (2) or more courses across both the OMS-I and OMS-II years, the SPC may recommend one of the following:

1. The student must complete remediation as directed by the LMU-DCOM Course Director(s).
2. The student must repeat all or a portion of an 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.

COMSAE/COMLEX Requirements

All LMU-DCOM medical students are required to take and pass COMLEX-USA Level 1 and Level 2 -CE to graduate. LMU-DCOM assesses the readiness of an individual student to pursue COMLEX-USA testing by utilizing a variety of data points including, but not limited to, a score on a benchmark COMSAE (Comprehensive Osteopathic Medical Self-Assessment Examination). Please refer to Policies 540.1 and 230.1 for specifics regarding required benchmarks and timing of COMSAE and COMLEX examinations. Students who do not meet benchmarks for taking any COMLEX-USA exam or who fail any COMLEX-USA exam may be referred to the appropriate SPC as outlined in Policies 540.1 and 230.1

Other Academic Requirements

All students in their clinical years must pass all COMAT examinations as outlined in the Clinical Rotations Manual. Inability to pass COMAT examinations as outlined in the Clinical Rotations Manual may result in referral to the student's respective SPC for evaluation of appropriate academic progression through the clinical curriculum.

Academic Deficiency Outcomes

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

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
4. Participate in a scholarly activity project*

**Students not meeting these criteria will be considered on a case-by-case basis to participate in research upon review by the Assistant/Associate Dean of Research.*

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 course, the student is required to follow any schedule and structure of remediation review activities set forth by the course director(s) as part of the remediation process and preparation for the remediation assessment. The dates of remediation examinations will be communicated to remediating students by the course director, exam services and/or the Office of Academic Affairs.

For the preclinical years, written remediation examinations will consist of a maximum of 120 Multiple Choice questions (~ 3 per lecture hour). Should the exam exceed 120 MCQs, it will be divided into two examinations, each requiring a 70% passing score. If a student fails one of the remediation course components, they will fail the remediation. OMS-I remediation exams will cover material from the entire course.

OMS-II remediation exams will cover material from exams failed within the course. OMS-III and IV remediation exams and activities will be as outlined in the Clinical Rotations Manual.

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. This grade will be used for GPA calculations. Failure of remediation is considered a failure of another course and will result in a referral to the student's respective SPC.

When a student repeats a rotation during the OMS-III and OMS-IV 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 OMS-I and OMS-II years, and repeated rotations will all be noted on the student's transcript and their MSPE.

Committee Procedures for Professionalism Deficiencies and Outcomes

Community Standards Committee (CSC)

The CSC is designed to promote optimal professionalism in both classroom and clinical settings. The CSC is comprised of the Assistant/Associate Deans of Students from all campuses and other relevant LMU-DCOM administration, faculty and/or staff as deemed necessary by the specific circumstance and as requested by the Campus Dean. The goal of the CSC is to ensure that osteopathic medical students engage in professional learning opportunities while gaining mentorship from LMU-DCOM administration, faculty and/or staff. Referrals to the CSC can be made for conduct or professionalism violations or concerns. An osteopathic medical student's failure to comply with any recommendations put forth by the CSC will result in referral to the appropriate SPC.

Outcomes

When an osteopathic medical student is referred to the CSC, they will be required to discuss the reported violation or concern with the committee. They may then be required to complete criteria specified by the CSC. Given that circumstances surrounding professionalism violations or concerns are unique to each student's situation; the CSC outcome will be provided

to the student in writing. As a part of their recommendations, the CSC may place the student on Professionalism Warning for which the terms will be outlined in the written notice provided. A student remains on professionalism warning for the remainder of their time at LMU-DCOM, though the Campus Dean may evaluate professionalism status, as requested, at the end of an academic year. Further professionalism violations for those already on professionalism warning or failure to comply with professionalism warning terms and conditions will result in referral to the student's respective SPC.

Student Progress Committees (SPCs)

The purpose of the SPCs is to ensure that every graduate of LMU-DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic physician. The Committees will monitor osteopathic medical student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and timely graduation. The committees, appointed by the Dean and Chief Academic Officer of LMU-DCOM, are composed of select faculty members and Assistant/Associate Deans of LMU-DCOM.

Any osteopathic medical student who demonstrates failure to uphold LMU-DCOM's professionalism or conduct standards will be subject to disciplinary actions. The student may be referred to the CSC or directly to the appropriate SPC. The student's entire academic and professional record can be examined during the meeting.

For osteopathic medical students who are required to appear before any SPC for evaluation of conduct, academic integrity, or professionalism violations, the appropriate SPC may recommend the following to the student's respective Campus Dean:

1. Referral to the CSC
2. Professionalism Warning or Professionalism Probation
3. Suspension from LMU-DCOM
4. Dismissal from LMU-DCOM

Alcohol and Drug Charges or Convictions

Students who are charged by law enforcement for on-campus or off-campus alcohol, drug, or other violations must inform the Associate Dean of Student Affairs within 48 hours of the event occurring. The Associate Dean of Student Affairs will work with the student to make sure that the student's health and welfare are of primary importance. During any legal proceedings, the student must keep the Associate Dean of Student Affairs informed of the status and disposition of the case. During any legal proceedings related to drug or alcohol abuse, the student may be placed on a Leave of Absence until the case is resolved. The Associate Dean of Student Affairs will also keep the appropriate SPC Chair informed of this information as well as the Office of Clinical Affairs, as appropriate. Following the court's decision the student will meet with the appropriate SPC, who will make a recommendation to the LMU-DCOM Dean about the appropriate course of action.

Any student with an untreated alcohol or other substance abuse issue is, by definition, unfit to continue in a patient care capacity and will be removed from all activities including patient care until appropriate evaluations have been completed and any necessary treatment plans are in place.

Following the court's decision, and after meeting with the student, the appropriate SPC 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 Associate Dean of Student Affairs for further evaluation regarding ability to continue as a medical student. The student may be required to reappear before the appropriate SPC at any time during or after treatment is complete.

Drug Screen Violations

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 and the Office of Clinical Affairs 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 be referred to the appropriate Student Progress Committee. The appropriate SPC will also follow up with the student after their initial assessment. The Office of Student Affairs 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 LMU-DCOM.

The Dean's Actions

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

Appeal Process

A student wishing to appeal the Campus Dean's decision must submit the LMU-DCOM Official Appeal Request form with appropriate evidence to the LMU DCOM Campus Dean's designee within five (5) working days of receiving notification of that decision. Upon receipt, the LMU-DCOM Campus Dean's designee will submit the form to the Appeals Board for review. The student's status will remain unchanged until the appeal process is finalized. Please be advised; appeals may only be made in reference to the SPC and/or the Campus Dean not following LMU-DCOM policies and procedures; no other grounds for appeal will be accepted.

A student considering appeal must submit their appeal using the *LMU-DCOM Official Appeal Request Form*. No other appeals will be considered. All appeals must be submitted to the Dean's designee within five working days of receiving notification of the decision using the official form.

Please note: A student may only file an appeal based on an alleged error in process or a gross misapplication of facts. A student may not appeal (and the Appeals Board will decline to consider) a disagreement with a grade in a course and/or rotation with a resultant outcome recommendation/decision by SPC or another advisory committee and/or Dean

Appeals Board

The Appeals Board is composed of an LMU-DCOM Associate/Assistant Dean, a LMU-DCOM faculty member, and the LMU Executive Vice President for Academic Affairs. Appeals may only be made in reference to the SPC and/or the LMU-DCOM Campus Dean appropriately following LMU-DCOM policies and procedures; no other grounds for appeal will be accepted.

The Appeals Board will initially review the LMU-DCOM Official Appeal Request Form to determine if the appeal is appropriate.

If the appeal is deemed appropriate, 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, or may not, 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 Campus 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. Medical Leave- Medical Leave is defined as a student developing a medical condition that will temporarily not allow them to continue their studies
2. Personal Leave- Personal Leave is defined as a student experiencing a sudden and unexpected event that will temporarily not allow them to continue their studies (i.e., military deployment)
3. Maternity/Paternity Leave
4. Recessed Professional Leave- Recessed Professional Leave is defined as a student being placed on leave absence when they have not achieved the academic benchmarks required to progress in the curriculum. A student may not request to be placed on Recessed Professional Leave.
5. Scholarly Leave- Scholarly Leave is defined as a student taking a leave of absence to participate in external professional development opportunity (e.g., research) outside of LMU-DCOM's oversight

The Assistant/Associate Dean of Students, the Associate Dean of Student Affairs, 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.

Only the appropriate Assistant/Associate Dean of Students at your location or the LMU-DCOM Campus Dean can grant a leave of absence. All forms of leave of absence may require the student to provide documentation to support their request for leave. For a student to request a leave of absence, the student must submit a written request and meet with the Director of Students and Academic Advancement 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 absence is 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, including a documented discussion with the LMU financial aid office, as directed by the Director of Students and Academic Advancement.

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 Director of Students and Academic Advancement.

Recession

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

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 pre-clinical 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

Doctor of Osteopathic Medicine

OMS-I Fall

Item #	Title	Credits
DOSYS-701	Medical Anatomy I	4
DOSYS-711	Molecular Fundamentals of Medicine I	2
DOSYS-714	Medical Histology I	3
DOSYS-716	Medical Physiology	5
DOSYS-717	Medical Basic Pharmacology I	2
DOSYS-731	Osteopathic Principles & Practice I	2
DOSYS-741	Essentials of Patient Care I	2
DOSYS-781	Foundations of Modern Healthcare I	2

OMS-II Fall

Item #	Title	Credits
DOSYS-724	Musculoskeletal	4
DOSYS-751	Hematology & Lymph	3
DOSYS-720	Clinical Neuroscience	2
DOSYS-768	Integument	2
DOSYS-753	Cardiovascular	4
DOSYS-755	Renal	2
DOSYS-757	Respiratory	3
DOSYS-733	Osteopathic Principles & Practices III	2
DOSYS-743	Essentials of Patient Care III	3

OMS-I Spring

Item #	Title	Credits
DOSYS-702	Medical Anatomy II	4
DOSYS-712	Molecular Fundamentals of Medicine II	7
DOSYS-718	Medical Histology II	1
DOSYS-727	Medical Basic Pharmacology II	2
DOSYS-732	Osteopathic Principles & Practices II	2
DOSYS-742	Essentials of Patient Care II	3
DOSYS-782	Foundations of Modern Healthcare II	2

OMS-II Spring

Item #	Title	Credits
DOSYS-762	Reproductive/GU	4
DOSYS-760	Endocrine	3
DOSYS-764	Gastrointestinal	3
DOSYS-722	Behavioral Medicine	2
DOSYS-734	Osteopathic Principles & Practices IV	2
DOSYS-744	Essentials of Patient Care IV	3
DOSYS-783	Foundations of Modern Healthcare III	3
DOSYS-790	Biomedical Sciences and Osteopathic Principles Convergence	3

OMS III Rotations

Item #	Title	Credits
DOCLIN-801	Psychiatry	8
DOCLIN-802	Internal Medicine/Hospital Medicine I	8
DOCLIN-803	Internal Medicine/Hospital Medicine II	8
DOCLIN-804	Obstetrics and Gynecology	8
DOCLIN-805	Surgery	8
DOCLIN-806	Pediatrics	8
DOCLIN-807	Family Medicine/Primary Care I	8
DOCLIN-808	Family Medicine/Primary Care II	8

OMS III Selective Rotations

Item #	Title	Credits
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OMS III Elective Rotations

Item #	Title	Credits
DOELEC-825	Elective	8
DOELEC-826	Elective	8
	Independent Study	0

OMS IV Rotations

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

OMS IV Elective Rotations

Item #	Title	Credits
DOELEC-924	Elective	8
DOELEC-925	Elective	8
DOELEC-926	Elective	8
DOELEC-927	Elective	8
DOELEC-928	Elective	8
DOELEC-929	Elective	8
DOELEC-930	Elective	8
DOELEC-931	Elective	8
	Independent Study	0
	Total Credits	254

Calculation and Definition of Credit Hours

LMU-DCOM adheres to the University policy and procedure on how credit hours are defined. A link to the full text of the University policy is below.

https://www.lmunet.edu/academics/documents/LMU_Credit_Hour_Policy.pdf

Calculation of credit hours is based on the following formula: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately 15 weeks equals one credit hour, two hours of laboratory instruction for approximately 15 weeks equals one credit hour, and a minimum of 40 contact hours for 4 weeks (160 hours total) during clinical rotations equals 8 credit hours.

OMS I and II

- 1.0 Credit Hour = 15 Lecture or Seminar Hours
- 1.0 Credit Hour = 30 Lab Hours
- S/U = Satisfactory/Unsatisfactory

Rounding Scale:

- 0.0 - 0.19 = 0.0
- 0.2 - 0.69 = 0.5
- 0.7 - 1.00 = 1.00

OMS III and IV

- 1 month = 8.0 Credit Hours

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 clinical preceptors are approved by LMU-DCOM based on 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 & GME is composed of an experienced team including the Associate/Assistant Deans of Clinical Medicine, Director of Clinical Operations, Director of Clinical Credentialing and Contracting, Director of Preceptor Relations and Development to ensure day to day operations of the clinical medicine department, the recruitment and retention of clinical preceptors, and the execution of affiliation agreements with hospital 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 ("The Lottery") based on individual student's ranking of each core site. 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, urine drug screen, influenza vaccine, and PPD test yearly. Additional requirements can be found in the Student Handbook and Clinical Rotations Manual.

Clinical training sites may require additional testing/documentation requirements not included in the LMU-DCOM Student Handbook or Clinical Rotations Manual. Students must adhere to and comply with all facility-specific orientation, training, and documentation requirements for each rotation site.

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 year. 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 and Required Rotations

The OMS-III Core Rotations are Internal Medicine I, Internal Medicine II, General Surgery, Pediatrics, Family Medicine/Primary Care I, Family Medicine/Primary Care II, and the Core GME rotation. The OMS-III Required rotations are Psychiatry and Obstetrics & Gynecology. The OMS-IV Required 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 (2) electives in the OMS-III year and eight (8) electives in the OMS-IV year. Students can do no more than six (6) Elective/Selective rotations in the same specialty. Up to two Elective rotations during the OMS-IV year may be done outside the United States with prior approval of the International Medicine Rotation Director. All approvals of international rotations are on a case-by-case basis and can rapidly change depending upon a variety of factors including but not limited to the global medical and political environment, weather/climate-related issues, and other natural disasters.

Clinical Rotation Information

Report for Rotation

Each rotation is four weeks, beginning on a Monday and ending on a Friday. It is the responsibility of each medical student to be present on the commencement of each rotation. In the event of 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 8 to 12-hours in duration.

- A typical work week is 60-72 hours per week. The work week should be a minimum of 40 hours and a maximum of 84 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 of 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 course 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

DO/MBA Combined Degree Completion Pathway

The DO/MBA Combined Degree Completion Pathway is designed to provide Doctor of Osteopathic Medicine students the opportunity to earn a Master of Business Administration (MBA) degree while simultaneously enrolled in their professional program. The MBA portion of the DO/MBA Combined Degree Completion Pathway is comprised of 30 or 36 semester hours of business coursework. Twelve credit hours of MBA coursework will be completed during the DO/MBA candidate's first summer within the MBA program. The remaining credit hours can be completed during the student's summer semesters and third and fourth rotation years. The program has been designed to provide students with career opportunities related to practice management and hospital administration, while also preparing them to become well-trained osteopathic physicians. You can find more information here:

<https://graduatecatalog.lmunet.edu/combined-degree-pathways-mba>

Course Descriptions

DCOM Clinical

DOCLIN-801 : Psychiatry

The rotation is a four-week clinical training experience designed to prepare medical students to promote positive behavior changes necessary for the most effective patient care regardless of the students' ultimate specialty choice. The rotation will invite and encourage self-reflection and challenge basic assumptions about the nature of human behavior. Under the supervision of clinical faculty/preceptors, students will have the opportunity to observe, interview, examine, and manage where appropriate a variety of patients with common neuropsychiatric disorders.

Emphasis is placed on the medical student learning the triage and community integration of treatment models treating the patient in the setting closest to home rather than in the inpatient psychiatric hospital. This rotation will offer the integration of the inpatient psychiatric model with the goal of community treatment and placement for the mentally ill.

Credits 8

DOCLIN-802 : Internal Medicine/Hospital Medicine I

This competency-based rotation is designed to introduce the student to Internal Medicine and instill within them the basic abilities of the Internist. The student will learn about the treatment of acute and chronic diseases of Internal Medicine. This 4-week rotation concentrates on the care of the adult patient in the inpatient and outpatient setting. The student will learn to apply clinical knowledge while learning how to function as part of a healthcare team. IM/Hospital Medicine I has a corresponding rotation of IM/Hospital Medicine II but are **separate rotations** that have their own requirements. It is recommended that, when possible, IM/Hospital Medicine II be completed in the inpatient setting but at least one of the rotations must be completed in the inpatient setting.

Credits 8

DOCLIN-803 : Internal Medicine/Hospital Medicine II

This competency-based rotation is designed to introduce the student to Internal Medicine and instill within them the basic abilities of the Internist. The student will learn about the treatment of acute and chronic diseases of Internal Medicine. The student will add to their fund of knowledge resulting from Internal Medicine/Hospital Medicine I rotation. This 4-week rotation concentrates on the care of the adult patient in the inpatient and outpatient setting. The student will learn to apply clinical knowledge while learning how to function as part of a healthcare team. IM/Hospital Medicine II has a corresponding rotation of IM/Hospital Medicine I but are **separate rotations** that have their own requirements. It is recommended that, when possible, IM II be completed in the inpatient setting but at least one of the rotations must be completed in the inpatient setting.

Credits 8

DOCLIN-804 : Obstetrics and Gynecology

This rotation will provide students with comprehensive knowledge and practical skills in the field of Obstetrics & Gynecology. This rotation focuses on developing an understanding of the unique aspects of Obstetrics & Gynecology including preventative care, reproductive health, gynecological disorders, and common obstetric conditions. Students will have the opportunity to work alongside experienced healthcare professionals in a variety of clinical settings to gain hands-on experience and develop critical thinking skills. Students may also gain experience assisting and/or performing common obstetrical or gynecologic procedures if deemed appropriate based upon the professional judgement of the preceptor.

Credits 8

DOCLIN-805 : Surgery

The Third Year Core Rotation in General Surgery consists of a four-week period during which students will actively participate in the evaluation and management of patients with common surgical disorders. Students will actively participate in both the inpatient and outpatient settings. Students are expected to participate in the operating room.

Credits 8

DOCLIN-806 : Pediatrics

The Pediatrics core rotation should expose the student to general pediatric medicine in multiple settings and all age groups including infants, children, and adolescents. Most of the rotation will be in an outpatient setting. Some students will also be exposed to the nursery, NICU and inpatient pediatric setting depending on their preceptor and rotation site.

Credits 8

DOCLIN-807 : Family Medicine/Primary Care I

During the Family Medicine/Primary Care rotation, students will work with a primary care physician where the full range of preventative and acute care of male and female patients of all ages is experienced. The role of preventative healthcare, triage and specialty referral process are included as an essential part of the experience. At least one of the four-week rotations (Family Medicine/Primary Care I and Family Medicine/Primary Care II) must be completed with a family medicine preceptor. The other rotation may be completed in family medicine, outpatient internal medicine or internal medicine/pediatrics, or geriatrics.

1. Students will observe and participate in ambulatory patient care which includes performing and documenting histories & physicals, routine office visits, urgent care visits, and other ambulatory care activities. It is anticipated that students will interact with all clinic personnel and learn from each about their specific responsibilities.
2. It would also benefit students to observe and participate in hospital-based patient care, which includes performing and documenting care under the supervision of their preceptor.

Credits 8

DOCLIN-808 : Family Medicine/Primary Care II

This rotation will build on the clinical skills obtained during the Family Medicine/Primary Care I rotation. Students will work with a primary care physician where the full range of preventative and acute care of male and female patients of all ages is experienced. The role of preventative healthcare, triage, and specialty referral process are included as an essential part of the experience. At least one of the four-week rotations (Family Medicine/Primary Care I and Family Medicine/Primary Care II) must be completed with a family medicine preceptor. The other rotation may be completed in family medicine, outpatient internal medicine or internal medicine/pediatrics, or geriatrics.

1. Students will observe and participate in ambulatory patient care, which includes performing and documenting histories & physicals, routine office visits, urgent care visits, and other ambulatory care activities. It is anticipated that students will interact with all clinic personnel and learn from each about their specific responsibilities.
2. It would also benefit students to observe and participate in hospital-based patient care, which includes performing and documenting care under the supervision of their preceptor.

Credits 8

DOCLIN-903 : Emergency Medicine

The four-week emergency medicine (EM) rotation is intended to familiarize the fourth-year student with the broad spectrum of emergency medicine, ranging from pre-hospital care to the stabilization, diagnosis, and treatment of patients in the emergency department and the subsequent patient disposition. The rotation should allow the student to gain an understanding of a systems approach to the practice of medicine, as emergency medicine utilizes all aspects of the health care system to deliver care to patients. In addition, the students should obtain a broad range of clinical and procedural experiences from the various patient encounters. Further, the students should be able to apply their osteopathic skills to participate in the diagnosis and treatment of emergency department patients.

Credits 8

DOCLIN-904 : Rural/Underserved Outpatient

During the DOCLIN 904 Rotation, students will work with a primary care physician in a Rural or Underserved Outpatient Primary Care clinic across the U.S., enhancing their clinical and medical management skills for acute and chronic conditions. Students will expand upon and apply their knowledge of Social Determinants of Health in clinical practice and assignments, finding resources to tackle healthcare barriers. Students are encouraged to use online resources, interact with office staff and professionals, and focus on delivering care grounded in Osteopathic Medicine principles. Additionally, through an online discussion board, students will share assignment insights, offer peer feedback, and discuss strategies to overcome care barriers in these settings.

Credits 8

DCOM Elective

DOELEC-825 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-826 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-924 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-925 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-926 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-927 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-928 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-929 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-930 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DOELEC-931 : Elective

During an elective rotation, students will work with physician in the hospital, ambulatory clinic or virtual setting (in approved circumstances). Students will pre-round, attend rounds, attend office visits and complete assignments at the discretion of the preceptor and the site. Students will also observe and participate in patient care at the discretion of the preceptor based on a multitude of factors. It is anticipated that students will interact with all rotation personnel and learn from each of them about their specific responsibilities.

Credits 8

DO Scholar

DOSCH-850 : OMS Scholars Program I

This course is the first of two courses of the Osteopathic Medical Student Scholars program. The course is designed to allow the student to further expand knowledge and skills in Medical Anatomy, Osteopathic Principles and Practice or in clinical or biomedical research. During the Scholars program, students will engage in academic best practices with expert course faculty and/or research mentors, garner an appreciation for research and scholarship through participation in basic science, clinical, translational research projects or scholarly activity, and gain a greater understanding of academic medicine and research in the field of interest.

Credits 6

DOSCH-851 : OMS Scholars Program II

This course is the second of two courses of the Osteopathic Medical Student Scholars program. The course is designed to allow the student to further expand knowledge and skills in Medical Anatomy, Osteopathic Principles and Practice or in clinical or biomedical research. During the Scholars program, students will engage in academic best practices with expert course faculty and/or research mentors, garner an appreciation for research and scholarship through participation in basic science, clinical, translational research projects or scholarly activity, and gain a greater understanding of academic medicine and research in the field of interest.

Credits 6

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 Anatomy I

Medical Anatomy I is the study of the body's structure. The course is organized according to the major body regions: back, upper limb, thorax, abdomen, pelvis, and lower limb. Laboratory sessions with whole-body anatomical donors will be performed throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology. 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.

Credits 4

DOSYS-702 : Medical Anatomy II

Medical Anatomy II is the study of the body's structure, including the nervous system. The course is organized according to the major body regions: head, neck, brain, and other neuroanatomy structures. This includes the functional anatomy of somatosensory modalities and motor control, parts of the brain, special senses, the limbic system, and the autonomic nervous system in the head and neck. Laboratory activities involving donors will be completed throughout the entire course. Supplemental lectures and tutorials will also be given. 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.

Credits 4

DOSYS-711 : Molecular Fundamentals of Medicine 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 2

DOSYS-712 : Molecular Fundamentals of Medicine II

The MFM II course will integrate the basic science fields of Biochemistry, Immunology and Microbiology as they relate to the understanding of disease pathogenesis. This second Biochemistry block covers parts of lipid and amino acid metabolism, cytogenetics, and modes of inheritance of human diseases. The immunology module explains how our body uses normal microbiota and various components of the immune system for self-regulation, self-healing, and health preservation to protect us from infection and disease. The microbiology content is delivered in a "Etiologic Agents" manner, to study the characteristics, disease presentation and pathology caused by individual microorganisms. This integrated course will allow students to determine the diagnosis and treatments of infectious diseases, focused upon the disciplines of bacteriology, virology, parasitology, and mycology.

Credits 7

DOSYS-714 : Medical Histology I

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 2.5

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.

Credits 5

DOSYS-717 : Medical Basic Pharmacology I

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 1.5

DOSYS-718 : Medical Histology II

Medical Histology gives 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 1

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 2

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 prepares students for their clinical core rotation in psychiatry as third year students and for their eventual practice of medicine regardless of chosen specialty.

Credits 2

DOSYS-724 : Musculoskeletal

This course offers an interdisciplinary, primary care-focused approach to the evaluation and treatment of conditions affecting the neuromusculoskeletal system. Foundational knowledge in anatomy, biomechanics, physiology, pharmacology, and pathology is integrated to support the understanding of key clinical concepts. Both basic science and clinical aspects of neuromusculoskeletal medicine are explored, with an emphasis on osteopathic medical practice. Familiarity with prior coursework is assumed. Topics covered include orthopedic surgery, sports medicine, radiology, rheumatology, physical medicine and rehabilitation, and pain management. Examination techniques for the neuromusculoskeletal system will be taught in coordination with the Essentials of Patient Care curriculum when applicable.

Credits 3.5

DOSYS-727 : Medical Basic Pharmacology II

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 2

DOSYS-731 : Osteopathic Principles & Practice I

This course serves as the foundation of the OPP courses. Diagnosis of somatic dysfunction as well as the application of osteopathic principles are introduced and explored. This will occur in both the didactic and skills laboratory settings. OPP I will facilitate understanding of scientific mechanisms, diagnosis, integration and application of osteopathic manipulative treatment as part of a comprehensive approach to patient care.

Credits 2

DOSYS-732 : Osteopathic Principles & Practices 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 continue to be applied to regions of the body in both a didactic and skills laboratory setting. Students will learn how to apply Osteopathic manipulative techniques to various body regions as we begin to integrate major concepts.

Credits 2

DOSYS-733 : Osteopathic Principles & Practices III

This course is a continuation of OPP II. Students will learn more about the osteopathic prescription as well as exercise prescription and additional techniques such as osteopathic cranial manipulative medicine and high velocity low amplitude. Some integration of other systems will be included as well.

Credits 2

DOSYS-734 : Osteopathic Principles & Practices 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 2

DOSYS-741 : Essentials of Patient Care I

An adequate history and physical examination are 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.

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 - Obtain and record a patient history using patient-centered communication techniques. Perform the general assessment and check vital signs. Perform the screening exam for skin, hair, nails, cardiovascular and pulmonary systems.

Credits 2

DOSYS-742 : Essentials of Patient Care II

An adequate history and physical examination are 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.

The specific subject matter of this course is as follows:

- Essentials of Patient Care II – Advanced interviewing skills, case presentations, abdominal, lymphatic, HENT, musculoskeletal neurologic and eye exams. Comprehensive head to toe screening Exam.

Credits 2.5

DOSYS-743 : Essentials of Patient Care III

An adequate history and physical examination are 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.

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:

- Essentials of Patient Care III - Advanced interpersonal and patient care skills, advanced musculoskeletal, neurologic, cardiovascular and pulmonary exams. Introduction to basic and advanced cardiac life support (BLS/ACLS)

Credits 3

DOSYS-744 : Essentials of Patient Care IV

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 this course is as follows:

- Essentials of Patient Care IV - Advanced interpersonal skills, advanced HEENT and abdominal exams. Advanced Head to Toe exam. Male and female genitourinary exams. Certification for basic and advanced cardiac life support (BLS/ACLS)

Credits 3

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, pathologic, pharmacologic, immunologic and osteopathic considerations as the basis for an approach to the pathophysiology, clinical evaluation and treatment of hematologic disease. Topics include anemia, hemoglobinopathies, benign white blood cell disorders, Inborn errors of immunity, hematopoietic neoplasms, hemostasis disorders, platelet disorders, lymphedema, select infectious disease considerations, along with other specialized topics. Familiarity with previously completed coursework in medical school will be assumed.

Credits 2.5

DOSYS-755 : Renal

The purpose of this course is to present relevant clinical information of the pathophysiology and diagnosis and treatment of renal diseases to allow the student to develop an in-depth knowledge of the structures and functions of the human renal system and how they are altered by various specific renal and systemic disease processes. This second-year renal course will build on and augment what the student has already learned in the various first year courses and will develop a more comprehensive understanding of the structure and function of the renal system in health and illness and how it is evaluated. This course will also introduce and reinforce for the student the systemic manifestations of renal disease impacting other organ systems and how pathophysiological processes in other organ systems impact renal function. The course will also provide an introduction to the understanding of the alterations of the pharmacology of various medications as a result of the presence of renal disease.

Credits 2

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 about the diagnostic and therapeutic tools used to evaluate and manage patients with pathology of the respiratory system. Numerous disciplines such as anatomy, microbiology, and pharmacology are used to instruct the students about the evaluation and treatment of the pathology of the respiratory system. Familiarity with previous coursework will be assumed and expected. The greater design of the course is to teach the osteopathic student how to diagnose and treat problems originating from or related to the respiratory system. Methods of examining the respiratory system will be addressed in conjunction with the Essentials of Patient Care when possible.

Credits 2.5

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 and selected pediatric endocrine disorders are covered. Emphasis is placed on understanding the interplay of endocrine regulatory mechanisms as they relate to appropriate treatment of endocrine dysfunction.

Credits 2.5

DOSYS-762 : Reproductive/GU

This course will familiarize the student with the female and male reproductive system. The basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders. Students will receive an introduction to clinical obstetrics and gynecology including basic management principles and introduces principles of clinical diagnosis and management of genitourinary disorders.

Credits 4

DOSYS-764 : Gastrointestinal

This course tasks the student with applying basic principles of histology, embryology, anatomy, genetics, microbiology, physiology, pharmacology and pathology in order to diagnosis and initially manage gastrointestinal diseases in the adult and pediatric population. Basic concepts of nutrition will also be covered in this system.

Credits 2.5

DOSYS-768 : Integument

This course explores the anatomy of the skin, pathologies of the skin and the pharmacology of dermatologic drugs. Clinical manifestations of skin disorders of various ages are presented in lecture format categorized by classification of lesions and/or diseases. Treatment explanations, including OMM, are incorporated in the course lectures.

Credits 2

DOSYS-781 : Foundations of Modern Healthcare I

This interdisciplinary course will introduce students to the foundational principles that shape modern health care delivery, ethics, and professional identity. Through a combination of e-learning, quizzes, and collaborative discussions, students will explore the key elements of building a professional and effective patient/physician relationship while developing attitudes and behaviors consistent with an osteopathic physician.

The course will also lay the groundwork in establishing the student as a lifelong learner who will uphold the professional and ethical standards of the osteopathic physician. By the end of the course, learners will be equipped with the knowledge and perspective necessary to navigate the evolving health care landscape as ethical, competent and collaborative osteopathic physicians.

Credits 2

DOSYS-782 : Foundations of Modern Healthcare II

This course will introduce students to the structure and function of the healthcare system. It is comprised of two modules covering specific topics as part of a series using material outlined in the NBOME Blueprint as competencies required for generalist physicians to deliver safe and effective osteopathic medical care.

Module 3: PUBLIC HEALTH/HEALTH POLICY/EPIDEMIOLOGY

This module will introduce students to Public Health, Health Policy, and Epidemiology. In this module students will develop an understanding of a physician's role in public health and how to use public health in practice. Students will be taught fundamental concepts of public health, epidemiology, and disaster preparedness that will be used in practice.

Module 4: VULNERABLE POPULATIONS/CULTURAL COMPETENCY

This module will introduce students to Vulnerable Populations and Cultural Competency. In this module students will develop an understanding of vulnerable populations as well as social inequalities, how these affect health outcomes, and the physician's roles and responsibilities in these patients' care. Students will also be introduced to cultural competency in health care and the importance of demonstrating respect, minimizing potential barriers, and integrating culture into the practice of medicine.

Credits 2

DOSYS-783 : Foundations of Modern Healthcare III

This course will address several components of the healthcare system. It is comprised of two modules covering specific topics, intended to complete the series of material outlined in the NBOME Blueprint as competencies required for generalist physicians to deliver safe and effective osteopathic medical care.

Module 5: PERSONAL & PRESCRIPTIVE HEALTH CARE

This module will introduce students to Personal and Prescriptive Health Care. In this module students will identify strategies for personal self-care as well as identify their patient's capacity for self-care. Students will learn how to provide for their personal care by applying principles of wellness and disease prevention in their personal and professional life. Students will also learn to deal with patients and how to recommend similar strategies of wellness and disease prevention for future patients.

Module 6: BIOSTATISTICS & RESEARCH METHODS

This module will introduce students to Biostatistics and Research Methods. In this module students will learn common research designs and biostatistical concepts to help determine clinical significance of research evidence. Additionally, students will develop the skills to evaluate the relevance and validity of research and interpret literature for evidence-based patient care.

Credits 2.5

DOSYS-790 : Biomedical Sciences and Osteopathic Principles Convergence

Biomedical Sciences and Osteopathic Principles Convergence Course is designed to apply and integrate essential concepts of preclinical education using board style questions. This experience will help students identify areas of weakness in each of the major organ systems that need additional review before taking COMLEX Level 1 and starting clinical rotations. The course will include instructor-directed procedures for identifying weaknesses, improving knowledge, and assessing improvement. The course will utilize self-study processes that were used throughout the preclinical phase of learning.

Credits 3