

The seal is circular with a rope-like border. The outer ring contains the text "DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom, separated by diamond symbols. The inner circle features a caduceus in the center, flanked by two profiles of men. Above the caduceus, the text "CONTINUING THE LEGACY" is written.

Lincoln Memorial University – DeBusk College of Osteopathic Medicine
Orange Park, Florida

CATALOG 2025-2026

Updated August 2025

Table of Contents

General Information	3	Graduation Requirements	30
Mission and Purpose	3	Academic and Professionalism Deficiencies	30
University Equal Opportunity, Affirmative Action, and Nondiscrimination Policy	3	Student Progress Committee	30
Anti-Hazing	4	Committee Procedures for Academic Deficiencies	31
Institutional Accreditation	5	Students in the Preclinical Years (1 and 2)	31
Professional College Accreditation	5	Students in the Clinical Years (3 and 4)	32
Licensure	6	Academic Deficiency Outcomes	32
Accreditation Grievances	6	Remediation Policy	33
Complaint Policies and Procedures	6	Committee Procedures for Professionalism Deficiencies	33
LMU Governance	7	Professionalism Deficiency Outcomes	34
Officers of the University & LMU-DCOM Administration	8	Alcohol and Drug Charges or Convictions	34
Faculty	9	Drug Screen Violations	35
Campus Facilities	12	The Dean's Actions	35
DCOM Academic Calendar 2025-2026*	13	Appeal Process	35
Admissions	13	Interruption in Academic Program Progression	35
AACOMAS Application	13	Student Resources and Services	37
LMU-DCOM Supplemental (Secondary) Application	14	Student Insurance	37
Undergraduate Course Requirements	14	Physical Health Services	37
Medical College Admissions Test (MCAT)	14	Mental Health Services: Pre-clinical Years	38
Admissions Procedures	14	Mental Health Services: Clinical Years	38
Technical Standards	15	Student Wellness	39
Student Transfers	17	Student Government	41
Recruitment	18	Student Organizations	41
Financial Services	20	House System	42
Cost of Attendance	20	Academic Support	42
Repeating Semesters	22	Career Services	43
Student Refund Policy	22	Curriculum	43
The Return of Title IV Funds (Federal)	22	Course Numbering	43
Financial Commitment Policy	22	Calculation and Definition of Credit Hours	43
Outstanding Balance/Collection	22	Pre-Clinical Curriculum	46
Additional Information	23	Clinical Curriculum	46
International Students	23	Clinical Rotation Information	47
Applicants with Foreign Coursework	23	Additional Certificates Offered	48
Veterans	23	DO/MBA Combined Degree Completion Pathway	48
Academic Policies	24	Appendices	48
Official Academic Records	24	Appendix I: Notice	48
Right to privacy under FERPA	24	Course Descriptions	49
Public Notice Designating Directory Information	25	DCOM Clinical	49
Matriculation and Promotion	26	DCOM Clinical Rotation	51
Attendance	26	DCOM Elective	51
Class Recordings Policy	28	DCOM Selective	53
COMLEX-USA	28	DO Scholar	53
Grades	29	Doctor of Osteopathy	53
Course and Faculty Evaluation	30		

Orange Park Campus Address: 335 Crossing Blvd. Orange Park, Florida, 32073

Orange Park Campus Phone: 423-869-6563

www.lmunet.edu

This edition of the LMU-DCOM Academic Catalog is effective July 1, 2025. 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

Mission and Purpose

Mission Statements

The mission of the Debusk College of Osteopathic Medicine (DCOM):

To prepare healthcare professionals, including practitioners, researchers and educators, who are committed to serving the Appalachian region and beyond with the premise that the cornerstone of meaningful existence is service to humanity.

The mission of the Doctor of Osteopathic Medicine (DO) Program at LMU-DCOM:

To prepare outstanding osteopathic physicians who are committed to the premise that the cornerstone of meaningful existence is service to humanity.

The DO PROGRAM mission is achieved by:

- Graduating Doctors of Osteopathic Medicine;
- Providing a values-based learning community as the context for teaching, research, and service;
- Serving the health and wellness needs of people within both the Appalachian region and beyond;
- Focusing on enhanced access to comprehensive health care for underserved communities;
- Investing in quality academic programs supported by superior faculty and technology;
- Embracing compassionate, patient-centered care that values public service and leadership as an enduring commitment to professionalism and the highest ethical standards;
- Facilitating the growth, development, and maintenance of graduate medical education.

DO Program Mission revised 05/07/25 by LMU-DCOM - approval at Dean's Council Meeting

University Equal Opportunity, Affirmative Action, 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>

Anti-Hazing

According to Lincoln Memorial University policy (Student Code of Conduct, Section 12), hazing is strictly prohibited by the University and the State of Florida (CS/HB 193 (2005) Chad Meredith Act).

Lincoln Memorial University policy describes hazing as any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate) that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Any individual or student organization found in violation of the policies and laws relating to hazing is subject to disciplinary action and/or criminal prosecution. If any student is aware of an incident of hazing, that student must report such incident to the Office of the Dean of Students. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited.

The State of Florida [**CS/HB 193 \(2005\) Chad Meredith Act**](#) defines "hazing" as:

"Hazing" includes, but is not limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

Anti-hazing information may also be found on the LMU website at the following URL:

<https://www.lmunet.edu/leadership-and-outreach/greek-life/anti-hazing-acknowledgement-and-agreement>

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).

Statement of 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.aoacoca.org/>.

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

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](#)

Professional College Accreditation

Statement of 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.aoacoca.org/>.

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

Licensure

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines St., Ste. 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684.

Accreditation Grievances

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

Orange Park, Florida Location

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Florida State Government and shall be reviewed and handled by that licensing board, and then search for the appropriate division);
- For students attending programs in Florida, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Florida Office of the Attorney General and shall be reviewed and handled by that Unit (<https://www.myfloridalegal.com/how-to-contact-us/file-a-complaint>).
- For students attending programs in Florida, who have a grievance that has not been resolved through other avenues, they can contact the Florida Department of Education- Commission on Independent Education either by sending a letter to: Commission for Independent Education 325 W. Gaines Street, Suite 1414, Tallahassee, FL. 32399-0400, Or by email: CIEINFO@fldoe.org, Or Fax: 850-245-3238

Complaint Policies and Procedures for Certain Distance Education Students

The below policies apply to students who are:

- non-Tennessee residents in [State Authorization Reciprocity Agreement \("SARA"\) states](#) and who are enrolled in a distance education program/course or
- who are attending an out-of-state learning placement in a [SARA state](#).

The nature of complaints to be addressed through these policies include violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to complaints concerning student grades or student conduct violations. For more information on complaint subject matter see [SARA Policy Manual](#) Sections 4.2 and 4.3.

LMU Governance

Board of Trustees

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

Officers

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

Members

- Roger A. Ball - Tazewell, TN
- Arthur (Art) D. Brill* - Martinsville, IN
- Gary J. Burchett - Harrogate, TN
- Jerome (Jerry) E. Burnette - Knoxville, TN
- Autry O.V. (Pete) DeBusk - Knoxville, TN
- Brian C. DeBusk - Knoxville, TN
- Nicole L. DeBusk - Knoxville, TN
- Frederick S. Fields - San Francisco, CA

- Robert W. Finley, Sr. - Lockport, IL
- Richard A. Gillespie - Knoxville, TN
- Charles W. Holland - Knoxville, TN
- James A. Jordan - Lauderdale-by-the-Sea, FL
- Terry L. Lee - Harrogate, TN
- Sam A. Mars, III - Harrogate, TN
- Timothy B. Matthews - Knoxville, TN
- Alan C. Neely - New Tazewell, TN
- Dorothy G. Neely - Tazewell, TN
- (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

*Trustee Emeritus

**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
Christopher J. Loyke, D.O., FACP	Dean, DeBusk College of Osteopathic Medicine
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	Interim Dean, College of Dental Medicine
Frank Woodward, DPA	Vice President, University Advancement

LMU-DCOM Administration

Christopher J. Loyke, D.O., FACP	Dean and Chief Academic Officer
Jeffrey Martin, PhD	Chief Operating Officer and Associate Dean of Academic Affairs
Michael Wieting, DO	Senior Associate Dean
Natalie Freeman, PhD	Associate Dean of Research
Mark Browne, MD	Associate Dean of Student Affairs and Graduate Medical Education
Sherry Jimenez, EdD	Senior Associate Dean of IPE, Simulation, & Accreditation

Anya Cope, DO	Campus Dean, Harrogate, Associate Dean of Students
Robert Augustyniak, PhD	Assistant Dean of Curricular Innovation & Basic Medical Sciences
Syed Quadri, PhD	Assistant Dean of Basic Medical Science Curriculum
Cassi Jones, DO	Associate Dean of Clinical Affairs
Beverly Hamilton, PhD	Assistant Dean of BMS and Inclusion/Engagement
Robin Mace, MBA	Assistant Dean of Admissions
Chloe Ruff, PhD	Assistant Dean of Assessment and Faculty Development
Adrienne Ables, PharmD	Associate Dean of Basic Medical Sciences, Orange Park
Charles Randy Clinch, DO	Interim Dean of Clinical Medicine, Knoxville
Marita Esposito, EdD	Assistant Dean of Students, Knoxville
Teanna Moore, DO	Assistant Dean of OPP Integration
James Toldi, DO	Campus Dean, Orange Park, Associate Dean of Clinical Medicine

Faculty

Name	Title	Credentials
Adrienne Ables, PharmD	Professor of Pharmacology	Doctor of Pharmacy; Medical University of South Carolina, Charleston, South Carolina
Mir Adil, PhD	Assistant Professor of Pharmacology	Doctor of Pharmacy, Jawaharlal Nehru Technological University
Paula Archer, DO	Assistant Professor of Osteopathic Manipulative Medicine	D.O., Pacific Northwest University of Health Sciences
Robert Augustyniak, PhD	Professor of Physiology, DCOM	Ph.D., Wayne State University School of Medicine, Detroit, MI
Suzanne Blevins, DO	Adjunct Instructor, OPP	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Christopher Bonn	Part-Time Assistant Professor of Internal Medicine	D.O., Lake Erie College of Osteopathic Medicine
Mark Browne, MD	Associate Dean of Student Affairs and GME	Doctorate of Medicine, Wright State University School of Medicine
Jana Bunsic, DO	Part-Time Assistant Professor of OMM	D.O., Nova Southeastern University, Ft. Lauderdale, FL
Teresa Campbell, MD	Adjunct Instructor	Doctorate of Medicine, Medical University of South Carolina
Charles Randy Clinch, DO	Professor of Family Medicine	D.O., University of Medicine and Dentistry, New Jersey
Kara Cockrum, DO	Assistant Professor of OMM	D.O., West Virginia School of Osteopathic Medicine
Anya Cope, DO	Campus Dean and Associate Dean of Students, LMU-DCOM	D.O., Pikeville College School of Osteopathic Medicine, Pikeville, KY
Gregory Wayne Cox, DO	Assistant Professor of Surgery	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Danielle Darter, MD	Associate Professor of Family Medicine	M.D., Medical College of Virginia
Gina M. DeFranco, DO	Professor of Family Medicine	D.O., University of Health Sciences College of Osteopathic Medicine Kansas City, MO
Michelle Dilks, DO	Adjunct Instructor	D.O., Philadelphia College of Osteopathic Medicine
James Dolbow	Adjunct Instructor	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Elizabeth Douglas, MD	Assistant Professor of Internal Medicine & Family Medicine	Doctor of Medicine, University of Louisville School of Medicine, Louisville, KY
Timothy Elledge, PhD	Assistant Professor of Ethics	PhD, University of Tennessee
Bradley Fleenor, PhD	Associate Professor of Physiology	Ph.D., Biomedical Sciences, University of Missouri
Robert Freeman, DO	Assistant Professor of OMM and Sports Medicine	D.O., Ohio University COM
Natalie Freeman, PhD	Associate Professor of Biochemistry	PhD, East Tennessee State University – James Quillen COM

Brandy Fuesting, DPH	Assistant Professor of Public Health	DrPH, University of Tennessee
John Gassler, DPT	Associate Professor of Anatomy	D.P.T., Physical Therapy Hardin-Simmons University Abilene, Texas
James Gnarra, PhD	Professor of Microbiology	PhD, Microbiology/Immunology, University of Virginia
Maryvi Gonzalez-Sola	Assistant Professor of Anatomy	PhD, Anatomy, University of Puerto Rico
Johnathan Greene, EdD	Executive Director, Clinical & Life Support Skills Training	EdD, Lincoln Memorial University, Harrogate, TN
Adam Gromley, PhD	Professor of Molecular/Cellular Biology	Ph.D. in Biomedical Sciences University of Massachusetts Medical School, Worcester, MA
Zeynep Gromley, PhD	Professor of Biochemistry	Ph.D. in Biochemistry Medical College of Wisconsin, Milwaukee, WI
Beverly Hamilton, PhD	Professor of Microbiology & Immunology	PhD in Microbiology & Immunology, Virginia Commonwealth University, Richmond, VA
Taeka Hayashi, PharmD	Assistant Professor of Pharmacology	Doctor of Pharmacy, Rutgers University
Donna Hermey, PhD	Professor of Anatomy, DCOM	Ph.D. in Anatomy and Cell Biology, Temple University School of Medicine, Philadelphia, PA
Jennifer Hotzman, PhD	Associate Professor of Anatomy	PhD, Anthropology, University of Florida
Anna Huskey, PharmD	Assistant Professor of Pharmacology, Harrogate	Doctor of Philosophy, Pharmacology, Harrison School of Pharmacy
Thomas Jensen, DO	Part-Time Assistant Professor of Psychiatry	Doctor of Medicine, Quillen COM
Sherry Jimenez, EdD	Professor of Medical Education	Ed.D. in Executive Leadership, St. John Fisher University
Sigrid Johnson, MD	Adjunct Instructor	M.D., University of South Florida
Cassi Jones, DO	Assistant Professor of Internal Medicine	D.O., Pikeville College School of Osteopathic Medicine
Gregory Keagy, DO	Part-Time Assistant Professor of Surgery	D.O., Philadelphia COM
Dennis M. Kiick, PhD	Professor of Biochemistry	Ph.D. in Biochemistry, University of North Texas, Denton
Judy King, PhD, MD	Professor of Pathology	PhD, Anatomy, ETSU, Quillen-Dishner College of Medicine; M.D., Medical University of South Carolina
Adam Kolatorowicz, PhD	Professor of Anatomy	Ph.D. in Anthropology, Anatomy and Statistical Data Analysis Graduate Minors, The Ohio State University
Joshua Krech, PhD	Assistant Professor of Anatomy	PhD, The Ohio State College of Medicine
Stan Kunigelis, PhD	Professor of Physiology	Ph.D. in Physiology York University
Aaron Kuzel, DO	Adjunct Instructor	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Jordan Lakin, DO	Part-Time Assistant Professor of Family Medicine and OMM	Doctor of Osteopathy, Edward Via College of Osteopathic Medicine
Christopher Loyke, DO	Professor of Family Medicine	DO, Ohio University COM
Jeffrey Martin, PhD	Professor of Physiology	PhD, Health and Human Performance, University of Florida
Tyler McCurry, DO	Assistant Professor of OMM	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Richard McGill, DO	Assistant Professor of Pediatrics	D.O., West Virginia SOM
Lindsey Miller, PhD	Associate Professor of Physiology	PhD, Auburn University
Erick Moberg	Assistant Professor of Anatomy	Phd, Anatomical Education, Lincoln Memorial University
K Kay Moody, DO	Part-time Professor, Clinical Medicine	D.O., Nova Southeastern University College of Osteopathic Medicine
Debasis Mondal, PhD	Professor of Microbiology and Infectious Disease	PhD, LSU Medical Center
Teanna Moore, DO	Associate Professor of Family Medicine	D.O., Kentucky COM
Arthur Muse, DO	Part-Time Assistant Professor of Emergency Medicine	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Kristen Nash, DO	Adjunct Instructor	D.O., UNE College of Osteopathic Medicine
Maurice Nida, DO	Assistant Professor of Internal Medicine	D.O., West Virginia SOM

Dominic Palazzolo, PhD	Professor of Physiology	Ph.D. in Physiology Kansas State University Manhattan, KS
Ashlin Paz, DO	Adjunct Instructor	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Katherine Phillips, DO	Adjunct Instructor	D.O., Edward Via College of Osteopathic Medicine
Syed Quadri, PhD	Associate Professor of Pharmacology	Ph.D. in Pharmacology University of Louisiana at Monroe Monroe, LA
Ann Ramberg, DO	Adjunct Instructor	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, T
Jennifer Ranson, DO	Adjunct Instructor	D.O., Midwestern University-Arizona COM
Charles Robinson, DO	PT Assistant Professor of Osteopathic Manipulative Medicine	D.O., Ohio University College of Osteopathic Medicine
Erica Rowe, PhD	Associate Professor of Immunology	Doctor of Philosophy, Life Sciences, UT-ORNL Graduate School of Genome Science and Technology
Caitlin Russell, DO	Part-Time Assistant Professor of OMM	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Jennifer Russomanno, DrPH	Adjunct Instructor	Doctor of Public Health, University of Tennessee
Fred Sammons, DO	Adjunct Instructor	D.O., LMU-DeBusk College of Osteopathic Medicine, Harrogate, TN
Mohammed Sayed, PhD	Assistant Professor of Pharmacology,	PhD in Clinical and Experimental Therapeutics, University of Georgia College of Pharmacy
Joseph Silvers, DO	Part-time Assistant Professor of OMM	D.O., University of Pikeville – Kentucky College of Osteopathic Medicine
Leonid Skorin, DO	Adjunct Instructor	D.O., Midwestern University Chicago College of Osteopathic Medicine
Leah Cobb Snodgrass, MD	Professor of Psychiatry	M.D. with Distinction, University of Kentucky College of Medicine
Kurt Sowers, MD	Adjunct Instructor	M.D., State University of New York
Stephanie Spring, DO	Adjunct Instructor	D.O., Des Moines University Osteopathic Medical Center
Barry Stewart, MD	Adjunct Instructor	M.D., University of Tennessee College of Health Sciences
Michele Tate, DO	Part-Time Associate Professor of Ob/Gyn, Knoxville	D.O., Ohio University College of Osteopathic Medicine
Brent Thompson, PhD	Professor of Anatomy	Ph.D. in Molecular Neuroscience, Vanderbilt University
James Toldi, DO	Professor of Family Medicine	D.O., Lake Erie College of Osteopathic Medicine
Tammy Troutman, MD	Part-Time Assistant Professor of Pediatrics	M.D., University of Tennessee Health Science Center College of Medicine
Kenneth Trzil, MD	Assistant Professor of Internal Medicine	M.D., The University of Tennessee
Jun Wang, MD	Professor of Pathology	M.D., Shanghai Medical College
Kali Weaver, PharmD	Associate Professor of Pharmacology	Doctor of Pharmacy, Samford University
Fred Kip Wenger, DO	Part-Time Assistant Professor of Emergency Medicine	D.O., Philadelphia College of Osteopathic Medicine
J. Michael Wieting, DO	Professor of Osteopathic Manipulative Medicine & Athletics Physician	D.O., Oklahoma State University - College of Osteopathic Medicine
John Williamson, MD	Associate Professor of OB/GYN	M.D., University of Indianapolis
Robert Wilmoth, MD	Associate Professor of General Surgery	M.D., The University of Tennessee
Martha Woolum	Adjunct Instructor	M.D., University of Louisville
R. Christopher Yonts, DO	Associate Professor of Family Medicine	D.O., University of Pikeville College of Osteopathic Medicine
Anne Marie Zeller, DO	Associate Professor of Osteopathic Manipulative Medicine	D.O., Des Moines University
Jan Zieren	Adjunct Professor	D.O., Oklahoma State University - College of Osteopathic Medicine

Campus Facilities

Orange Park, Florida

The LMU-DCOM Orange Park Campus is located at 335 Crossing Blvd, Orange Park, Florida, 32073 is an 82,068 square foot existing facility situated on 5.539 acres. The facility brings together medical students, faculty, staff, and administration in a state-of-the-art teaching and learning environment. This location includes two lecture halls; simulation, skills, anatomy, and OPP labs; and classrooms as well as student activity and administrative office space.

The facility is equipped with the latest in classroom, laboratory, and lecture technology. The Orange Park facility has been designed to accommodate a lecture-based systems curriculum complemented by clinical cases. This innovative curriculum will be taught in a team-learning environment.

The Orange Park facilities have academic and instructional spaces as described below:

- Anatomy labs with 8 total tables
- Prep lab and morgue
- Multipurpose lab room designed for augmented reality anatomy (Building 1)
- Dining hall
- Medical library
- 3 Multipurpose conference rooms
- Clinical Exam Center with 26 exam rooms and debrief rooms
- Faculty and staff offices
- Two auditoria/lecture halls
- Two small classrooms
- Exam accommodations room
- 8 small group study rooms
- 75 student study cubicles
- Faculty/Staff lounge
- Student lounge
- OPP lab
- Simulation laboratory with debrief rooms
- Clinical skills lab
- Faculty and staff offices

All spaces will be equipped with appropriate educational equipment including but not limited the following:

- Clinical Exam Center
 - Hallway Computer Systems
 - Laerdal SimCapture
 - Exam bed
 - Diagnostic equipment
- Simulation Lab
 - HAL® S3201
 - SUSIE® S2000
 - Pediatric HAL® S2225
 - Newborn TORY® S2210
 - Hospital bed
 - Diagnostic equipment
- Clinical Skills Lab
 - Edge II Ultrasound
 - Crash Carts
 - IV Arms
 - Lumbar Puncture
 - Manikins Prestan Adult, Child and Infant

- Super OB Susie®
- OB Susie®
- Obese manikins
- Manikins Prestan Adult, Child and Infant Lungs
- Adult, Child and Infant BVMs
- AED Trainers
- Airway Intubation Trainers and Equipment
- Cricothyroid Sim
- Curaples airway oral
- Epi pen trainers
- ET tube holder adult
- Laryngoscope
- PALS Broselow
- Stryker Ambulance Stretcher
- Laptops; Desktop computer

DCOM Academic Calendar 2025-2026*

Fall Semester 2025	
Anatomy Boot Camp	June 23-July 11, 2025
Orientation	July 14-18, 2025
Classes Begin	July 21, 2025
Labor Day Break	September 1, 2025
Thanksgiving Break	November 26-28, 2025
End of Semester	December 5, 2025
Winter Break	December 8-January 2, 2026
Spring Semester 2026	
Classes Begin	January 5, 2026
Martin Luther King Day	January 19, 2026
Spring Break	March 16-20, 2026
Good Friday	April 3, 2026
Class of 2026 Graduation	May 9, 2026
End of Semester	May 22, 2026

***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.**

Technical Standards

Technical standards are the non-academic skills and abilities necessary for the successful completion of the course of study in osteopathic medicine. The Educational Council on Osteopathic Principles has recommended the following non-academic criteria for admission and continued program participation for osteopathic medical students in programs leading to the doctor of osteopathic medical (DO) degree.

Introduction:

Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM) is committed to the admission and matriculation of all qualified students and does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, or disability. Regarding disabled (or physically challenged) individuals, the College will not discriminate against such individuals who are otherwise qualified, but the College will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations of osteopathic medical students and physicians in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care.

Technical Standards:

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data. To facilitate the attainment of optimum care and safety, students at LMU-DCOM must:

1. Behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician.
2. Demonstrate respect for individuals and groups with consideration to the diversity of age, gender, nationality, race, religion, sexual orientation, or disability.
3. Students of osteopathic medicine must meet minimal technical and ability standards. The practice of medicine in general and osteopathic medicine in particular, requires the ability to learn, process, and utilize a great deal of knowledge and experience. Students must have the ability to see, hear, and touch independently to optimally assess the physical, mental, and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently and when necessary in a team-like fashion with other health professionals in an unimpaired manner.

LMU-DCOM expects its applicants and students to meet certain minimum technical standards as outlined below. Every applicant and student of LMU-DCOM is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. LMU-DCOM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care.

The specific technical standards recommended by LMU-DCOM are set forth below.

Observation & Visual Integration

Applicants and students must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences, as well as proper evaluation and treatment integration in order to assess asymmetry, range of motion, and tissue color and texture changes.

They must be able to observe a patient accurately at varying distances and with the ability to discern non-verbal communication.

Applicants and students must have the ability to determine size and depth of an object in low light at 0.3cm.

Communication

Applicants and students should be able to speak, hear, and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients in English.

Communication includes not only speech but also reading and writing. Applicants and students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team in English.

Motor Function

Applicants and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required of physicians include, but are not limited to, cardiopulmonary resuscitation (CPR), administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the performance of obstetrical maneuvers, and osteopathic manipulative medicine. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Sensory Skills

Applicants and students of osteopathic medicine must possess an enhanced ability to use their sensory skills. Individuals with disabilities who have significant tactile sensory or proprioceptive disabilities may require a thorough evaluation to determine if they are otherwise qualified, with or without reasonable accommodation. Such individuals may include those with significant previous burns, sensory motor deficits, cicatrix formation, and malformations of the upper extremities.

Strength and Mobility

Medical treatments, such as osteopathic manipulative medicine and cardiopulmonary resuscitation, often require upright posture with sufficient upper & lower extremity and overall body strength and mobility. Individuals with disabilities who have significant limitations in these areas may require evaluation to determine if they are otherwise qualified, with or without reasonable accommodation.

Intellectual, Conceptual, Integrative and Quantitative Abilities

Applicants and students must be able to concentrate, analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must perform these functions under a time limitation and do so under a reasonable amount of stress, as physicians are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Applicants and students must be able to accurately write prescriptions, accurately perform basic mathematical functions, and accurately and quickly read charts with minimal error in areas where there may be distractions. They also must demonstrate ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures.

Behavioral and Social Attributes

Applicants and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective professional relationships with patients. Applicants and students must be able to tolerate physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the missions and educational processes.

Active participation in Osteopathic Manipulative Medicine Laboratories and Clinical Care Encounters is an admission, matriculation, and graduation requirement. During Osteopathic Manipulative Medicine laboratory and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

The development of palpatory skills used for diagnosis and treatment is significant and required in osteopathic medical schools. Stedman's Medical Dictionary defines "palpation" as examination with the hands and fingers, touching, feeling or perceiving by the sense of touch. Palpation in the osteopathic educational context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially important in the evaluation and treatment of the musculoskeletal system.

The development of palpatory skills and ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate and will experience palpation by their peers and instructors of both genders to enhance the development of their own palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Fingernails must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding the didactic concepts, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

Dress Code in Osteopathic Principles and Practice Laboratories

The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment.

Appropriate attire must be clean and includes:

- OPP lab is a professional event. Lab attire will consist of a scrub top and bottom. This is to facilitate learning and practice of exam skills and treatment techniques while maintaining a professional atmosphere. Scrubs should be clean, without holes, and loose fitting. Jogger style scrub bottoms will not be allowed. Undergarments should be an athletic style that is not revealing of sensitive areas. For OPP lab, the scrub color should be blue to differentiate from anatomy scrubs.
- As you will be examining your colleagues, be mindful to keep fingernails clean, manicured, and trimmed to where you cannot see the nail over the fingertip. Acrylic nails are discouraged (if nail polish, use neutral color).
- When in the role of the patient, each student is expected to remove her/his shoes (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- Each student must be appropriately attired before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.

Any student with a pre-existing health problem that may preclude being examined and/or treated in a clinical skills laboratory is required to submit a written request for limitation and/or exclusion to the department chair (or designee).

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. Credits from prior learning or challenge exams are not accepted. All 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.

Students Transferring to Another Institution from LMU-DCOM

Acceptance of credit hours earned while at LMU-DCOM is at the discretion of the receiving institution. It is the transferring student's responsibility to confirm whether or not credit hours earned at LMU-DCOM will be accepted by another institution of the student's choice.

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/>

Cost of Attendance

Academic Year 2025-2026

Year 1 - (9-month budget)

Cost of Attendance

COA Component	Cost
Direct Costs:	
Tuition	\$60,730
Health Insurance	\$3,811
Fees	\$500
Total Direct Costs	\$65,041
Indirect Costs (Non-billable):	
Books, Course Materials, Supplies, & Equipment	\$5,700
Housing	\$11,700
Food	\$5,600
Transportation	\$3,900
Miscellaneous	\$2,900
Loan Fees	\$2,000
Total Indirect Costs	\$31,800

Year 2 - (9-month budget)

Cost of Attendance

COA Component	Cost
Direct Costs:	
Tuition	\$62,550
Health Insurance	\$3,811
Fees	\$500
Total Direct Costs	\$66,861

COA Component	Cost
Indirect Costs (Non-billable):	
Books, Course Materials, Supplies, & Equipment	\$5,000
Housing	\$11,700
Food	\$5,600
Transportation	\$2,500
Miscellaneous	\$5,000
Loan Fees	\$2,000
Total Indirect Costs	\$31,800

Year 3 - (12-month budget)

Cost of Attendance

COA Component	Cost
Direct Costs:	
Tuition	\$64,425
Health Insurance	\$3,811
Fees	\$500
Total Direct Costs	\$68,736
Indirect Costs (Non-billable):	
Books, Course Materials, Supplies, & Equipment	\$3,500
Housing	\$15,600
Food	\$7,450
Transportation	\$5,200
Miscellaneous	\$3,500
Loan Fees	\$3,000
Total Indirect Costs	\$38,250

Year 4 - (11-month budget)

Cost of Attendance

COA Component	Cost
Direct Costs:	
Tuition	\$66,360
Health Insurance	\$3,811
Fees	\$700
Total Direct Costs	\$70,871
Indirect Costs (Non-billable):	
Books, Course Materials, Supplies, & Equipment	\$9,000
Housing	\$14,300
Food	\$6,830
Transportation	\$5,000
Miscellaneous	\$3,500
Loan Fees	\$3,000

COA Component	Cost
Total Indirect Costs	\$41,630

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.

Student Refund Policy

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 is dismissed, will receive a refund of tuition and fees within thirty days.

If a student withdraws from all classes within three working days of registration, there will be no charge for tuition and 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 from VA under Chapter 31 or 33.

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

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

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

Academic Policies

Official Academic Records

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

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

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

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a request using the following link: <https://www.lmunet.edu/registrar/transcript-requests.php>. The student may choose to request an electronic transcript or printed transcript. The cost of an electronic transcript is \$6.75; the cost of a printed transcript is \$10.00. The University cannot transmit any transcripts electronically (FAX).

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:

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

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, other than written examinations (see Examination section below). All student requests for an excused absence must be made in writing 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.

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 Examination Instructions and Policies as appended to the DCOM Student Handbook.

All students are permitted one absence each semester without approval from any written exam, with the exception of the final basic medical sciences exam and the final clinical sciences exam of all courses. The first written exam absence of any semester for any reason will be counted as a permitted absence. This absence will be considered as excused. The permitted absence only applies to absence from the written examination. The permitted absence may not be used for any practical/lab examinations. Any written exam missed must still be completed within seven (7) calendar days of the original exam date on a date to be determined by LMU-DCOM.

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 Office of Student Affairs 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.

Students will not receive credit for any unexcused absences from examinations. Any unexcused absences will result in a student meeting with their respective Assistant/Associate Dean of Students who will review each situation individually to determine if the absence will be considered excused or unexcused. If the absence is unexcused the student will have a zero assigned for that exam. If the absence is determined to be excused, then the student may take the exam without penalty on the LMU-DCOM assigned make-up date.

Failure to follow examination policies and procedures may result in referral to the Community Standards Committee or Student Progress Committee for professionalism deficiencies.

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

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.

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

Student Grievances Regarding Grades

Academic Due Process - Exam Grade or Final Grade Reconsideration: if a student has a grievance about an exam or a final course grade policy and/or procedure, the student should discuss the matter with the course/system director within 24 hours of the grade being posted.

Appeal of the exam or final course grading policies and/or procedures must be addressed to the Assistant/Associate Dean of Students within 24 hours of the grade being posted. If the letter meets "good cause" for the purpose of appeal, the Assistant/ Associate Dean(s) of Students will arrange a meeting with the student, the appropriate Dean(s) (Preclinical or Clinical), and the course director. Within five working days after the meeting, the student will be notified in writing of the decision.

Students should note that Grade Reconsiderations are based on the examination and grading policies and procedures, not on disagreements with the course requirements, or the grading standards established by the professor. Good faith on the

professor's part shall be presumed unless the student can offer convincing arguments to the contrary. The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.

Course and Faculty Evaluation

Student feedback is essential to ensure the highest level of academic effectiveness. To assess its courses and faculty, LMU-DCOM 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, 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 the LMU-DCOM administered Clinical Skills Workshop (CSW)
- 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 Dean of LMU-DCOM. The Faculty Assembly will ratify the list of graduates prior to graduation.

Academic and Professionalism Deficiencies

Student Progress Committee

The purpose of the Student Progress Committees (SPCs) is to ensure that every graduate of LMU-DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor. The Committees will 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 Committees is not to approve all students for promotion into the next academic year, that 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.

There are three specific SPCs for LMU-DCOM, each one assigned to provide recommendations for specific groups of students. The three SPCs are as follows:

- SPC – I: This committee addresses academic and professionalism issues for students from the date of matriculation into LMU-DCOM through the completion of their OMS-I curriculum.
- SPC – II: This committee addresses academic and professionalism issues for students from the beginning of their OMS-II year - through the completion of their OMS-II curriculum including achievement of any required benchmarks for COMLEX Level I and failures of COMLEX Level I.
- SPC-III: This committee addresses academic and professionalism issues for students including achievement of board readiness benchmarks for, COMLEX level II-CE and failures of COMLEX Level II-CE, COMATS, and all other curricular activities from the beginning of their OMS- III year through graduation from DCOM.

Committee Procedures for Academic Deficiencies

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

For students who fail one or more courses in a given academic year and having professionalism concerns, the SPC may recommend one or more of the following:

1. Completion of remediation as directed by the LMU-DCOM Course Director.
2. Required action(s) to mitigate professionalism concerns.
3. Recess and repeat the entire academic year.
4. Dismissal from LMU-DCOM.

For students who fail two (2) to three (3) 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(s).
2. Recess and repeat the entire academic year.
3. Dismissal from LMU-DCOM.

For students who fail four (4) 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 Preclinical Years (1 and 2)

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

For students who fail one or more courses in a given academic year and having professionalism concerns, the SPC may recommend one or more of the following:

1. Completion of remediation as directed by the LMU-DCOM Course Director.

2. Required action(s) to mitigate professionalism concerns.
3. Recess and repeat the entire academic year.
4. Dismissal from LMU-DCOM.

For students who fail two (2) to three (3) 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(s).
2. Recess and repeat the entire academic year.
3. Dismissal from LMU-DCOM.

For students who fail four (4) 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 Handbook. Inability to pass COMAT examinations as outlined in the Clinical Rotations Handbook may result in referral to the appropriate SPC for evaluation of appropriate academic progression through the clinical curriculum.

Academic Deficiency Outcomes

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

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, a Course Director will contact the student to discuss the remediation process. The student is required to follow the 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 from the course director, exam services and/or the Office of Academic Affairs. Official Fall and Spring semester remediation review activities to prepare for the remediation exam(s) begin the day after all courses of the semester end.

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 appropriate 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

Any student who demonstrates failure to uphold LMU-DCOM's professionalism and/or conduct policies may be subject to disciplinary actions. The student may be referred to the Community Standards Committee or the Student Progress Committee. The student's entire academic and professional record can be examined during the meeting.

Community Standards Committee

The Community Standards Committee (CSC) is designed to promote optimal student professionalism in both classroom and clinical settings. The CSC is comprised of the 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 Deans of Students. The goal of the CSC is to ensure that students engage in professional learning opportunities while gaining mentorship from LMUDCOM administration. Students may be referred to the CSC for conduct and professionalism violations. Violations of academic integrity will not be considered by the CSC and will be immediately referred to the appropriate Student Progress Committee (SPC). A student's failure to comply with any recommendations put forth by the CSC will result in referral to the appropriate SPC.

Student Progress Committee

The purpose of the Student Progress Committees (SPC) 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 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 of LMU-DCOM, are composed of selected faculty members and Assistant/Associate Deans of LMU-DCOM. The detailed structure of the Student Progress Committees is outlined in Section VI: Academics, of this handbook.

Any 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 Community Standards Committee or directly to the appropriate Student Progress Committee. The student's entire academic and professional record can be examined during the meeting.

For 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 Dean:

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

Professionalism Deficiency Outcomes

When a student is referred to the CSC, they will be required to discuss the reported violation with the committee. They will then be required to complete the criteria specified by the CSC. Given that circumstances surrounding professionalism violations are unique to each student's situation, the conditions and required criteria will be provided to the student in writing. As a part of their recommendations, the CSC may place the student on Professionalism Warning. Upon completion of the individually specified criteria, the student will be removed from Professionalism Warning. Further professionalism violations or failure to comply with Professionalism Warning conditions will result in referral to the appropriate SPC.

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 Dean of LMU-DCOM will review the respective SPC’s recommendation and affirm, amend, or reverse the recommendation. The LMU-DCOM 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 LMU-DCOM Student Progress Committee policies and procedure must submit a letter to the LMU-DCOM Dean’s designee within five (5) working days of receiving notification of that decision. Upon receipt, the LMU-DCOM Dean’s designee will submit the letter to the Appeals Board for review. The student’s status will remain unchanged until the appeal process is finalized. Appeals may only be made in reference to the SPC and/or the LMU-DCOM Dean following LMU-DCOM policies and procedures; no other grounds for appeal will be accepted.

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

Interruption in Academic Program Progression

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

Leave of Absence

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

1. 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 research or to act in a role with LMU-DCOM as an OPP scholar or Anatomy Scholar.

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 Associate Dean of Student Affairs, Assistant/Associate Deans of Students or the LMU-DCOM 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 as directed by the Director of Students and Academic Advancement. The official date of the leave of absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date.

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

Recession

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

Suspension

If any SPC deems the actions of a student suspendable, they may recommend to the Dean that a student be suspended from LMU-DCOM. Suspension is a temporary removal of a student from their enrollment status at LMU. During the suspension period, the student is barred from attending classes, accessing University facilities, participating in university activities, and living in university housing. Only the Dean of LMU-DCOM can reinstate a student once suspended.

Withdrawal

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

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

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

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

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

Dismissal

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

Student Resources and Services

Student Insurance

LMU requires DO students to carry personal health insurance. The LMU student injury and sickness insurance plan will be administered by United Healthcare Student Resources for the 2025-2026 academic year. If students are currently covered by comparable health insurance through the end of the 2025 – 2026 academic year, they may be able to waive automatic enrollment in the plan.

Medical students must have basic health insurance coverage during OMS-I through OMS-IV years.

The clinical sites where the students will be completing the OMS-III and –IV rotations require all staff and students to have health insurance. Students who do not have up-to-date health insurance will not be allowed to participate in any activity that involves patient contact. This may result in the student not being able to fulfill the requirements of certain courses and activities, which could have a detrimental effect on the student's progress.

Yearly Requirements: Students are required to submit a waiver if they would like to opt out of the LMU student injury and sickness insurance plan.

Students are required to complete a urine drug screen and influenza vaccine yearly in their CastleBranch© account.

Physical Health Services

Avecina Medical Urgent Care of Orange Park is available to serve the health care needs of students located at DCOM at Orange Park. Additional locations in the greater Jacksonville area may be found at the website located [here](#) as well. No appointment is necessary; however, you may choose to make one by visiting the link [here](#).

Avecina Medical Urgent Care of Orange Park
2020 Kingsley, Suite 1 Orange Park, FL 32073
Call for an Appointment: 904-458-4013
<https://avecina.com/>

After Hours:
Urgent Care Cure
<https://www.urgentcarecure.com/>
10870 US-1, STE 104 Ponte Vedra, FL 32081

Personal Medical Care while on Rotation

If a student becomes ill or has an emergency health issue during their rotation, the training facility will render care but is not responsible for the cost of such care. Students are financially responsible for any medical care they receive at a training site.

A health professional providing health services, via a therapeutic relationship, must recuse him/herself from the academic assessment or promotion of the student receiving those services.

Helpful links for finding care:

- [Urgent Care Finder - Find an Urgent Care Center Near Me](#)
- [Healthline FindCare | Find Doctors Near Me | Schedule Online](#)

If you have insurance through LMU-DCOM, you may use the link to find an in-network facility and/or provider:
<https://www.uhc.com/find-a-doctor>

Note: These links do not take into consideration your personal insurance provider. To find an in-network facility and/or provider, you should contact (via phone or website) your personal insurance provider when medically stable to do so.

Mental Health Services: Pre-clinical Years

Students have access to confidential mental health counseling and care. The staff of the LMU Office of Mental Health Counseling help current students overcome the personal, career, and academic concerns that often stand in the way of them reaching their full potential. The office operates as the primary mental health service for undergraduate, graduate, and professional students enrolled at the University. Counselors provide free, short-term treatment typically lasting between five to eight sessions per semester; however, treatment may extend beyond eight sessions when appropriate.

Counseling provides an opportunity for students to explore their unique problems, difficulties, and concerns with a licensed mental health professional in a safe and confidential environment. In addition, the office offers crisis intervention and psychoeducational training for the campus community.

If students require long-term counseling or treatment needs exceeding the scope of LMU's practice, the counselors will work with the individual to find appropriate off-campus treatment options. Students who secure services in the community are responsible for paying for those services. Most community providers accept insurance. Some have a sliding scale fee schedule for those who do not have insurance that covers mental health services. Information regarding counseling services is found on the following website: <https://www.lmunet.edu/counseling/services-provided>

After hours calls to the LMU Office of Mental Health Counseling are forwarded to a call center staffed with professional mental health counselors to assist callers. This service is available after-hours during weekdays, any time during weekends, holidays, and when the campus is closed for inclement weather.

- A main mental health services phone number is given to all students which is accessible anywhere where students have phone services: **423-869-6277**
- During normal business hours (8:00am – 4:30pm, Monday – Friday), this number will reach the main campus in Harrogate where the mental health counselors either on the Harrogate, Knoxville, or Orange Park campus will be notified. The counselors will assess the situation to make certain that all emergent situations are handled appropriately either with a call to 911 or referral to inpatient psychological services. If the situation is not an emergency, the counselor will schedule an appointment with the student for a follow-up.
- During after hours, the same main number will be forwarded to a call center where a licensed professional counselor will support students.
- If a student is off campus, the on-campus counselor or call center counselor will direct the student to the nearest licensed professional in their area.

All encounters are confidentially documented with procedures for follow-up.

Mental Health Services: Clinical Years

StudentLife by Empathia has partnered with Lincoln Memorial University to offer 24/7, expanded mental health and daily life services. Empathia is a professional, confidential service provided by LMU-DCOM to give immediate access to a comprehensive network of experts and information that can help students handle life's challenges while on rotations.

StudentLife acts as an extension to your onsite resources by providing students with expert assistance and practical resources for addressing mental health concerns, substance abuse, personal problems, balancing school and other

obligations and many other issues. Faculty and staff also have access to a 24/7 consultation service that can assist with addressing student performance and wellbeing, as well as crisis situations. StudentLife is free and confidential support with a focus on addressing barriers to academic success. Mental health support is available in such areas as:

- Stress, depression and personal problems
- Balancing school and personal needs
- Relationship concerns
- Alcohol or drug dependency
- Managing anger or other negative emotions
- Financial consultation and resources to set up a budget, establish good credit, learn more about student loan options, planning for managing debt, etc.
- Legal consultation with an attorney either over the phone or face-to-face for consumer law, traffic citations, fender benders, landlord-tenant issues, etc.
- Finding volunteer opportunities
- Finding housing options and resources
- Locating transportation options
- Problem-solving for addressing food insecurities
- Identifying childcare resources and guidance
- Finding service providers after a move
- ...and much more

Faculty and staff can contact StudentLife for consultation and support in addressing such student- related concerns as:

- Talking to a student about class performance
- A student's personal problem
- Suspected drug or alcohol use impacting grades
- Interpersonal conflicts affecting class participation
- Establishing clear, attainable expectations
- Addressing crisis situations, such as a violent incident, death of a student or a natural disaster

All students are eligible to receive face-to-face or virtual counseling, up to five free sessions per issue per year. Empathia staff will connect you to available providers in and around your location.

Empathia can be reached at **1-866-332-9595**.

All 3rd and 4th year students who would like to use LMU counseling center services, must live in the states of Florida or Tennessee at the time of the scheduled counseling appointment. For additional information, please visit the LMU Counseling Department website:

<https://www.lmunet.edu/counseling/>

Student Wellness

Documentation of Immunizations, Immunity, and Physical Health

Matriculating students are required to set up an account with an LMU-DCOM contracted vendor who monitors, approves, and manages all required health forms and substantiating documentation. Applicants accepted for admission are required to submit medical history, physical examination, TB testing, and proof of immunity forms that have been completed, reviewed, and signed by a licensed health care provider (DO, MD, PA-C, NP) prior to matriculation. Students without the required immunizations and proof of immunity will not be permitted to actively participate in patient care activities until the requirements have been completed and authorized by a healthcare provider. Medical students must have basic health insurance coverage. The clinical sites where the students will be completing the third- and fourth-year rotations require all staff and students to have health insurance. Students who do not have up-to-date health insurance will not be allowed to participate in any activity that involves patient contact. This may result in the student not being able to fulfill the requirements of certain courses and activities, which could have a detrimental effect on the student's progress.

***Yearly Requirements*:** Students are required to submit proof of health insurance, complete a urine drug screen and influenza vaccine yearly in their CastleBranch© account.

LMU-DCOM, in conjunction with requirements of hospitals accredited by a CMS deemed accrediting body requires the following immunizations and proof of immunity, for which substantiating documentation must be provided, as described below. Documents that must be completed prior to matriculation include:

- LMU-DCOM Pre-matriculation Medical History completed and signed by the student and reviewed/signed by a licensed healthcare provider.
- LMU-DCOM Pre-matriculation Physical Exam Form, completed and signed by a licensed healthcare provider.
- Substantiating documentation (copies of laboratory results, immunization records, chart records of immunizations, etc.) must be submitted for the required immunizations.
- Records Release Form signed by the student authorizing LMU-DCOM to release health related information to affiliated training sites where the student will be rotating.

It is expected that all documentation be provided by the matriculating student to the LMU-DCOM Admissions Office, along with other required admissions documents by May 15th of the matriculating year, unless extenuating circumstances exist. The expense of immunizations is understood by LMU- DCOM, and necessity for booster vaccinations has been considered with the expectation that all files will be complete no later than the end of the first semester following matriculation. Any student not making a good faith effort to complete their immunization record by this time will not be permitted to register for second semester.

During the Spring semester of the first, second, and third years, students will be expected to provide a urine drug screen as a requirement for beginning clinical rotations. Any student not providing evidence of a urine drug screen and all other Castlebranch® requirements by April 15th will not be authorized to begin OMSIII/IV rotations until completed.

Required prior to matriculation:

- Proof of Tdap within last 10 years, over 10 years will require a booster
- Proof of Hepatitis B vaccine
- Proof of measles, mumps, and rubella vaccines OR Proof of immunity against measles, mumps, and rubella via qualitative or quantitative titers
- Proof of varicella vaccine OR Proof of immunity against varicella via qualitative or quantitative titers
- Urine drug screen (14 panel testing) negative except for prescribed substances (Yearly Requirement)

Required prior to starting OMS-III rotations:

- Proof of immunity against measles, mumps, and rubella, if not provided at matriculation
- MMR 2 doses or Measles (2 doses), Mumps (2 doses) and Rubella (1 dose)
 - Qualitative or quantitative antibody titers for MMR
 - If any of the three components show insufficient immunity, a booster and recheck of titer six weeks later will be required
- Proof of immunity against varicella, if not provided at matriculation
 - Varicella (Chicken Pox) 2 doses
 - Qualitative or quantitative antibody titers for varicella
 - History of infection is not considered proof of immunity
 - If antibody titer is negative, booster vaccination and recheck of titer six weeks later is required
- Proof of immunity against hepatitis B, if not provided at matriculation
 - Proof of completion of three injection series (takes seven months to complete) AND Qualitative or quantitative antibody titers showing immunity to Hepatitis B, ideally drawn 6-12 weeks after completion of three injection series

- If antibody titers are negative 6-12 weeks following completion of Hepatitis B series, a second series of three injections needs to be completed, with antibody titers drawn 6-12 weeks following completion • If antibody titers are negative following second series of three injections (per protocol), and proof of completion of two full series of vaccinations is provided, student will be considered a “non-responder” to Hepatitis B immunization
- Negative screening for tuberculosis within six months of starting rotations
 - If prior history of tuberculosis, BCG vaccination, or positive PPD, must provide negative chest x-ray and/or QuantiFERON-TB Gold test within six months of starting rotations
- Urine drug screen (14 panel testing) negative except for prescribed medication

Note: Though proof of Hepatitis B immunity is not required until the start of rotations, if you have completed the Hepatitis B vaccination series, it is advisable to provide proof of immunity prior to matriculation.

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

Student Government

The LMU-DCOM Student Government Association (SGA) is the official governing body for osteopathic medical students. SGA is comprised of representatives from each campus location, ensuring that all cohorts are fairly represented. Members of SGA are required to work collaboratively to serve all LMU-DCOM students.

SGA is responsible for: serving as liaisons for the medical student body, promoting osteopathic medicine, supporting club and classroom activities, and advocating to improve the quality of life for all LMU-DCOM medical students. The advisor for SGA is the Director of Student Life, with consultation from the Student Activities Coordinators at each location.

Student Organizations

Osteopathic medical students are encouraged to develop, organize, and participate in student associations and organizations as they feel able to do so in conjunction with academic responsibilities.

The LMU-DCOM SGA and LMU-DCOM Office of Student Affairs provide support for all associations and organizations. Every organization is required to have a faculty or staff advisor.

Registration of Medical Student Organizations

To encourage a formal and organized system of student activities, LMU-DCOM requires specific processes and policies concerning the registration of student organizations.

Student organizations must be sustainable and intended to fulfill a common purpose: to provide opportunities for student interaction, to foster individual student growth and development, and to contribute to community service.

Organizations must be reviewed by the SGA staff/faculty adviser and approved by the Associate Dean of Student Affairs. Registration of a student organization results from compliance with the criteria and conditions stated below, and it does not directly or indirectly imply the approval of the organization or its activities by LMU-DCOM. Once student organizations receive official recognition, the organization must retain LMU-DCOM support through the following annually required criteria:

- Completion of End of Year Report at the end of each academic year
- Leadership and advisement of a full-time faculty or staff member
- Approval of organizational activities and events through the Office of Student Affairs
- Cooperation with LMU-DCOM Student Leadership Handbook
- Contribution to and support of the philosophy and mission of LMU
- Completion of a service project that benefits the local community

Student Sponsored Events

Any on-campus or off-campus event conducted by either a student organization or SGA must be approved by the Student Activities Coordinator or Director/Assistant Director of Student Life at their respective location. Events include, but are not limited to, guest speakers, seminars, exhibits, fundraisers, workshops, activities, and courses.

Public Relations, Merchandise, and Marketing Guidelines

The full formal name of the school is Lincoln Memorial University-DeBusk College of Osteopathic Medicine. When referring to the school in external communication, on first reference it should be "Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM)." Subsequent references should be "LMU-DCOM." Please note the dash in the full formal name and the full formal acronym. Please use the full proper name and acronym. If space constraints are an issue, the first reference may be shortened to "LMU-DeBusk College of Osteopathic Medicine." When referring to the school for an internal audience (i.e., the LMU campus community), the reference can be "DeBusk College of Osteopathic Medicine (DCOM)." The Knoxville, TN and Orange Park, FL locations are to be referred to as DCOM at LMU-Knoxville and LMU-DCOM at Orange Park respectively.

All LMU-DCOM student organizations must have approval from the Student Activities Coordinator(s) and the Director of Marketing and Public Relations before producing organizational merchandise or distributing information to the campus community and/or the public at large. This is to ensure that all appropriate procedures and style guidelines are followed by student organizations. Students are prohibited from using the LMU-DCOM academic seal on any merchandise or publications. All officially sanctioned student club websites must be hosted through the LMU website. Approval forms may be obtained from the Office of Student Affairs or the Director/Assistant Director of Student Life. Any LMU-DCOM student organization that produces merchandise that violates this policy may have the merchandise confiscated and will have to replace the merchandise at the organization's own expense.

All media contact requires prior approval from and is handled by the Office of Marketing and Public Relations. If you are contacted to provide contact to a media outlet, refer the inquiry to the Office of Marketing and Public Relations.

Students and student clubs should not submit press releases, calendar items, photographs, advertisements, or other submissions to any media outlet without permission from the Office of Marketing and Public Relations. If you wish to send something to the media, please forward all the information to the Student Activities Coordinator at the designated site who will then submit it to the Office of Marketing and Public Relations on your behalf. In the case of any adverse event, the Office of Marketing and Public Relations is the sole point of contact between LMU-DCOM and the public. In any crisis or emergency, refer all inquiries to the Office of Marketing and Public Relations.

House System

All DCOM students will be assigned to a 'house' when they matriculate to LMU-DCOM. The purpose of the house system is to help students make social connections and engage with faculty and staff in a smaller-scale setting. Every house has faculty mentors and OMS-II leaders. The OMS-II leaders coordinate with faculty mentors and the Office of Student Affairs and the Department of Student Life to provide programming and social events for their house to facilitate comradery within the house and allow students a break from the daily rigor of medical school. Students will have the ability to review and request faculty mentors based on shared interests (research, extracurricular, clinical, or academic specialty). Students are encouraged to engage with their selected mentor as well as other faculty members for advice and mentorship.

Academic Support

LMU-DCOM academic support services include a comprehensive approach to supporting student doctors and nurturing professional and academic excellence. Our services are designed to be a one stop shop for resources, professional, and academic support. We work collaboratively with faculty and various departments to ensure student success. Offering a wide range of support services from tutoring, exam services, and access to academic learning specialists who focus on creating study plans, identifying test-taking strategies, learning styles, time management, board preparation, and individualized coaching, aiding student doctors in understanding progress and their individual academic needs. Throughout the academic year we facilitate workshops in partnership with various departments and faculty to support course progression and board preparation.

Career Services

LMU-DCOM Office of Career Services is the central location for Careers in Medicine, the Match processes, and residency related resources. Students receive a token from the AAMC in Fall of their OMS-I year to access Careers in Medicine. The goal is to consolidate everything required for students in their residency application process to result in board-certified osteopathic physicians. Students will find helpful information about the Match process, writing CVs and personal statements, monthly sessions with LMU-DCOM Alumni Services focused on residency and match, yearly checklists to make sure students are on the right track for residency, and much more. The same data can be accessed by students on the DCOM Career Services Canvas. Career Services will keep students updated on information about workshops and speaker events related to career choices and residency. The LMU-DCOM Career Services office serves as the Electronic Residency Application Service (ERAS) Dean's WorkStation representative for LMU-DCOM. Career Services is the point of contact for all residency application and match services for students and graduates. Career Services serves as the point of contact for medical education verifications and Fellowship Applications for graduates the same services and resources for students are located at all LMU-DCOM campuses, as well as virtual offerings for third- and fourth-year students. Career services will help guide and prepare students through the process of deciding on a specialty and applying for residency. Please note, the University does not guarantee job placement upon program completion or graduation.

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.

Course Numbering

The LMU-DCOM program uses the 700-900 series of course numbers. Courses numbers are generated within these series and are used in order of the program course of study beginning with pre-clinical years one and two followed by the clinical rotations in years three and four.

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

Doctor of Osteopathic Medicine Curriculum Digest

Degree Type

Doctor of Osteopathic Medicine

OMS-I Fall 2025

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 2025

Item #	Title	Credits
DOSYS-724	Musculoskeletal	4
DOSYS-751	Hematology & Lymph	3
DOSYS-720	Clinical Neuroscience	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 2026

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 2026

Item #	Title	Credits
DOSYS-762	Reproductive/GU	4
DOSYS-760	Endocrine	3
DOSYS-764	Gastrointestinal	3
DOSYS-768	Integument	2
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 (Begins Spring 2027)	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
DOSELE-816	Surgical Selective	8

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

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.

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 is composed of an experienced team including the Associate Dean of Clinical Affairs, Associate/Assistant Deans of Clinical Medicine, Director of Clinical Affairs, Director of Clinical Partnerships, Rotations Director, Clinical Affiliations Manager, Clinical Relations Manager, Clinical Relations Coordinator, and Rotation Coordinators to ensure the execution of affiliation agreements with hospital sites, development of educational standards, and assignment of students to rotation sites. Student rotation evaluations, self-assessments, core site evaluations, and site visits ensure that consistent educational objectives are being met at each rotation site.

Core rotation site assignments are determined prior to the end of the OMS-II year through a schedule optimization program ("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 in their CastleBranch. Additional requirements can be found in the Student Handbook and Clinical Rotations Manual.

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

Curriculum Design

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

The OMS-IV year is comprised of ten (10) four-week rotation blocks. Students have one (1) four-week block of independent study in OMS-III year and one (1) four-week block of independent study in OMS-IV 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. Up to two Elective rotations during the OMS-IV year may be done outside the United States with prior approval of the Associate Dean of Clinical Affairs. This can only occur in locations deemed safe by the US Department of State and in accordance with COVID policy guidelines. Students can do no more than six (6) Elective/Selective rotations in the same specialty.

Clinical Rotation Information

Report for Rotation

Each rotation 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 should be a minimum of 40 hours and a maximum of 80 hours in duration averaged over a four-week period.
- The maximum duration on-duty should be no longer than 24 hours followed by a minimum of 12 hours off duty.

- Two days out of every 14 days should be provided as a break.

Student Evaluation (Grades)

At the end of each rotation block, the designated supervising physician or preceptor completes an evaluation 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>

Appendices

Appendix I: Notice

Notice Under Fictitious Name Law Pursuant to Section 865.09, Florida Statutes

Lincoln Memorial University has registered the fictitious name of Lincoln Memorial University DeBusk College of Osteopathic Medicine at Orange Park (LMU-DCOM Orange Park) with the Division of Corporations of the Florida Department of State, Tallahassee, Florida.

This was published in the Clay Today newspaper on May 16, 2024.

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

DOCLIN-902 : Rural/Underserved Inpatient Care

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

Credits 8.0

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 8.0

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 8.0

DOCLIN-915 : Medical Selective

Credits 8.0

DCOM Clinical Rotation

DOCR-940 : Visiting Student Rotation

Credits 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

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 8.0

DCOM Selective

DOSELE-815 : Medical Selective

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

Credits 8.0

DOSELE-816 : Surgical Selective

The Third Year Selective Rotation in Surgery will be an extension of the Core Rotation in Surgery with students able to choose their rotation within a pre-approved list of surgical subspecialties. 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 8.0

DOSELE-817 : Primary Care Selective

Credits 8.0

DOSELE-915 : Medical Selective

Credits 8.0

DO Scholar

DOSCH-850 : OMS Scholars Program I

Credits 12.0

DOSCH-851 : OMS Scholars Program II

Credits 12.0

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 6.0

DOSYS-701 : Medical Anatomy I

Medical Anatomy I is the study of the body's structure, including an introduction to the human nervous system. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; and pelvis. This includes the fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connectional anatomy of the brain and spinal cord; the function and spinal distribution of the corticospinal, spinothalamic, and dorsal column-medial lemniscus pathways; and the functional anatomy of reflexes and the autonomic nervous system in the thorax and abdomen. Laboratory dissections of 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 4.0

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: lower limb and head and neck. 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 dissections of whole-body anatomical donors will be performed 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 4.0

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 2.0

DOSYS-712 : Molecular Fundamentals of Medicine II

The MFM II course (98 lectures and 6 exams) 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 7.0

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-715 : Medical Neuroanatomy I

This course provides an introduction to the human nervous system. The basic structure and common disorders of the PNS and CNS will be emphasized throughout this course; however, an understanding of the peripheral distribution of the cranial and spinal nerves covered in the concurrent Medical Gross Anatomy (DOSYS-701) will be considered prerequisite knowledge. This course is the first of a two-part series, and will cover the following topics: fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connectional anatomy of the brain and spinal cord; the function and spinal distribution of the corticospinal, spinothalamic, and dorsal column-medial lemniscus pathways; and the functional anatomy of reflexes and the autonomic nervous system in the thorax and abdomen.

Credits 1.0

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 5.0

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 1.0

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 2.0

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 2.0

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-725 : Medical Neuroanatomy II

This course provides an introduction to the anatomy and higher-order functions of the human nervous system. The structure and common disorders of the PNS and CNS will be emphasized throughout this course, and there will be laboratories covering the gross anatomy of systems introduced in lectures. An understanding of the peripheral distribution of the cranial nerves covered in the concurrent Medical Gross Anatomy course (DOSYS-701) will be considered prerequisite knowledge. This course is the second of a two-part series and will cover the following topics: gross and cross-sectional anatomy of the brain and its blood supply; functional anatomy of the brainstem and the cranial autonomic nervous system; introduction to extrapyramidal control of higher somatomotor functions; physiology and neuroanatomy of the special senses; and the regulation of higher functions by forebrain structures.

Credits 2.0

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 2.0

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 2.0

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 2.0

DOSYS-733 : Osteopathic Principles & Practices III

This course is a continuation of OPP II and will emphasize the diagnosis and treatment of somatic dysfunction in the upper and lower extremities, as well as the cranial region. Additional focus areas include the evaluation and management of scoliotic curves and short leg syndrome. High-velocity, low-amplitude (HVLA) techniques across all regions will be introduced. Students will also expand their understanding of the Osteopathic prescription and exercise prescription. Select topics will integrate relevant concepts from other body systems.

Credits 2.0

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 2.0

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 2.0

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, 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 3.0

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 3.0

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 and immunologic 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, primary immunodeficiency disorders, 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 2.0

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 4.0

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 2.0

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 2.0

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 2.0

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 (Begins Spring 2027)

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 3.0

DOSYS-799 : Elective Credit