Catalog Home

Student Handbook and Academic Catalog Home

This Student Handbook and Academic Catalog is the official bulletin of the Kansas Health Science University - Kansas College of Osteopathic Medicine (KHSU-KansasCOM) and is intended to provide general information. The Student Handbook and Academic Catalog contains policies, regulations, procedures, and fee information effective July 1, 2026. KHSU-KansasCOM reserves the right to make changes at any time to reflect current board practices, updates to administrative regulations and procedures, amendments by state and/or federal law, and fee changes. Information provided in this document is subject to change without notice and does not constitute a contract between KHSU-KansasCOM and a student or an applicant for admission. KHSU-KansasCOM is not responsible for any misrepresentation or provisions that may arise as a result of an error in document preparation.

Students are responsible for observing the policies and regulations contained within the Student Handbook and Academic Catalog along with the online policy library. This document does not contain all of the institutional policies for which a student may be responsible. Other KHSU-KansasCOM sources for policies applicable to students may include, but are not limited to, clinical education handbooks, the Student Gateway, and other designated locations.

Contact Information

Kansas Health Science University-Kansas College of Osteopathic Medicine (KHSU-KansasCOM)
217 E Douglas Avenue
Wichita, KS 67202
(316) 866.3482

Introduction

Institutional History

The Kansas Health Science University (KHSU) is a non-profit organization established to create new and innovative means of preparing health care professionals who are uniquely equipped to transform modern health care delivery.

Its historical roots began in 2017, when the Kansas Governor appointed a task force to address the increasing shortage of physicians in Kansas. Simultaneously, the City of Wichita began efforts to revitalize downtown Wichita and saw the great opportunity of hosting the newest medical school in Kansas. The proposed program began to move forward in 2018, when KHSU joined The Community Solution Education System, a non-profit system of higher education, to develop a plan for osteopathic training.

Kansas Health Science University is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500 Alameda, CA 94501 (510) 748-9001. wscuc.org

The KHSU-KansasCOM has been awarded accreditation with warning status from the Commission on Osteopathic College Accreditation (COCA) as of the summer of 2026. The next inspection is scheduled for 2028.

Board of Trustees

The Kansas Health Science University Board of Trustees exercises fiduciary and strategic oversight of KHSU and acts to promote the best interests of KHSU and higher education. It formulates and establishes the general, education and

financial policies of KHSU in pursuit of its mission, vision and values. A full listing of our Board of Trustees can be found here.

Kansas Health Science University Mission

KHSU is committed to providing exceptional programs that produce forward-thinking, empathetic health care leaders who are dedicated to innovation, research, and finding collective solutions to advance underserved communities.

Kansas Health Science University Vision

To positively transform communities through directly addressing the disparity in access to health care for Kansas and beyond.

Kansas College of Osteopathic Medicine Mission

The Mission of the Kansas College of Osteopathic Medicine is to train the osteopathic physician of the future to provide effective, empathic, and innovative care to optimize the health of patients and their communities.

Kansas College of Osteopathic Medicine Vision

Utilize impactful educational methods and technology to train exceptional graduates that are known for service, empathy, and innovation to improve access to a highest standard of care for all.

Values

Diversity & Inclusion

- Value differences and seek to understand before being understood.
- Create a positive culture to safeguard equity, inclusion, dignity, and respect for all.
- Strive to understand what other people are experiencing and use that understanding to solve problems and to drive positive change.
- Act and lead in a manner that reflects inclusiveness, dignity, and respect for others.
- Build a safe and inclusive environment that promotes diversity of ideas and people.
- Solicit, seek, embrace, and adopt diverse thoughts and opinions.
- Create a learning culture that promotes honesty, sincerity, reflection, awareness, and inquiry.

Community

- Overall health and well-being of a community, of which we are a part, is paramount.
- Serve communities in which we work to the best of our ability.
- Long-term community relations based on trust and promised action are essential.

Humility

- Act with civility.
- Treat people the way that you would want to be treated.
- Approach difficult situations with respect and open-mindedness.
- Build strong and healthy relationships with colleagues.
- Be self-aware and admit mistakes.
- Provide first-class stakeholder experience to all of those with whom you interact.

Integrity

- Be responsible and do what you say you are going to do.
- Act with honor and truthfulness.
- Adhere to high standards of professionalism.
- Consistently demonstrate ethical behavior in all interactions with employees, students, and external constituents.
- Raise issues of concern in good faith.
- Act as ambassadors at all times to ensure the positive reputation of the organization, its employees, and students.

Innovation

- Will embrace change when it holds the promise of a better future.
- Work to create forward-thinking solutions.
- Find ways to continuously improve what you are doing.
- Identify and develop impactful technologies that improve the health care environment and/or student learning/patient/community outcomes.
- Engage in quick experiments of evidence-based discovery that prove/disprove an outcome. Learn quickly and pivot to a new direction based on outcome.
- Experiments that disprove a hypothesis should not be seen as failure.

Teamwork

- Create a learning culture that promotes honesty, sincerity, reflection, awareness, and inquiry.
- Create a culture of community and connectedness, as that is vital to the health and well-being of all.
- Collaborate with fellow colleagues with the goal of the team achieving success together.
- Recognize the value in everyone you interact with and focus on improving the day for each person you encounter.
- Listen to one another with respect.
- Focus on shared goals and outcomes, not individual achievement.
- Be accountable to one another and take personal responsibility for your part in a project/task.
- Be inquisitive, share knowledge, seek input, and invite alternative opinions/hypotheses with the goal of improving product or outcomes.
- Take a genuine interest in all others within and related to the organization.

Excellence

- Excellence is paramount as we strive to evaluate, respond, adapt, and seek to improve so as to best impact our community.
- Strive to achieve the best outcomes in every detail and situation.
- Create a responsibility culture and seek continuous quality improvement in all that you do.
- Provide first-class service to all stakeholders.
- Utilize innovation, data, and reflection to continuously improve what you are doing.

Culture Statement

As the founding college of the Kansas Health Science University, the Kansas College of Osteopathic Medicine is dedicated to the practice of osteopathic medicine to improve patient wellness and health care, with special focus on Kansas communities that have been traditionally underserved. To that end, our team is passionate in their quest to prepare professionals of the future-empathetic osteopathic physicians who strive to connect with the human spirit of each patient they encounter - while using best practices in medicine to promote holistic wellness.

Our learning environment is one of collegiality, collaboration, and mutual respect, grounded in a student-focused culture that fosters ongoing professional development, emphasizing intellectual curiosity, academic excellence and service to the greater good. Our forward-thinking vision reflects the values set forth by both KHSU and KansasCOM and propels us forward as a leader in osteopathic medical education by leveraging the power of technology and continuous assessment. We are focused on the importance of agility, which allows for meaningful improvement and enhancement of learning strategies necessary to achieve optimal student outcomes.

Inclusion and Belonging

KHSU-KansasCOM is committed to fostering an inclusive learning environment that values the diverse perspectives, experiences, and contributions of all students, faculty, and staff. As future physicians, students are expected to build cultural awareness and competence to effectively engage in team-based health care and serve individuals from a wide range of backgrounds. Faculty and staff are equally expected to support and model inclusive and respectful practices across all learning settings.
KHSU-KansasCOM students and employees serve individuals and communities across Kansas and beyond, including those in underserved, at-risk, rural, and urban areas. These experiences reinforce our shared responsibility to provide accessible, empathetic, and effective care.

Students interested in learning more about the university's commitment to inclusivity and belonging are encouraged to contact the Office of Student Affairs and Services.

Accreditation, Approvals, and State Authorization

Kansas Health Science University is accredited by the WASC Senior College and University Commission (WSCUC), 1080 Marina Village Parkway, Suite 500 Alameda, CA 94501 (510) 748-9001. wscuc.org

KHSU-KansasCOM has been granted accreditation with warning by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) as of summer of 2026. The next inspection is scheduled for 2028. COCA is the accrediting agency recognized by the United States Department of Education (ED) for the predoctoral education of osteopathic physicians in the United States as well as the institutional accreditor for colleges and universities that do not have a separate institutional accreditor.

Contact Information for COCA:

Secretary, Commission on Osteopathic College Accreditation
American Osteopathic Association
142 Ontario Street
Chicago, IL. 60611-2864
(800) 621.1773 - Toll-Free
predoc@osteopathic.org

Kansas Health Science University has obtained a "Certificate of Approval" from the Kansas Board of Regents, allowing it to legally operate a postsecondary educational institution in the state of Kansas.

Questions or concerns regarding KHSU's approval by the Kansas Board of Regents should be directed to:

Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368
(785) 430.4240

Academic Calendar

The academic calendar has been created so that students know the key dates within each term and throughout the academic year.

Students should know that the academic calendar is subject to change and should check the Student Handbook and Academic Catalog online to ensure that they have the most up-to-date version.

Prior to finalizing travel for holiday breaks, students should always speak with their professors to ensure the travel dates will not interfere with class-related work.

Please Note: The Drop/Add Period ends at the end of business on the fifth day of classes for each term.

Cohort Year	**Date**
OMS I: Orientation	Monday, July 20, 2026 - Friday, July 24, 2026
OMS I: White Coat Ceremony	Saturday, July 25, 2026
OMS I & II Trimester 1: First Day of Class	Monday, July 27, 2026
OMS II: Orientation	Monday, July 27, 2026
OMS I & II Trimester 1: Last Day of Class	Friday, October 16, 2026
OMS I & II Evaluation Week #1-Start	Monday, October 19, 2026
OMS I & II Evaluation Week #1-End	Friday, October 23, 2026
OMS I & II Trimester 2: First Day of Class	Monday, November 2, 2026
OMS I: Re-Orientation	Monday, November 2, 2026
OMS I & II: Thanksgiving Break	Monday, November 23 - Friday, November 27, 2026

OMS I & II: Winter Break	Monday, December 21, 2026 - Friday, January 1, 2027
OMS I & II Trimester 2: Last Day of Class	Friday, February 12, 2027
OMS I & II Evaluation Week #2-Begins	Monday, February 15, 2027
OMS I & II Evaluation Week #2-Ends	Friday, February 19, 2027
OMS I & II Trimester 3: First Day of Classes	Monday, March 1, 2027
OMS I & II: Spring Break	Monday, March 15 - Friday, March 19, 2027
OMS I & II Trimester 3: Last Day of Class	Friday, May 28, 2027
OMS I & II Evaluation Week #3-Begins	Tuesday, June 1, 2027
OMS I & II Evaluation Week #3-Ends	Friday, June 4, 2027
OMS III Trimester 1: First Day of Classes	Monday, June 29, 2026
OMS III: Orientation	Monday, June 29, 2026
OMS III Trimester 1: Last Day of Classes	Friday, October 23, 2026
OMS III Trimester 2: First Day of Classes	Monday, October 26, 2026
OMS III: Winter Break	Monday, December 21 - Friday, December 25, 2026
OMS III Trimester 2: Last Day of Classes	Friday, February 26, 2027
OMS III Trimester 3: First Day of Classes	Friday, June 25, 2027
OMS IV Trimester 1: First Day of Classes	Monday, June 29, 2026
OMS IV Trimester 1: Last Day of Classes	Friday, October 9, 2026
OMS IV Trimester 2: First Day of Classes	Monday, October 12, 2026
OMS IV Trimester 2: Last Day of Classes	Friday, January 22, 2027
OMS IV Trimester 3: First Day of Classes	Monday, January 25, 2027
OMS IV Trimester 3: Last Day of Classes	Friday, April 30, 2027
OMS IV Graduation	Saturday, May 8, 2027

OMS I Summer (Optional): First Day of Classes	Monday, June 7, 2027
OMS I Summer (Optional): Last Day of Classes	Friday, July 23, 2027

Holidays	**KHSU-KansasCOM Offices Closed (Building hours vary)**
4th of July	Friday, July 3, 2026
Labor Day	Monday, September 7, 2026
Indigenous People's Day	Monday, October 12, 2026
Veteran's Day	Wednesday, November 11, 2026
Thanksgiving	Thursday, November 26 -Friday, November 27, 2026
Winter Break	Thursday, December 24, 2026 - Friday, January 1, 2027
MLK Jr. Day	Monday, January 18, 2027
Memorial Day	Monday, May 31, 2027
Juneteenth Independence Day	Saturday, June 19, 2027

*Calendar Subject to Change
*Holidays apply to OMS I & II; OMS III & IV follow the holiday schedule of scheduled rotation

Admissions

Admissions Policies and Procedures

KHSU-KansasCOM welcomes and encourages applications from qualified students who are interested in pursuing a career in osteopathic medicine, regardless of their state of permanent residence.

The Office of Admissions is dedicated to serving all students interested in KHSU-KansasCOM and prides itself on delivering professional and efficient service to all applicants. Applying to medical school can be a daunting task. That is why KHSU-KansasCOM is committed to ensuring applicants understand the application process, and our focus is to eliminate as much stress from the process as possible.

KHSU-KansasCOM applicants are encouraged to visit the KHSU-KansasCOM website to review the application process and view frequently asked questions. Applicants are also encouraged to contact the Office of Admissions directly. Admissions staff are available to respond to your calls and emails between the hours of 8 a.m. and 5 p.m. (Central Standard Time).

Authorization to Release Applicant Information

The Family Educational Rights and Privacy Act (FERPA) specifies that only the applicant has access to the application material and the status of their application. If the applicant wants another party or multiple parties (e.g., parent, spouse, advisor, physician, friend) to check the status of their application, the applicant is required to submit, in writing, a signed waiver giving KHSU-KansasCOM personnel permission to discuss all details of the application with each designated individual.

Application Process for the Doctor of Osteopathic Medicine

Academic Requirements

The minimum academic requirements for admission to KHSU-KansasCOM Osteopathic Medical Student- First Year (OMS I) class are the following:

- The Medical College Admissions Test (MCAT) is required. Acceptable scores cannot exceed three (3) years of age. KHSU-KansasCOM will not accept scores that are over three years old. The MCAT is administered electronically throughout the year. If applying for the 2027 entering class, only January 2024 scores and newer will be accepted. To register for the MCAT, register online at www.aamc.org. Direct questions to AAMC via their online contact form or call 202-828-0600.
- U.S. citizen or permanent resident. KHSU-KansasCom does not currently accept applications from any student defined as "international" (e.g., non-U.S. citizens and/or in the U.S. on a F-1 visa status).
- A baccalaureate degree from a regionally accredited college or university.
- Exceptional students who have fulfilled all of the prerequisite requirements may be considered for admission if they have completed 90 credit hours but yet not gained a B.S. or B.A. Degree, with an emphasis on those from institutions with wich the COM has an affiliations agreement or an 3+4 agreement.
- Satisfactory completion, with a grade of C or higher, of the following college/university courses, including laboratory work:

Biological Sciences:	8 semester hours, including lab
Biochemistry:	3 semester hours,
General Chemistry:	8 semester hours, including lab
Organic Chemistry:	8 semester hours, including lab
English or Literature:	6 semester hours
Social or Behavioral Sciences:	6 semester hours
Physics:	8 semester hours, including lab
Anatomy (human or comparative) or Anatomy & Physiology	4 semester hours, including lab

Total: 51 semester hours

While not required for admission, additional preparation in human physiology, cellular biology, genetics, immunology, nutrition, histology, and/or embryology will enhance fundamental preparation for the rigorous medical curriculum and is strongly encouraged.

Technology Requirements

Each entering student must have a good working knowledge of common personal computer (PC) use and applications. A portable device, such as a laptop and/or tablet, is required to engage in the curriculum. Students need to be prepared to bring their own technology (Laptop, iPad, etc.) for use in the classroom and in simulated clinical settings. Please review the full list of requirements in the *Technology at KHSU-KansasCOM* section of the Student Rights, Professionalism, and Responsibilities page.

Substitutions or Waiver of Admissions Requirements

Prerequisite course substitutions are permitted in some situations. Often, undergraduate students have taken courses, such as molecular or cellular biology, which may fulfill all or part of the prerequisite requirements for biochemistry. Calculus, at times, may satisfy part of the physics requirement as well. An applicant may request substitution of undergraduate coursework for KHSU-KansasCOM's biochemistry prerequisites by forwarding one of the following to the Office of Admissions:

- A faculty letter detailing the course content.
- A copy of the course description from the college/university catalog.
- A copy of the course syllabus.

Documentation providing the most detail will expedite the review process. For biochemistry, the information should indicate that the applicant has studied intermediary metabolism or, more specifically, lipid metabolism. Applicants will be notified of decisions upon review of course content. Please note that if a substitution is granted, the substituted course will not be counted toward the fulfillment of any other prerequisite.

Partner Program Academic Requirements

KHSU-KansasCOM has partnered with several Kansas-based colleges and universities in a 3+4 partnership agreement. Students matriculating to KHSU-KansasCOM as a part of these partnership agreements complete their bachelor's degree during their first year at KHSU-KansasCOM. Admission pre-requisite requirements, outlined in the Student Handbook and Academic Catalog, are waived per the KHSU-KansasCOM Exception to Academic Policy statement in the Handbook. The MCAT requirement is also waived, although it is recommended as a means of self-evaluation for the student applicant. These students are able to matriculate per that policy and per the partnership agreement that has been executed by both institutions.

We Heart Program

KHSU-KansasCOM's "We Heart" program focuses on the recruitment of certified Paramedics, Nurses, and other Allied Health Professionals, with a minimum of a bachelor's degree, and a minimum of 3 years of clinical experience to open the prospect of becoming a Doctor of Osteopathic Medicine. Nurses, Paramedics, and other Allied Health professionals are eligible to apply for acceptance in the College of Osteopathic Medicine through the AACOMAS application.

As part of this program, these medical professionals are not required to complete the KHSU-KansasCOM Secondary Application and specific prerequisite requirements. KHSU-KansasCOM waives its requirement for submission of a MCAT score, although it is recommended as a means of self-evaluation for the student-applicant. Students are still

required to follow all application requirements and post-acceptance requirements including background checks, drug testing, and vaccination requirements.

For more information about the We Heart Nurses and We Heart Paramedics programs, contact the Office of Admissions at: KHSCadmissions@kansashsc.org.

KHSU-KansasCOM Application Procedure

Step 1: AACOMAS Application

AACOMAS Online is a web-based application for individuals seeking admission to colleges of osteopathic medicine. The application allows prospective osteopathic medical students to submit their applications to AACOMAS through a secured web server. AACOMAS Online allows the user to create an account and spend multiple sessions completing their application. Applicants are able to update their address, telephone number, and certain biographical information and submit application fees online. Applicants will be notified by electronic mail when their materials have been received by AACOMAS.

AACOMAS Online is available for entering classes each May and is open through the following March. All application materials, including detailed instructions, can be accessed through the AACOM website, www.aacom.org. Applicants must request that official transcripts from all colleges and universities attended be mailed directly from the institution to the AACOMAS office. MCAT scores must also be forwarded directly to AACOMAS from the MCAT office. Mail transcripts and MCATs to:

AACOMAS Transcript Processing Center
P.O. Box 9137
Watertown, MA 02471

AACOMAS gathers all the necessary material about each applicant and transmits the information in a standardized format to the college of osteopathic medicine selected by the applicant. AACOMAS has no participation in the selection process.

The applicant will receive from AACOMAS a computer-generated applicant profile with a calculation of GPA and MCAT averages. KHSU-KansasCOM will also receive the applicant profile, accompanied by a photocopy of the AACOMAS application and personal statement. KHSU-KansasCOM conducts an initial review of the transmitted AACOMAS application, MCAT scores, and academic records to determine which applications will be further processed.

Step 2: KHSU-KansasCOM Secondary Application

Applicants meeting the minimum initial review criteria may be invited to complete the KHSU-KansasCOM Secondary Application. The minimum criteria for receipt of an automatic Secondary Application are as follow:

- 500 MCAT score.
- 3.00 science GPA.
- 3.00 cumulative GPA.

Applicants are encouraged to include the scheduled MCAT test dates on the AACOMAS application to indicate the intent of taking or retaking the exam.

Successful applicants for admission are most often those with MCAT >503, Science GPA >3.35, and cumulative GPA >3.40

Applicants are required, as part of the secondary application process, to self-report any personal misdemeanor/felony convictions, along with a detailed explanation of the offense. Failure to notify KHSU-KansasCOM of a conviction, which is discovered later through the background check process, automatically disqualifies the applicant.

KHSU-KansasCom reserves the right to determine who receives a secondary application.

Step 3: Interview

Applicants whose applications (AACOMAS and Secondary) meet KHSU-KansasCOM's admission criteria may be invited for an interview and asked to sign up online for an interview date and time. Only at the discretion of the Office of Admissions may applicants who fall below the minimum criteria be reviewed and offered an invitation to complete an interview. There is no guarantee a candidate will receive an invitation to interview. Granting an invitation to interview is in itself no guarantee of admission to KHSU-KansasCOM.

Applicant Protocol of the American Association of Colleges of Osteopathic Medicine (AACOM)

Applicants aspiring to become osteopathic physicians (DO) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with the college of osteopathic medicine. Responsibility, respect, good judgment, professional communication, and cooperation are qualities valued by the osteopathic profession, and applicants are expected to demonstrate these qualities throughout the application process.

1. Applicants are responsible for becoming familiar with admission requirements, which include all required coursework, following application procedures, and meeting all deadlines at each school to which they apply.
2. Applicants are responsible for the collection and timely submission of supplemental applications, letters of recommendation, transcript(s), and all applicable fees. All candidates who submit a supplemental application and subsequently complete the application process (submitting all required materials) are considered for admission by the colleges to which they submit a complete application. Applicants are encouraged to review the online application instructions and the colleges' online program pages to determine the standards and processes for the colleges to which they are applying.
3. Applicants are responsible for reporting and updating any changes in the initially submitted application (e.g., address, telephone numbers, academic status, state of residence).
4. Applicants are responsible for responding promptly to all interview invitations and offers of admission (either to accept or decline).
5. Applicants who have made a final decision on the medical school they plan to attend have the obligation to promptly withdraw their applications from all other schools.
6. Applicants may hold only one osteopathic medical school acceptance after May 1.

Application Schedule

Applicants are encouraged to begin the application process a year prior to matriculation. The following represents a monthly guide for application preparation.

May

- Contact all colleges and universities attended and have official transcripts forwarded directly from the educational institution to AACOMAS.
- Begin AACOMAS application.
- Submit application.

June & July

- Invitations to complete the Secondary Application are sent to qualified applicants upon receipt of the AACOMAS application in the Office of Admissions*.

*Secondary applications are sent, accepted, and processed until all interview positions have been filled.

August

- Personal interviews begin.

Required Supplemental Materials

The following supplemental materials are required as part of the application process for KHSU-KansasCOM:

- A completed KHSU-KansasCOM Secondary Application and associated fee. ($50 nonrefundable fee waived if applicant has been awarded the AACOMAS fee waiver). *KHSU-KansasCOM will also recognize the AMCAS fee assistance waiver program; however, the applicant must supply proof of documentation to the Office of Admissions in their request. Other applicants seeking a waiver of the supplemental application fee may email the Office of Admissions directly for consideration of their circumstances.*
- Letters of recommendation/evaluation from each of the following sources:
    - A physician (preferably an osteopathic physician).
    - A premedical source. This could be in the form of an advisor's letter, a composite evaluation, or evaluations from a committee. If a premed source is not available, a letter from a science faculty member or advisor may be submitted.

Note: Letters of recommendation must be written within the two years prior to making applications. Letters must be dated within two years of the student's anticipated matriculation year (i.e., if the student is starting classes in fall 2026, letters must be dated no earlier than January 2024).

Applicants who anticipate applying for military scholarships should make arrangements to obtain additional copies of evaluation letters. Military scholarship committees require original letters for this purpose. Applicants anticipating applying for these scholarships should obtain additional evaluation letters from evaluators and have the letters placed in officially sealed envelopes.

Applicant Review and Notification

KHSU-KansasCOM rates and reviews applicants based upon quantitative and qualitative data collected during the application process.

Applicants who are interviewing are also evaluated on the following criteria:

- Professional demeanor.
- Problem-solving skills.
- Coping skills.
- Empathy

After the interview, the Admissions Committee reviews the applicant's file and votes on the applicant's final admission decision and then recommends their decision to the Dean. Applicants are notified via electronic mail once a final admission decision has been made.

International Student Admissions

KHSU-KansasCOM does not currently accept applications from any student defined as "international" (e.g., any non-U.S. citizens and/or in the U.S. on F-1 visa status.).

Matriculation Requirements

Acceptance and Matriculation Fee

A matriculation fee, also known as the tuition deposit, is required for accepted applicants who wish to secure their seat for the upcoming class. Acceptance is conditional until all fees, paperwork, and coursework are completed. Failure to submit all documents and forms by the posted due dates will result in forfeiture of a seat in the upcoming class. These fees are non-refundable regardless of reason. Withdrawing prior to matriculation does not negate the no-refund policy.

Official Transcripts

All incoming students are required to submit official transcripts from all universities or colleges attended (including dual credit in high school) to the KHSU-KansasCOM Office of Admissions. Official transcripts submitted to AACOMAS are available for download to KHSU-KansasCOM. Applicants only need to submit updated transcripts showing courses that were in progress or showing degree conferment. If you have any questions about which transcripts are due, please contact the Office of Admissions at khscadmissions@kansashsc.org. All required coursework is to be completed with a C or better and degree completion is to be verified no later than July 1st of the matriculation year, unless otherwise granted by the Office of Admissions. Matriculants who have not completed the required coursework risk forfeiture of their seat.

Criminal Background Check

All applicants conditionally accepted for admission to KHSU-KansasCOM must have a criminal background check performed prior to matriculation. The background check will be performed at the sole expense of the applicant by a certifying organization retained by KHSU-KansasCOM. The certifying organization will report any convictions and conviction-equivalent adjudications for both felonies and misdemeanors to KHSU-KansasCOM. The purposes of conducting the background check are as follows:

- To identify, prior to admission, those applicants whose criminal histories may interfere with their ability to participate in clinical clerkships and/or to obtain professional licensure.
- To help satisfy KHSU-KansasCOM's obligation to the health, welfare, and safety of its faculty, staff, and students, as well as that of the staff and patients at the clinical facilities where KHSU-KansasCOM students will perform any shadowing or clinical clerkships.

Any discrepancy between felony and misdemeanor information self-reported by the applicant during the secondary application or any new information discovered during any subsequent background check may subject the applicant/student to disciplinary action, including without limitation a rescinded offer of admission, probation, suspension, or dismissal.

Furthermore, students may be subject to subsequent background checks prior to participating in any shadowing or clinical clerkships. The scope of such background checks and the criteria used to determine the admissibility of a student are made within the sole discretion of the facilities hosting the shadowing and/or clinical clerkships. Any such background checks will be performed at the student's expense and will be conducted in accordance with federal and state laws.

Drug Screening Policy

KHSU-KansasCOM is committed to ensuring a safe, professional, and ethical learning environment for all students. As part of our matriculation process, all incoming students must complete and pass a drug screening prior to matriculation. This requirement aligns with clinical site agreements, state medical licensing expectations, and professional standards for future health care providers.

All students must complete the drug screening through the KHSU-KansasCOM-approved vendor by the deadline specified by the Office of Admissions. Students are responsible for all associated costs of the screening.

Review of Results

Negative Results:

- Students who receive a negative drug screen will meet this requirement and proceed with matriculation.

Positive Result:

- If a student receives a positive drug screen, the results will be reviewed by the Office of Admissions and the Senior Associate Dean for Student Affairs for a decision on further action.
- Students will have the opportunity to provide documentation of any valid prescriptions or legitimate medical uses for detected substances.
- Unexplained or unapproved positive results may lead to revocation of admission or a referral for further review.

Diluted Result:

- If a student's screening indicates a diluted sample, the student is required to retake the drug screening through the approved vendor at their own expense.

Student Identification Policy

KHSU-KansasCOM requires all students accepted into the Doctor of Osteopathic Medicine degree program to provide identification as part of the admissions process. Any student accepted into the program, but who does not provide identification prior to the start of the term, will not be permitted to start.

The following are recognized forms of identification that can be submitted to satisfy the requirement:

Primary Identification

- State-issued Identification Card,
- State-issued Driver's License,
- U.S. Passport or U.S. Passport Card,
- U.S. Military Identification Card,
- U.S. Military Dependent's ID Card,

- U.S. Permanent Resident Card (Form I-551),
- U.S. Employment Authorization document with Photo (Form I-776),
- Consular ID (e.g. Matricular Consular).

Secondary Identification

If a prospective Student lacks primary identification, they may present multiple secondary identification documents, preferably those displaying a photograph and full name. The Acceptable Secondary Identification documents are:

- Expired, new, or suspended state-issued driver's license,
- Social Security Card,
- Expired passport, including those issued by foreign counties,
- Student ID Card with photo,
- Welfare card,
- Health insurance or Medicare card,
- Voter ID card,
- Employment ID card,
- Professional license (e.g. nurse, beautician, mechanic),
- Flight crew ID card,
- Union membership card,
- Military records,
- Selective Service registration,
- Child's birth certificate showing the student's name as parent,
- Banking or credit card records from the past year (account numbers may be redacted),
- Utility bills from the past year,
- Income tax records or W-2's (multiple years),
- Newspaper articles or publicity items with name and photo,
- Vehicle registration, title, or proof of car insurance,
- School yearbook with name and photo,
- Marriage certificate or divorce decree,
- Baptismal certificate or other religious record,
- Mortgage, lease, or rental agreement,
- Diploma or school transcript.

The Office of Admissions will review the submitted documents. Review must confirm the following:

- The document(s) submitted are legible and include a full scan of the document(s).
- The document(s) submitted are the Identification documents included on the list within the policy.
- The name on the identification matches the name on the application.
- If the document(s) contains a date of birth, the date of birth on the identification matches the date of birth on the application.
- Primary document(s) have an expiration date and are valid/not expired.

Upon verification, admissions contingencies will be cleared.

Financial Aid Program Participation

Should a student receiving Title IV funding be selected for verification, the documents used to accept them into their program may not meet the Department of Education's (ED) requirements unless an approved state or federal picture ID

is submitted. In such cases, the student will be required to provide one of the ED-approved documents to satisfy verification requirements.

Health Form for Matriculation

Each entering student must submit a completed health form provided and approved by KHSU-KansasCOM or provide immunization and vaccination documentation from their physician to be approved by KHSU-KansasCOM prior to matriculation. Applicants/students are required to follow all specific guidelines outlined in Parts I, II, and III in the SentryMD Health Requirements documents. Students/applicants are sent a link to these documents at the end of the admissions process once the student has submitted the tuition deposit for KHSU-KansasCOM.

Immunization and Health Requirements

KHSU-KansasCOM students who project themselves as future health care professionals are obligated to protect their health and the health of their future patients. All matriculating students at KHSU-KansasCOM are required to be vaccinated in accordance with the Centers for Disease Control and Prevention (CDC) immunization guidelines.

These guidelines change and are updated periodically, and applicants and students are expected to be knowledgeable regarding the current CDC guidelines for health care workers found on their website: www.cdc.gov. KHSU-KansasCOM students are responsible for maintaining a current and thoroughly documented official record of immunizations prior to and during enrollment.

Additionally, students who cannot provide an official up-to-date immunization record per KHSU-KansasCOM requirements will not be allowed to begin or continue with clinical training and will be referred to the appropriate institutional office for disciplinary action.

Tuberculosis Screening

Documentation of a negative Mantoux test (PPD) or blood test done within the past twelve months must be provided. Students may be required to provide evidence of chest x-ray results or other information certifying a noncontagious state.

Immunizations

Students must provide documentation of immunization for the following:

- COVID-19 (recommended that student in clinical settings receive boosters, as well),
- Tetanus, Diphtheria, Pertussis (Tdap)
- Polio (three doses) or a booster
- Measles, Mumps and Rubella, Rubeola (MMR-two doses) or titers,
- Hepatitis B series.

A quantitative titer for Hepatitis B must be completed. If titer results show non-immunity, an additional three-dose vaccine series or Heplisav-B two-dose series must be completed.

Immunization Deadlines

Students are required to have the listed immunizations completed by the following deadlines:

- Students accepted September through April of the Admission Cycle: First business day of June.
    - All vaccines completed or in progress.
- Students accepted from the Admission Waitlist (typically after the first business day in May): Friday prior to the start of New Student Orientation. Please note that orientation dates vary from year to year. Please check with Admissions for the actual due date.
    - All vaccines except Hepatitis B Quantitative Titer and Tuberculosis Screening
        - TB Screen with proof of negative test and HepB Quantitative Titer: First business day in September
        - Hepatitis B Series if required to repeat due to non-immunity (Three dose vaccine series or Heplisav-B 2 dose vaccine series): Last business day in February

All matriculating students to KHSU-KansasCOM are required to maintain their vaccines in accordance with the CDC recommendations. Students who fail to meet these guidelines jeopardize their eligibility for continued enrollment. Extensions to complete immunization items may be granted at the discretion of the Office of Student Affairs. However, applicants who fail to complete any immunizations after an extension will be in jeopardy of losing their seat.

The Senior Associate Dean for Student Affairs and Strategic Academic Programs has discretionary authority to evaluate student compliance as being on track or out of compliance and take necessary corrective or disciplinary action. Please note: CDC guidelines change and are updated periodically, and applicants and students are expected to be knowledgeable regarding the current CDC guidelines for health care workers found on: www.cdc.gov.

Required Textbooks

The lists of required textbooks for students are posted on the KHSU-KansasCOM library website. Whenever possible, the library will provide digital copies of the textbooks; however, students may need to purchase some books in physical form if they are not available digitally. In addition, students may choose to purchase a physical copy of a textbook if that is their preference. Students are responsible for ensuring they have access to all textbooks on the provided lists.

Medical Equipment

Students are required to have certain medical equipment when starting medical school. Information is sent from the Office of Student Affairs to students prior to matriculation concerning specific equipment and pricing. Medical equipment is typically priced between $1,000 to $1,200 and can be purchased through the KHSU-KansasCOM endorsed vendors or at a variety of online vendors. Please click HERE for the order link.

Transfer Admission Policy

KHSU does not currently accept applications for admission from transferring students from other medical schools.

Health and Minimal Technical Standards

Personal Competencies for Admission and Matriculation

A candidate for admission to KHSU-KansasCOM Doctor of Osteopathic Medicine (DO) program must possess, or be able to achieve through reasonable accommodation, the standards set forth in this policy that would enable the individual to carry out the activities described in the sections that follow. Reasonable accommodations will be provided

in accordance with the Americans with Disabilities Act and any other applicable laws. An accommodation will not be provided if it would result in the fundamental alteration of KHSU-KansasCOM's programs, services, or activities, or if it would impose undue financial burden on KHSU-KansasCOM.

Upon matriculation to the program, the student must continue to possess, or be able to achieve, through reasonable accommodation, all requirements outlined below throughout their progression in the program. These personal competencies may also be referred to as technical standards in documents from the Commission on Osteopathic College Accreditation (COCA). The practice of medicine requires the performance of specific essential functions that fall into broad categories, which include but are not limited to the categories defined below.

Graduation from the DO program signifies that the individual is prepared for entry into graduate medical education (GME), meets all requirements for osteopathic medical licensure, and possesses broad undifferentiated general knowledge in medicine and the basic skills required for the practice of osteopathic medicine. It therefore follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and be able to render a wide spectrum of osteopathic medical patient care. The student must be able to integrate consistently, quickly, and accurately, all information received by whatever sense(s) employed. In addition, the individual must have the intellectual ability to learn, analyze, synthesize, and apply various types of information in a self-directed manner within the context of patient-centered decisions across a broad spectrum of medical situations and settings. The avowed intention of an individual student to practice only a narrow part of clinical medicine, or to pursue a non-clinical career, does not alter the requirement that all medical students take and achieve competence in the full KHSU-KansasCOM curriculum.

The following technical standards, in conjunction with the academic standards, are requirements for admission, promotion, and graduation. The term "candidate" refers to candidates for admission to KHSU-KansasCOM as well as current osteopathic medical students who are candidates for retention, promotion, or graduation. Candidates with disabilities are encouraged to contact the Disability Services Coordinator after the applicant is accepted to begin a confidential conversation about what accommodations they may need to meet these standards. Fulfillment of the technical standards for graduation from medical school does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program. Granting of an accommodation by the COM is no assurance of granting of accommodation by an agency providing national licensure or certification examinations or evaluations. Accommodations must be re-evaluated and applied for annually while a student at KHSU-KansasCOM.

Under all circumstances, a candidate or student should be able to perform the following in an independent manner, with or without reasonable accommodation.

Observation

Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and microscopic laboratory exercises. They must be able to observe a patient accurately at a distance and in close proximity. They cannot substitute the evaluation, description, impressions, or findings of another person for their own.

In addition, all medical school candidates and students must possess visual acuity that is not overly sensitive to the bright lights found in medical schools including simulated patient rooms, operating rooms, hospital hallways, public spaces, and lab environments.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples

Possess sufficient uncorrected or corrected visual acuity and color perception to:
 	
• Resolve objects as small as 2 mm macroscopically.
• Observe motion and observe and evaluate the human gait at 20 feet.
• See an object from a background of other objects.
• See the difference in objects.
• Evaluate skin changes or lesions on an individual with varying shades of dermis.
• Possess visual acuity that is not negatively impacted by the bright lighting, including:
  ○ Medical school
  ○ Laboratory
  ○ Hospital operating rooms
  ○ Patient environments
	• Locate and identify dissected nerves.
	• Evaluate posture, locomotion, and movement in a clinical setting.
	• Identify landmarks on tympanic membranes.
	• Identify materials correctly to be used in laboratories.
	• Locate, identify, and describe foreign bodies, blood vessels, sutures, and skin lesions.
	• Read printed materials on handouts, exams, and computer screens.
	• Discriminate body height and depth differences and identify anatomic landmarks for symmetry and postural differences visually.

Communication

Candidates and students must be able to communicate with patients and colleagues. They must be able to hear, speak, and be fluent in the English language.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Have fluency in formal and colloquial oral and written English skills.	• Demonstrate command of the course material to a professor or attending physician. • Comprehend oral lectures, ask questions, and comprehend answers. • Explain procedures and discuss results with professors and fellow students. • Explain medical conditions to patients, attending physicians and fellow students. • Explain procedures and discuss test results on prescribed treatments with patients, attending physicians, and fellow students. • Comprehend laboratory safety and emergency situation instructions. • Be able to effectively compose written communication, including documentation of patient

	history, physical exam, assessment, and treatment plan.
Perceive and convey sentiments non-verbally and effectively with patients and all members of the health care team.	• Recognize, comprehend, and respond appropriately to spoken or non-verbal communication of distress or discomfort.

Motor

Candidates and students must have sufficient motor functions to enable them to execute movements that are reasonably required to provide general and emergency treatment of patients (i.e., palpation, auscultation, percussion, CPR, osteopathic manipulation, and other diagnostic and therapeutic modalities). These actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Additionally, candidates and students must possess sufficient posture, balance, flexibility, mobility, strength, and endurance for standing, sitting, and participating in the laboratory, classroom, and clinical experiences.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess equilibrium and coordination of gross and fine muscular movements.	• Possess sufficient strength and mobility to provide general care and emergency treatment to patients including CPR, administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, assist with surgical procedures (i.e., handing off of instruments, performing retraction), perform simple obstetrical maneuvers, and perform OMT. • Coordinate fine movement of fingertips, palms, and wrists as in the elevation of the cranium. • Stand with limited opportunity for gross movement for a minimum of 2 hours at a time, as necessary for particular medical procedures, such as the performance of obstetrical delivery, assistance of surgical delivery, and assistance of surgical procedure.
Possess sufficient visual-motor coordination permitting delicate manipulations of specimens, instruments, and equipment.	• Participate in laboratory exercises using the required equipment. • Perform minor medical procedures such as venipuncture and suturing.

Sensory Skills

Candidates and students must have enhanced sensory skills, including accuracy within specific tolerances and functional use for laboratory, classroom, and clinical experiences. Candidates and students who are otherwise qualified but who have significant tactile, sensory, or proprioceptive disabilities must be medically evaluated. Examples of issues requiring further evaluation include, but are not limited to, individuals injured by significant burns, those with sensory motor deficits, cicatrix formation, or absence and/or malformations of the extremity(ies).

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess an accurate sense of touch and temperature discrimination.	• Palpate the musculoskeletal system. • Perform history and physical examination procedures specific to an individual. • Perform a bimanual pelvic exam. • Palpate distances in depth, elevation, and width of body structures. • Palpate texture differences, hydration states, fine muscle tension differences, changes in moisture and temperature.
Auditory and Visual Senses	• The ability to use a stethoscope. • Recognize structures and patient conditions accurately.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate problem-solving skills, which involve intellectual, conceptual, integrative, and quantitative abilities. These abilities include both short-term and long-term memory, calculation, reasoning, analysis, and synthesis. In addition, candidates and students must be able to comprehend three-dimensional relationships and be able to understand and manipulate the spatial relationships of structures.

Included below is a table containing relevant examples specific to this competency area. This table does not limit or otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Be able to process multifunctional data and sensory input requiring cognitive recall and motor skills rapidly and initiate critical actions.	• Perform osteopathic or medical evaluation of patient posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with acceptable clinical norms.

	• Comprehend oral and written presentations of material and communicate that understanding upon examination in a timely manner, occasionally demonstrating a grasp of the information within the same class period as presented. • Successfully complete objective exams designed to assess whether students can apply knowledge learned and successfully complete problem-solving exercises. • Evaluate emergency situations including apnea, respiratory or cardiac arrest, bleeding, and severe trauma, requiring rapid responses such as intubation and medication.

Behavioral, Professional, and Social Attributes

Candidates and students must possess the professionalism required for full utilization of their intellectual abilities. They must show evidence that they can exercise good judgment and promptly complete all responsibilities involved in the education process attending to the assessment and care of patients. Candidates and students must also demonstrate that they can develop mature, sensitive, and effective relationships with faculty, staff, colleagues, and patients. Additionally, they must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in-patient care. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are some of the personal qualities that will be assessed during the admissions and educational processes.

Additionally, KHSU-KansasCOM maintains a curriculum that stresses the importance of the body as a unit and the applicability of touch as an integral part of diagnosis and treatment for all patients of all genders. To acquire competencies in physical diagnosis and osteopathic manipulative medical diagnosis and treatment, all students are required to palpate others and be palpated by members of all genders. Students are required to assume the role of the patient to develop an understanding of the patient's experience throughout the curriculum. This includes, but is not limited to, permitting self and demonstrating on others physical exams such as abdominal, cardiac, and musculoskeletal, osteopathic structural exams, osteopathic diagnosis, and osteopathic manipulative treatment.

Included below is a table containing relevant examples specific to this competency area. This table does not limit or otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Manage priorities successfully, including competing demands and multiple tasks under time constraints.	• Maintain satisfactory academic progress including completing exams and other time-sensitive assessments and requirements, including patient care, and attending mandatory classes, laboratory sessions and educational programs.
Exhibit appropriate behavior, judgment, and ethical standards.	• Active participation in and contribution to learning situations. • Maintain professional communications and interactions with faculty, staff, classmates, patients, and all members of the health care team.

	• Adhere to the Standards of Professionalism and Ethics as described in the University and College Catalogs and other documents.
Adapt successfully to changing environments.	• Maintain attention, actively participate, and meaningfully contribute to dialog and practical applications in the classroom, small group exercises, laboratory activities, and inpatient care.
Possess constructive, positive, and mature interpersonal skills, interest, and motivation.	• Accept criticism and respond with appropriate modification of behavior. • Timely and adequately respond to personal or academic struggles; seek assistance, practice planning, and avoid procrastination.
Participate as both a student patient and a student physician in the learning environment with members of all genders.	• Allow for exposure and palpation of non-sexual body parts when serving as a student patient in the learning environment. • Expose and palpate non-sexual body parts when serving as a student physician in the learning environment. • Participate in learning, including dissection, of cadaveric donor patients. • Participate in practice examinations, in scenarios including all genders, as both a student patient and a student physician.

Physical Health

To ensure compliance with the respective state's Department of Public Health requirements and to exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, KHSU-KansasCOM has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the personal competencies listed above, candidates for the Doctor of Osteopathic Medicine degree also must be sufficiently free of any serious communicable diseases. Medical status credentialing is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For detailed information, contact the Office of the Dean. Please refer to the section on *Immunizations and Health Requirements* for more details.

Immunization and Insurance

KHSU-KansasCOM requires its students to meet certain health-related requirements, including a requirement to be fully insured with personal health insurance and to be fully vaccinated according to the Centers for Disease Control (CDC) guidelines. Please refer to the section on *Immunizations and Health Requirements* for more details.

Required Health Insurance Coverage

KHSU-KansasCOM requires all students to carry health insurance. To meet this requirement, each year all registered students are automatically enrolled in KHSU-KansasCOM's Student Health Insurance Plan (SHIP). Students who have comparable health insurance coverage, meeting all KHSU-KansasCOM requirements, may waive automatic enrollment in SHIP coverage during the open waiver period at the beginning of each academic year.

Detailed information about the SHIP plan, including information regarding enrollment and waiver, can be found at www.4studenthealth.com.

Open Enrollment and Waiver for the KHSU-KansasCOM sponsored SHIP policy typically begins approximately at the beginning of the academic year. The coverage period begins on August 1st and lasts approximately 365 days.

Students who do not waive out of the KHSU-KansasCOM SHIP by the deadline will, by default, be enrolled in SHIP and remain enrolled through the end of the plan year and thus will be responsible for the associated premiums.

The following are the minimum requirements for students' personal health insurance coverage:

- Coverage must be active and continuous (no break or termination) for the entire academic year.
- Coverage must be ACA (Affordable Care Act) compliant.
- Maximum benefit must be unlimited.
- Deductible must be $1,000 Single/ $3,000 Family or less per person, per policy year.
- Claims must be paid by a U.S.-based company, and the underwriting company must be owned, operated, and headquartered in the U.S. and must be in full compliance with all applicable federal laws.
- Coverage must include a provider network within 25 miles of the KHSU-KansasCOM area for primary routine care, specialty, hospital, and diagnostic care.
- Plans must provide coverage in all 50 states.

Policies that only cover catastrophic events are not acceptable. Policies that are provided through health care co-ops are not allowed. Prior to beginning clinical experiences, KHSU-KansasCOM students in OMS III and OMS IV must submit additional proof of personal health insurance to the Office of Clinical Education. All students must report any break in coverage or change in health insurance while attending classes through www.4studenthealth.com. KHSU-KansasCOM students must report any break in coverage or change in health insurance to the Office of Clinical Education during OMS III and OMS IV. Failure to maintain health coverage is a professional and ethical deficit and could result in an appearance before the Student Performance Committee and punitive action being taken, up to dismissal from the COM.

Students on Medicaid can submit for a waiver through the verification process.

Special Note:

It is the policy of KHSU-KansasCOM to provide equal opportunities for all applicants and students with respect to admission, financial aid, and access to education programs, services, and activities, regardless of race, color, national origin, age, religion, sex, disability, medical condition or other protected categories. The intent of this policy is to provide each student with the opportunity to excel academically, while creating an equitable environment conducive to learning. In doing so, however, the KHSU-KansasCOM must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge in all areas of osteopathic medicine, including the demonstration of basic skills required for the practice of osteopathic medicine.

Any student accepted to KHSU-KansasCOM who wants to request accommodations for a disability should follow the Accommodations Policy and Process and submit all required documentation to Disability Services, located in the Office of Student Affairs. Accommodation, if granted, is not retroactive and will not replace performance or evaluations completed before the accommodation is received.

Housing for Students

KHSU-KansasCOM does not have any campus-owned housing for students. Staff in the Offices of Admissions, Student Affairs, are available to assist students with identifying housing locations and options within the greater Wichita area. Housing expenses for OMS III and OMS IV Clinical Rotations are the responsibility of the student, not the institution.

Admissions Policies and Procedures

Financial Aid

Financial Aid Privacy and Disclosure Policy

All information about individual student financial aid is strictly confidential and can only be used for the purpose of determining and administering the student's financial aid.

Schools are limited by federal law in how the Free Application for Federal Student Aid (FAFSA) information can be used.

Cost of Attendance

A student budget, or cost of attendance (COA), has been designed to cover educational expenses for each academic year.

The Office of Financial Aid takes seriously its responsibility to provide a reasonable COA and to monitor long-term student debt. Based upon these principles, all financial aid awarded, which includes federal, state, and private programs, will be determined within federal financial aid guidelines and the limits of the student's COA.

Each year, the Office of Financial Aid builds a COA that includes the following:

- Tuition and fees
- Room and board (or a housing and food allowance)
- Books and supplies
- Transportation
- Loan fees
- Miscellaneous and personal expenses
- COMLEX exam fees (DO only)

Other expenses that may be added to a student's cost of attendance through a budget adjustment process can include:

- One-time purchase of a personal computer
- Reasonable costs for eligible study-abroad programs or faculty-led trips for students
- Child/dependent care
- Transportation and housing expenses during OMS III and OMS IV Clinical Rotations

For more information on this process, please review the Annual Budget Adjustments section.

Consumer Information

In compliance with federal student aid regulations, KHSU-KansasCOM consumer information is available for prospective and current students to review online.

Satisfactory Academic Progress (SAP) Policy

Students who receive federal financial aid, in accordance with federal regulations, must be in good standing and maintain Satisfactory Academic Progress (SAP) toward their degree. Under Federal Title IV regulations, the school's SAP requirements must meet certain minimum requirements, and be at least as strict as the institution's established standards for Good Academic Standing. This policy applies to all students receiving federal financial aid for any trimester/periods of enrollment at KHSU-KansasCOM.

The standards used to evaluate academic progress include all periods of the student's enrollment, including periods during which the student did not receive federal financial aid funds.

Satisfactory Academic Progress for Financial Aid Consideration

Federal regulations require schools to monitor the academic progress of Title IV financial aid recipients. KHSU-KansasCOM must certify that students are making satisfactory academic progress (SAP) toward the completion of their KHSU-KansasCOM degree. KHSU-KansasCOM follows the regulations set forth by the U.S. Department of Education that students are meeting the three required measurements to determine SAP: qualitative, quantitative (progression), and maximum timeframe.

The policy applies to students who are receiving federal aid; however, these standards include all periods of the student's enrollment, which may include times when the student did not receive federal aid. The academic standards set forth by KHSU-KansasCOM may vary from the financial aid policy for academic progress.

Qualitative Measure

Students enrolled in KHSU-KansasCOM are graded on a Pass/Fail system. For federal student aid purposes, a grade of Pass is the equivalent of receiving a 70 percent or higher (passing grade) in measuring SAP. 70 percent is equivalent to the letter grade of C.

Students must pass all classes to be considered as making satisfactory academic progress for federal financial aid.

Students who have earned failures and/or are required to repeat all or a portion of an academic year are considered not to be meeting SAP standards. These students will need to appeal for federal financial aid in a subsequent term.

Students who do not meet SAP standards are eligible to appeal for federal financial aid. Students who have approved appeals will be placed on probation with an academic plan.

Quantitative Measure: Attempted vs. Completed

For students to progress through the program to graduate within the maximum time frame, all KHSU-KansasCOM students must complete 67 percent of credit hours attempted for federal student aid purposes. In determining pace progression, KHSU-KansasCOM calculates a completion rate for each student. The completion rate is the total number of credit hours successfully completed divided by the total number of credit hours attempted. Pass/ Fail courses are considered in the attempted credits. Credit hours cannot be rounded up to meet the minimum SAP standards.

The following grades are considered attempted hours but are not considered earned. Any grade of Fail (F), Incomplete (I), Withdrawal (W), Administrative Withdrawal (AW), or Administrative Drop (AD).

Time Frame: Pace Progression

Program	Typical Time Frame	Maximum Time Frame
DO	4 calendar years to graduate	6 years to graduate

Students are expected to make satisfactory progress toward their degree each trimester. Students must complete the DO program within six academic years of their matriculation date in the College of Osteopathic Medicine.

While 6 years to finish the Doctor of Osteopathic Medicine (D.O.) degre is permitted by COCA, US Department of Education considers the "usual time span" to obtain a D.O. degree is 4 years and that any deviation from that schedule (repeat academic requirements, LOA for accident or injury, etc.) may impact financial aid.

The KHSU-KansasCOM Student Performance Committee, or SPC, may grant an additional year in exceedingly rare and extenuating circumstances. Students who do not complete their degree in six academic years will not be eligible for additional federal aid without an appeal. Students will need to contact the Office of Financial Aid to determine aid eligibility. The Office of Financial Aid will advise the student of the appeals process for additional aid eligibility to complete their degree if they have met the maximum time limit and can enroll beyond six years.

SAP Review

SAP is reviewed annually at the end of the academic year at KHSU-KansasCOM. This will be done prior to disbursement of subsequent aid for the next academic year. The entire previous year will be reviewed to determine eligibility. The Office of the Registrar will review all students enrolled for the year to determine a student's SAP status, regardless of financial aid received.

If the student is not meeting the above SAP eligibility requirements, the student will be ineligible for federal financial aid. Students will be notified by email if they fail to meet the minimum standards outlined above. This email will include an explanation of the standards evaluated and instructions on how to proceed with the appeal process.

SAP Appeal Process

The Office of the Registrar will notify the student via email if an appeal needs to be submitted to continue receiving federal aid at KHSU-KansasCOM. Students will be asked to submit an appeal to the Student Performance Committee. The appeal form will require the student to complete the information listed below:

- A written statement documenting the reasons for the failure to meet the standards of academic progress for financial aid eligibility. The statement should be concise, but long enough to address the student's mitigating circumstances (e.g., serious illness of student or family member, death of a relative, disruptive personal issue). There is no school-defined length.
- A written statement explaining what has changed in the student's situation that would allow the student to bring their academic progress up to satisfactory standards.
- If requested, supporting documentation may be required to process the appeal.
- A written academic plan, after the appeal is submitted.

Appeals will be reviewed and completed within two to four weeks of receipt. Students who submit appeals will be notified via email regarding the decision of their appeal. Students with approved appeals will regain federal financial

aid eligibility. Students with denied appeals will be ineligible for federal financial aid until they meet the minimum SAP requirements. Appeal decisions are final.

Financial Aid Probation

If the student's appeal is approved:

- The student will be placed on Academic and Financial Aid Probation.
- The Student Performance Committee (SPC) may assign an academic plan. If assigned, the student must adhere to the academic plan.
- The student will be eligible to receive financial aid during the timeframe stated in the academic plan.

Probationary Review

- If the SPC did not assign an academic plan, the student's academic progress will be reviewed at the end of the next payment period (the following trimester).
    - If the student meets the minimum standards at the end of the probationary period, the student is no longer on probation.
    - If the student fails to meet the minimum standards at the end of the probationary period, the student is ineligible to receive additional funds. The student may appeal to the SPC. Secondary appeals are subject to the requirements outlined in the SAP Appeal Process section.
- If the SPC did assign an academic plan, the student's academic progress will be reviewed at the end of every payment period (trimester) during the timeframe stated in the academic plan.
    - Students who meet the criteria outlined in their academic plan will remain in that plan until it expires, or until the student meets the minimum SAP eligibility requirements.
    - If the student fails to meet the criteria outlined in their academic plan, the student is ineligible to receive additional funds. The student may appeal to the SPC. Secondary appeals are subject to the requirements outlined in the SAP Appeal Process section.

If secondary appeal is approved:

- The student will remain on Academic and Financial Aid Probation.
- The Student Performance Committee will assign an academic plan.
- The student must adhere to the academic plan.
- The student will be eligible to receive financial aid during the timeframe stated in the academic plan.
- The student's academic progress will be reviewed at the end of each payment period while on the academic plan.

Students who meet the criteria outlined in their academic plan will remain on that plan until it expires, or until the student meets the minimum SAP eligibility requirements. Students must appeal to change their academic plan.

Students who do not meet the academic plan criteria outlined in their plan will be placed back into suspension and will be ineligible for federal aid.

Financial Aid Process

Verification of Student Financial Aid Information

Federal verification is a process that requires institutions to verify the accuracy of information provided on a student's FAFSA if randomly selected by the Department of Education or by the Institution in cases of conflicting information on the student's FAFSA. The Verification process ensures aid is distributed to those who are eligible.

Schools may be required to verify all or any of the following criteria:

- Adjusted Gross Income (AGI)
- U.S. Income Tax Paid
- Education Credits
- Untaxed IRA Distributions
- Untaxed Pensions
- IRA Deductions and Payments
- Tax-Exempt Interest
- Income Earned from Work
- Household Size
- Number in College
- High School Completion Status
- Identity/State of Educational Purpose

Determining the Amount of Financial Aid

Once the student has submitted all required documents and completed forms as listed on the application for financial aid, the Office of Financial Aid determines the student's aid eligibility at KHSU-KansasCOM. Offering of financial aid is done when the file becomes complete for packaging.

Notification of Financial Aid Offer

Students will be notified, via the student's Institutional email, to log in to KHSU-KansasCOM's online financial aid portal to view the aid and accept/decline/reduce the aid offered. The offer notification in the online application shows the cost of attendance (student budget) according to the student's program/class, and the total annual financial aid the student may receive from all sources. Beyond the sources of assistance indicated on the offer notification, a student may seek private funding.

Disbursement of Financial Aid

- Financial aid disburses at the beginning of each term (all effort will be made to disburse aid up to 5-7 days prior to the first day of coursework beginning).
- Financial aid will automatically be applied to the tuition and required fees posted to the student's account. If the financial aid funds exceed the amount due on the billing statement, the student will have a credit balance on the account.
- The student will receive the credit balances of excess financial aid funds from the Office of Student Accounts via Electronic Funds Transfer (EFT). The EFT will be delivered to the bank account on file that the student selected during the direct deposit account setup. If no bank account is on file, a check will automatically be issued to the student address on file.
- Credit balance refunds are processed as expeditiously as possible, but within the Department of Education regulation of 14 days.

- To ensure timely receipt of student account refunds, KHSU-KansasCOM strongly encourages all students to sign up for direct deposit.
- Direct Deposit forms can be completed in the Student Gateway.
- The student can check the disbursement schedule at the beginning of the academic year, located in the Student Portal.

Repeating an Academic Year

Repeating an academic year can have significant financial ramifications for any student. In the event a student is required to repeat an academic year, or the student requests to repeat a year, the student should always talk with the Office of Financial Aid to understand the impact of that decision on their overall financial situation.

Federal guidelines have limits on the number of times a student can repeat a course and still receive federal loan dollars for that repeated year. Please speak with a financial aid professional about the details.

Scholarships, Loans, and Stipends

KHSU-KansasCOM Scholarships

KHSU-KansasCOM scholarships can be awarded based on academic achievement, merit, leadership, financial need, geographical location, community service, and/or other special criteria designated by a gift or grant. All KHSU-KansasCOM scholarships will be applied toward tuition.

KHSU-KansasCOM Stipends

Under certain conditions, funding may be available to benefit students (e.g., housing or equipment stipends). KHSU-KansasCOM will make these funds available to students in accordance with the available funding and associated conditions. Please reach out to khscstudentaccounts@kansashsc.org for further information.

External Scholarships

Students are encouraged to apply for outside/private scholarships. There are several popular search engines students can search use to search for medical school-related scholarships, including:

- FastWeb
- Scholarships.com

Students should be vigilant when applying for outside/private scholarships and know how to spot a scholarship scam. If it sounds too good to be true, it usually is too good to be true. Scholarship scams frequently involve one or more of the following:

- Scholarship Fees- Do not spend money to apply for any scholarship.
- Request for Financial Information- Do not share bank account and/or credit card information.
- Guaranteeing Scholarship Money- Reputable scholarships do not advertise guaranteed money.

Students must inform the Office of Financial Aid of any scholarships and awards received from sources outside of KHSU-KansasCOM. Students can notify the office by emailing the name and amount of the scholarship or award. These scholarships and awards will be added to your financial aid package and could impact your aid eligibility.

Loan Programs and Sources

Federal Direct Unsubsidized Loan- Department of Education Title IV

The Federal Direct Unsubsidized Loan is a federal loan available to eligible professional students. The Department of Education (ED) is the lender.

The student is responsible for interest that accrues during all periods, including while enrolled in school, during grace periods, deferment, and repayment. Unpaid interest may be capitalized at repayment, when applicable.

Current interest rate and origination fee information can be found on the ED Federal Student Aid website. An origination fee is charged and deducted from the loan proceeds before funds are disbursed.

Direct Loans offer a one-time six-month grace period after a student graduates, withdraws, or drops below half-time enrollment.

Under current rules, eligible medical students may qualify for higher Direct Unsubsidized Loan limits than other graduate students. However, federal law under the One Big Beautiful Bill Act changes federal loan limits beginning July 1, 2026.

Beginning July 1, 2026, new annual and aggregate loan limits will apply to professional students, unless the student qualifies under a temporary federal legacy/grandfathering provision.

For students who are not eligible for grandfathering, the annual Direct Unsubsidized Loan limit for professional students will be capped at $50,000. The aggregate Direct Loan limit for professional study will be capped at $200,000. This professional aggregate limit does not include amounts borrowed as an undergraduate student.

A separate federal lifetime borrowing limit of $257,500 will also apply to all federal student loans, excluding Parent PLUS Loans borrowed on behalf of the student.

Legacy/Grandfathering Provision for Federal Direct Loans

Students who had a Federal Direct Loan made before July 1, 2026 while enrolled in their current program of study may be eligible to continue borrowing under current federal loan rules for a limited period, including access to Direct Unsubsidized Loans and, where otherwise eligible, Graduate PLUS Loans.

For eligible students, this temporary access may continue for up to three academic years or for the remainder of the student's expected time to credential, whichever is less.

Grandfathering is not automatic. Students must continue to meet all applicable federal student aid eligibility requirements, remain enrolled in the same academic program, and meet institutional and federal requirements for continued borrowing.

A student may lose eligibility for the grandfathering provision if the student withdraws, stops out, has a gap in enrollment, changes programs or credentials, transfers to another institution, is dismissed or administratively withdrawn, takes a leave of absence, or is otherwise unable to complete the program within the published program length or applicable grandfathering timeframe.

Once grandfathered status is lost or expires, it cannot be restored, even if the student later re-enrolls or regains general financial aid eligibility.

Students should speak with the Office of Financial Aid before making enrollment or program changes, as these decisions may affect future federal loan eligibility.

Repayment information for this loan program is available on the ED Federal Student Aid website. Students may log in to the loan simulator or repayment tools to view current federal loan balances and estimate future monthly payment options.

Federal Direct Graduate PLUS Loan - Department of Education Title IV

The Federal Direct Graduate PLUS Loan is a federal credit-based loan currently available to eligible graduate and professional students. This loan program is non-need-based, and a credit check is required.

The Graduate PLUS Loan has a higher interest rate than the Federal Direct Unsubsidized Loan. Current interest rate and origination fee information can be found on the ED Federal Student Aid website. An origination fee is charged and deducted from the loan proceeds before funds are disbursed.

Under current rules, the Graduate PLUS Loan does not have an aggregate loan limit. However, the amount a student may borrow is limited to the student's Cost of Attendance (COA) minus all other financial aid received.

The Graduate PLUS Loan enters repayment after it is fully disbursed. While the student remains enrolled at least half-time, the loan is generally placed in an in-school deferment.

Federal law under the One Big Beautiful Bill Act eliminates the Graduate PLUS Loan program beginning July 1, 2026, except for students who qualify under the temporary federal legacy/grandfathering provision.

Legacy/Grandfathering Provision for Graduate PLUS Loan Access

Students who had a Federal Direct Loan made before July 1, 2026 while enrolled in their current program of study may be eligible to continue borrowing Graduate PLUS Loans for a limited period under the temporary federal legacy/grandfathering provision, provided they otherwise meet Graduate PLUS Loan eligibility requirements.

For eligible students, this temporary access may continue for up to three academic years or for the remainder of the student's expected time to credential, whichever is less.

Grandfathering is not automatic. Students must continue to meet all applicable federal student aid eligibility requirements, remain enrolled in the same academic program, and meet institutional and federal requirements for continued borrowing.

A student may lose eligibility for the grandfathering provision if the student withdraws, stops out, has a gap in enrollment, changes programs or credentials, transfers to another institution, is dismissed or administratively withdrawn, takes a leave of absence, or is otherwise unable to complete the program within the published program length or the applicable grandfathering timeframe.

Once grandfathered status is lost or expires, it cannot be restored, even if the student later re-enrolls or regains general financial aid eligibility.

Students who are not eligible for the Graduate PLUS legacy/grandfathering provision will not be able to borrow Graduate PLUS Loans for loan periods beginning on or after July 1, 2026.

Primary Care Loan (PCL) Health and Human Services Title VII

This is a need-based loan, which applies to KHSU-KansasCOM students. The current requirements are as follow:

- Must be full-time.
- Demonstrated financial need according to the rules set forth by the U.S. Department of Health and Human Services.
- Parent financial information is required.
- Commitment to working in primary care fields, to avoid high-interest rate penalties.
- Repayment begins following a 12-month grace period after ceasing to be a full-time student.

For more information and the most up-to-date requirements and processes, please visit the Health Resources and Services Administration.

Private/Alternative Loans

A student may choose to borrow a private loan after receiving counseling about the advantages of federal loans versus private loans. In accordance with Sec. 128 (3) of the Truth in Lending Act (15 U.S.C. 1638(e)(3), a self-certification form is available upon request from the Office of Financial Aid, although this form is routinely provided to the student by the private loan lender during the application process. Also, upon request, the Office of Financial Aid will assist the student in the completion of the form, if needed.

Service Obligation Scholarship

The National Health Service Corps

The National Health Service Corps (NHSC) Scholarship Program was created to address the shortage of health professionals in certain areas in the United States. Scholarship recipients receive 12 monthly stipends, a single payment to cover books, supplies, and equipment, and payment to the medical school for tuition and required fees. The scholarship may be renewed through graduation.

For each year of support, participants owe one year of future service providing primary care services in a Health Professional Shortage area (HPSA) as assigned by the NHSC. The minimum obligation is two years. These assignments are most often as salaried civilian employees of community-based systems of primary health care.

Students interested in pursuing primary care in an underserved area should consider the program offered by the NHSC including the National Health Service Scholarship, Students to Service, and loan repayment. Students should review each program to fully understand the service commitment owed for the receipt of the scholarship.

National Health Service Corps
Bureau of Primary Health Care
Division of Scholarships and Loan Repayments
Website: Scholarships | NHSC (hrsa.gov)
1(800) 221-9393

Kansas Osteopathic Medical Service Scholarship

The Kansas Board of Regents established this scholarship to encourage primary care physicians to establish practices in rural areas of Kansas. Recipients receive $41,000 per year for up to four years of study at nationally accredited osteopathic schools. Preference goes to first-year students. Recipients return one year of practice for each year of assistance. Applicants must complete a program application and the designated financial aid application. For more information, visit www.kansasregents.gov/scholarships_and_grants.

Annual Budget Adjustments

Financial aid, as awarded or borrowed under federal or private programs, cannot exceed the KHSU-KansasCOM student budget. KHSU-KansasCOM attempts to make adequate financial assistance available to all students within the limits of the student budget and the availability of loans and scholarships.

Federal regulations allow schools to adjust a student's cost of attendance for certain circumstances on a case-by-case basis. KHSU-KansasCOM will increase a student's cost of attendance for other reasonable education-related expenses that exceed a student's budget. The Office of Financial Aid must be able to substantiate your expenses for your file.

May 1st is the deadline for submission of these forms, and there could be an earlier date for graduating OMS IV students who may have an earlier last date of attendance. No adjustments will be considered after the loan period has expired for that academic year. If you have questions about this policy, please contact the Office of Financial Aid.

Budget Adjustment Categories

- **Child/Dependent Care:** If a student pays for a third-party to watch their dependent(s) while their spouse works (full-time), KHSU-KansasCOM can increase the student's cost of attendance for these expenses. The increased cost will not exceed a reasonable cost for dependent care in the community based on KHSU-KansasCOM's dependent care survey. Students must complete a Supplemental Funding Request and provide all required documentation that is specified on the form.
- **Computer Purchase/Electronic Purchase:** All KHSU-KansasCOM students are required to have a laptop computer meeting KHSU-KansasCOM specifications. Only one increase is allowed per student's academic program, unless there is a change in school policy requiring new computer specifications. The purchase can only include a laptop, printer, and/or other reasonable hardware/software required by KHSU-KansasCOM. Students are permitted to purchase the computer on July 1 or at another reasonable time, if starting in trimester one. The maximum allowance is $2,000. Students must complete a Budget Adjustment Request Form. Students cannot request the adjustment in their final term of enrollment.
- **Medical Equipment:** Students may be required to purchase a POCUS ultrasound wand as part of their medical equipment. Students must complete a budget adjustment form in order to receive additional funds.
- **Tuition Adjustment:** Students may receive a budget adjustment for tuition charges more than what is allowed in the Cost of Attendance.
- **Other Expenses:** Students having other extenuating circumstances should complete the appropriate section of the Budget Adjustment Request Form and make an appointment to meet with a staff member in the Office of Financial Aid.

Non-Allowable Expenses: The following expenses will not be considered for reimbursement:

- Vehicle purchase and repairs.
- Household repairs (water heaters, furnace, etc.).
- Expenses related to pet ownership.
- Private student loan payments.
- Car payments.
- Credit card debt.

- Moving costs and housing furnishings.
- Vacation expenses.
- Tithing expenses.
- Child support payments.
- Living expenses for spouses and/or children.

Financial Aid Ramifications for a Student Approved Leave Policy (LOA)

A student-approved leave that does not meet all the financial aid regulatory conditions for an approved leave is designated as unapproved and considered a withdrawal. In this case, an R2T4, or Return to Title IV, calculation is required, and the withdrawal date is the date the student begins the approved leave.

Students should contact the Office of Financial Aid prior to going on an approved leave of absence to determine what financial aid implications this will have on their federal financial aid eligibility.

Title IV Returns

A student who receives Federal Financial Aid funding and who completely withdraws from the institution is subject to the Return of Title IV Funds policy. The amount to be returned is based on the percentage of enrollment completed for the trimester and the amount of financial assistance considered earned. KHSU-KansasCOM and the student are both responsible for returning unearned funds to the appropriate Title IV program(s) in the order of: Private Loans, Graduate PLUS, Direct Unsubsidized, where applicable. It is recommended that a student who receives financial aid contact the Office of Financial Aid prior to withdrawing to determine if they will leave the school with a balance on their student account. If a balance is owed to KHSU-KansasCOM, the student must immediately contact the Office of Student Accounts to make payment arrangements.

Financial Aid Fraud-Misreporting and Misrepresentation

Any student found to have misreported information and/or altered documentation to increase their student aid eligibility or to fraudulently obtain federal funds may face any or all of the following disciplinary actions:

- Subject to all Professional Code of Conduct policies.
- Per federal regulation 668.14(g), referral to the Office of the Inspector General of the ED, or, if more appropriate, to a state or local law enforcement agency having authority to investigate the matter.
- Loss of participation in federal financial aid programs for either the current academic year or the remaining years of enrollment.

In the event the Director of Financial Aid finds evidence of willful misrepresentation and/or fraud, the student will meet with the Director of Financial Aid and the Senior Associate Dean for Student Affairs and Strategic Academic Programs. At that time, disciplinary action will be discussed with the student.

Code of Conduct for Financial Aid Professionals

The Office of Financial Aid is a member of the National Association of Student Financial Aid Administrators (NASFAA). NASFAA developed an ethical set of standards related to the Financial Aid Code of Conduct.

Statement of Financial Aid Ethical Principles

The Office of Financial Aid's policies and procedures are subject to change based on federal regulations and guidelines or interpretations thereof. Changes will be published. It is the student's responsibility to remain informed of all changes. The Office of Financial Aid adheres to the guidelines of ethical conduct developed by the National Association of Student Financial Aid Administrators (NASFAA).

- The KHSU's Financial Aid department is dedicated to the highest standards of professional conduct and has adopted and adheres to the Statement of Ethical Principles set forth by the National Association of Student Financial Aid Administrators (NASFAA). As members of NASFAA, KHSU has permission to make such an adoption.
- The following Code of Conduct was last updated by a vote from NASFAA's Board of Directors in November 2020 and published in January 2021. Subject to enforcement procedures that went into effect July 1, 2015, institutional members of NASFAA will ensure that:
    - No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
    - Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person, to avoid the appearance of a conflict of interest.
    - If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publicly disclosed. Borrowers will not be auto-assigned to any particular lender.
    - A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
    - No amount of cash, gift, or benefit in excess of a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family), or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
    - Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
- Institutional financial aid offers and/or other institutionally provided materials shall include the following:
    - Breakdown of estimated individual Cost of Attendance components, including which are direct (billed by the institution) costs vs. indirect (not billed by the institution) costs
    - Clear identification and proper grouping of each type of aid offered indicating whether the aid is a grant, scholarship, loan, or work program
    - Estimated net price
    - Standard terminology and definitions, using NASFAA's glossary of terms
    - Renewal requirements for each aid type being offered as well as next steps and financial aid office contact information
    - All required consumer disclosures are displayed in a prominent location on the institutional website(s) and in any printed materials, easily identified and found, and labeled as "Consumer Disclosures."
    - Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.
- Special Note: The information pertaining to Title IV and the United States Education Department regulations is current and accurate at the time of publication. Regulatory changes may require updates to the Student

Handbook and Academic Catalog. Students should check the online Student Handbook and Academic Catalog and related addenda for the most up-to-date and accurate information.

Student Finance Policies and Procedures

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Tuition and Fees

Tuition and fees are charged each academic term. Tuition and fee schedules are set by the KHSU-KansasCOM Board of Trustees annually. Tuition and fee schedules are posted to the KHSU-KansasCOM website and are the reference point for students for the most current up-to-date rates.

Ancillary Fees

KHSU-KansasCOM may have ancillary fees each academic year. This fee schedule will be published on the website and will be the single point of reference for staff and students. These fees are used on an as-needed basis depending on the nature of the situation. Past due payment fees will be posted automatically by Student Accounts once a month until the student's past due payment and/or balance has been satisfied.

A graduation fee is charged at the beginning of the fourth year. The graduation fee covers diplomas, certified electronic diplomas, and other expenses related to graduation. Please refer to the Tuition and Fees page for the amount.

Payment Plan Options

In School Payment Plan

Student Accounts can accept credit card payments over the phone. Accepted credit cards are: Mastercard, Visa, and Discover. Credit card payments may also be made through the student portal. Tuition is due in full for all students before the last day of the first week of a new trimester. This requirement will be waived if a student intends to use financial aid (including loans) to pay tuition in full and has completed all financial aid paperwork required prior to the start of the trimester.

Students may reduce the amount of tuition due in the first week of the trimester by establishing a payment plan with a Student Accounts advisor prior to the start of the trimester. Payment plans include a maximum of three payments each trimester. Accounts with outstanding balances not covered by financial aid or a payment plan will be considered delinquent after the last day of the first week of each trimester after a five-day grace period. A past due payment fee will be charged each month until the balance has been paid or until the payment plan is current. All account balances must be satisfied in full prior to the next trimester. Tuition statements will not be produced, and a student is responsible for checking their account through the student portal for any balances owed.

Direct Bill Payment Plan

A student who is eligible for partial or full-tuition payment by a third-party source may apply for the Direct Bill Payment Plan. A Direct Bill Payment Plan is not contingent upon a grade and/or completion of a course and is payable directly to KHSU-KCOM. A payment plan or one time payment may be set up according to the employer policy.

Third-party billing sources may be an employer, scholarship foundation, government entity or military tuition assistance. A student must submit a payment voucher or letter that includes the name of the student and program, the amount to be paid, the payment method, and the trimester for which tuition is to be paid.

All vouchers or letters must be submitted to the Office of Student Accounts no later than the end of the first week of each trimester. The student is responsible for establishing a secured payment method by the first week of the trimester for the remaining balance not being paid by the third-party source.

Payments are due from the third-party source within 30 calendar days of invoicing or else a registration hold, and a late fee will be applied to the student's account. It is the student's responsibility to ensure that all required documents are received by the third party and that payment is submitted in a timely manner. Final grades for a trimester in which a student has an outstanding financial balance will be withheld until the financial balance for the trimester is paid.

Military Benefits

KHSU-KansasCOM is authorized to award military benefits to eligible students.

A qualified student is permitted to participate in the course, during the education period beginning on the date on which they provide a certificate of eligibility for benefits under chapter 31 or chapter 33 and ending on the earlier of the following dates:

- The date on which payment from the VA is made to the school.
- Ninety days after the date the school certified tuition and fees following the receipt of the certificate of eligibility.

A qualified student facing delayed disbursement funding from VA under chapter 31 or chapter 33 will not be penalized by the school. A student will not incur delayed disbursement-related late fees, will not be denied access to courses, libraries, or other institutional facilities, and will not be required to borrow additional funds to cover their financial obligations while awaiting disbursement from VA.

Refund and Cancellation Policy

Any student wishing to withdraw from all courses and leave KHSU-KansasCOM must notify the Senior Associate Dean for Student Affairs and Strategic Academic Programs through the process as outlined in the Withdrawal and Leave of Absence Policy. All academic records will be on hold until all the student's financial obligations are satisfied.

Students who withdraw from a KHSU-KansasCOM course after the published drop deadline will receive a refund based on the following schedule:

- 1st Week: 100% [prior to drop deadline],
- 2nd Week: 75%
- 3rd Week: 50%
- Refunds will not be issued after the beginning of the 4th week through the end of the term
- For KHSU-KansasCOM, the academic week begins on Monday.

Any monies due to a student shall be refunded within 60 days from the last day of attendance or within 60 days from the receipt of payment if the date of receipt of payment is after the student's last date of attendance.

Office of the Registrar - General Academic Policies

Academic Records

Office of the Registrar

The Office of the Registrar is committed to providing exemplary service to students, graduates, and faculty. In addition, the Office of the Registrar strives to provide accurate information and efficient services to all KHSU-KansasCOM constituencies.

The Office of the Registrar protects the accuracy and security of students' records while also serving as an information resource for students, graduates, as well as faculty and staff. Additionally, the office provides support for students in OMS III and OMS IV of medical school as they are applying for clinical rotations and residency.

Academic Records Requests

Requests for academic records will be processed by the Office of the Registrar in the order they are received. Federal law mandates a signed request to authorize the release of student academic records. Consequently, phone requests for transcripts or other records are not accepted. Students may submit requests via the Academic Records Request Form located in the Guardian portal. The Office of the Registrar will also provide other authenticated processes to update information and request academic records. All KHSU-KansasCOM students are encouraged to utilize KHSU's student portal to review course registrations and grades.

The Office of the Registrar makes every effort to respond to requests in a timely manner. Requests are typically processed within five (5) business days from receipt. Requests for multiple transcripts, several different documents, or requests during peak seasons of operation may require additional processing time. Information that is required to meet a third-party deadline should be requested with at least two weeks of lead time to ensure expedient delivery and appropriate recording.

Transcripts

KHSU-KansasCOM has authorized the National Student Clearinghouse to provide transcripts on behalf of the institution. There are multiple delivery options available through NSC. Please review the transcript and delivery fee options on the Registrar resource page prior to requesting a transcript.

Official transcripts cost $20 per transcript, due at the time of the request. Please note that delivery fees are the responsibility of the student/requester. Official transcripts are forwarded directly to the receiving party. If a transcript is verified as received, via certified mail, but the recipient is unable to locate the transcript, the student is responsible for requesting and paying for another transcript to be sent. Unofficial transcripts do not carry the KHSU-KansasCOM seal. Unofficial transcripts are free of charge through the student portal.

Registration for Courses

KHSU-KansasCOM engages in "block" registration for each student cohort. The student's respective academic program sends enrollment information to the Office of the Registrar, each term; therefore, students do not have to sign up or register for KHSU-KansasCOM courses. Students are responsible for reviewing their enrollment information via KHSU-KansasCOM's internet and student portal resources prior to each term to ensure enrollment accuracy.

The last day to add an elective class is the end of business on the fifth day of classes as outlined in the Academic Calendar. This policy does not apply to clinical clerkship rotations.

KHSU-KansasCOM students are required to report for orientation as specified in the Academic Calendar. OMS I KHSU-KansasCOM students who fail to appear for the start of orientation risk losing their seat unless other arrangements have been made and approved by institutional staff.

OMS III and OMS IV KHSU-KansasCOM students must complete registration materials, including financial aid arrangements, prior to participating in clerkships. OMS III and OMS IV KHSU-KansasCOM students are not required to be physically present on campus for registration.

All outstanding financial obligations to KHSU-KansasCOM or KHSU-KansasCOM affiliated clerkship sites must be cleared for a student to be registered. Students who are not in compliance with institutional policy(ies) may not attend classes or participate in clerkships.

Academic Calendar

KHSU-KansasCOM operates on a trimester basis, three terms each academic year.

Add/Drop Deadline

The add/drop date is the end of business on the fifth day of classes. This does not apply to clinical rotations.

Academic Load

For each trimester:

Full-time: 5+ units
Halftime: 2.5 to 4.5 units
Less than halftime: Less than 2.5 units

Academic Progress

Students are expected to make satisfactory progress toward their degree each academic year.

A candidate for the Doctor of Osteopathic Medicine (DO) degree must complete the degree within 150% of the standard time (six years following matriculation), as specified by the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA).

Census

The census date for each trimester occurs at the beginning of the eleventh day of classes. The census date plays a key role in the determination of a student's refund and other financial aid-related details. If students have questions about the census date or financial-related matters, they can contact the Offices of Registrar and/or Financial Aid.

Credit Definition

KHSU-KansasCOM is charged with ensuring the appropriateness of and amount of student work represented in the curriculum. Credit assignments, intended learning outcomes, and verified by evidence of student achievement, will be evaluated and assigned on the basis of the Carnegie unit credit hour as provided by the U.S. Department of Education consistent with the glossary of the American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA), Accreditation of Colleges of Osteopathic Medicine: COM Standards and Procedures. The amount of learning required to progress toward completion of learning outcomes is defined by the rigor, complexity, and content of the Doctor of Osteopathic Medicine (DO) degree and the expectations of the osteopathic medical profession.

Credit Hour Definition

KHSU-KansasCOM uses the Federal definition of a credit hour, which states that a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

I. "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit or the equivalent amount of work over a different amount of time; or
II. "At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work including simulation, online/distance/hybrid courses, standardized patient experiences, preceptor visits, clinical rotations, internships, practica, independent study, and other academic work leading to the award of credit hours." (34 CFR 600.2)

NOTE: At KHSU-KansasCOM, a class hour is defined as 50 minutes.

The credit hour definition sets forth the foundation for determining credit hours. The purpose of the general guidance in the application is to provide consistency in calculating credit hours for didactic (including asynchronous learning), laboratory, research, and clinical rotations.

In general, calculating credit hours, one hour of credit is awarded for:

Modality	**Contact Hours**	**Credits**
Classroom - synchronous and asynchronous	15	1 credit
Laboratories, small group activities, supervised independent study, workshops	30	1 credit
Research	60	1 credit
Clinical rotations/practica	40-45	1 credit

The calculation of credit hours is rounded down to the nearest 0.5 credit hours per course.

Course Numbering

600: First year medical courses
700: Second year medical courses
800: Third year medical courses
900: Fourth year medical courses

**Course Numbers with an s denote sub-internships and course numbers with an e denotes electives - both clinical and non-clinical.

Grades

Grade Notification

Grades are posted within 3-5 business days after the end of the term. All posted grades are available for student review on the Student Gateway.

Grading Scale

NON-CALCULATED CREDIT. Included in hours earned.

GRADE	GRADE NAME	DEFINITION	YEARS GRADES UTILIZED
H	Honors	Special recognition for exceptional performance in clinical clerkship and sub-internships and sub-internships. Top 10%	OMS III and OMS IV; Clerkships & Sub-internships
HP	High Pass	Recognition for commendable performance in clinical clerkships and sub-internships. Next 25%	OMS III and OMS IV; Clerkships & Sub-internships
P	Pass	Pass.	OMS I - OMS IV
RP	Remediated Pass	Performance that meets the course requirements after successful completion of a remediation plan following an initial failing grade.	OMS I - OMS IV

NON-CREDIT Values. Excluded from hours earned.

GRADE	GRADE NAME	DEFINITION
AD	Administrative Drop	Administrative Drop from a course(s). Faculty/Administrator-initiated.
AU	Audit	Participation and/or observation of a course.
AW	Administrative Withdrawal	Withdrawn from a course(s) or college. Faculty/Administrator-initiated.

F	Fail	Failure of a course. OMS I - OMS IV. Fail (<70%)
I	Incomplete	Incomplete coursework due to extenuating circumstances.
IP	In Progress	A temporary grade for an ongoing preclinical course, COMLEX readiness course, rotation, clerkship, or sub-internship.
W	Withdrawal	Withdrawal from a course(s) or college. Student-initiated.
NA	Not Applicable	An NA grade is assigned when a student who has established attendance is administratively removed from a course without penalty. The NA grade serves solely to document attendance for internal purposes and does not impact Satisfactory Academic Progress (SAP). It does not appear on the student's official transcript.
NR	Not Reported	A grade was not reported by the listed deadline.

Grading Schema by Course Category

COURSE TYPE	GRADING SCHEMA
Preclinical Courses	P/F
Core Clinical Clerkships	H/HP/P/F
Clerkship Subspecialty Core Requirement	H/HP/P/F
Clinical Rotation Electives	H/HP/P/F
Sub-Internships	H/HP/P/F

Course Remediation

Students who are required to remediate a course will retain the original grade on record until the remediation process is successfully completed. Upon successful completion, the course director will submit a grade change, and the original grade will be updated to RP (Remediated Pass). The final recorded percentage for a successfully remediated course will be 70%, regardless of the student's actual performance during remediation. Please refer to the Remediation Policy and Process in the student Handbook and Academic Catalog.

If a student initially received an IP (In Progress) grade and does not successfully complete the required remediation, the IP will be converted to a grade of F (Fail). For additional information, please refer to the In Progress (IP) Grade Policy.

Course Repeats

All course enrollment and earned grades will remain on a student's official transcript. Once a student successfully repeats a course, both grades will remain on the transcript, but only the most recent grade will be used for the purpose of earned credit.

If a student must repeat a clerkship or clinical rotation, a fee to cover the cost of the clinical experience will be assessed.

Clinical Clerkship/Rotation Repeat fee is $2,000.00 per course.

Program Repeat Audits

A student approved to repeat an academic year after a year of poor academic performance will be required to repeat the entire year of previous attendance and will be required to pay full tuition. Prior to that year, commencing students may be required to audit courses leading up to the next academic year and those courses will be assessed a per-credit audit fee. The audit fee is $150.00 per credit hour in OMS I and OMS II. Students enrolled in audit courses will be assessed the institutional service fee required of all students per term. Students approved for reenrollment or reentry after a dismissal or after an approved leave may also be required to repeat or audit previous courses.

Incomplete Grades

A course director may assign a grade of Incomplete (I) if a student is unable to complete the course/section because of extenuating circumstances beyond the student's control. Extenuating circumstances can include the following:

- Serious illness or injury of the student (hospitalization, surgery, or extended medical leave).
- Death of an immediate family member or close relative.
- Documented mental health crisis affecting the student's ability to complete coursework.
- Military deployment or obligations occurring during the term.
- Significant personal hardship (e.g., fire, flood, or other natural disaster impacting the living situation).
- Unexpected caregiving responsibilities (e.g., caring for an ill child, spouse or parent).
- Legal obligations (jury duty, court appearances, or immigration proceedings).
- Other unforeseeable or extraordinary circumstances that prevent completion of required coursework as approved by the institution.

The course director, or their designee, will complete an Incomplete Grade Contract clearly detailing requirements for completion of the course/section.

The student will receive a copy of the contract via the student's KHSU-KansasCOM email address. The student will have three (3) business days to respond to the incomplete grade contract request. If a response is not received, the student will receive the current earned grade with all missing assignments calculated as a zero.

Students receiving a grade of incomplete must coordinate with the course director to satisfy all outstanding coursework for the course/section. Once outstanding requirements for the course are satisfied, the course director, or their designee, will process a change of grade form converting the incomplete to a grade. DEADLINE: The student has a maximum of 180 days (about 6 months) to work with faculty to complete the incomplete. Once 180 days have passed, the incomplete becomes a failure.

Please note: Incomplete Grades may impact your Financial Aid. Please contact Financial Aid for questions.

In Progress (IP) Grade

The In Progress (IP) grade is a temporary designation used for students who require additional time to complete specific academic requirements. It applies to pre-clinical coursework, COMLEX readiness courses, clinical rotations, clerkships, and sub-internships. The IP grade ensures students have the opportunity to fulfill outstanding components while maintaining academic engagement and progression.

Students enrolled in courses at KHSU-KansasCOM may be assigned an IP grade for the following reasons:

- When a student is permitted to successfully repeat a course component in accordance with the course syllabus.
- When a student requires additional time to complete COMLEX requirements.
- When a final grade from a preceptor is pending.

All IP grades must be resolved and converted to a final letter grade before graduation or separation from KHSU-KansasCOM.

Pre-clinical Courses

Students permitted to repeat a pre-clinical course component per the course syllabus will be assigned an IP grade until the component is completed. Upon successful completion, the IP grade will be replaced with the appropriate final grade.

The student will have a maximum of sixty (60) days to successfully repeat the failed event or examination, or the grade will be converted to a Fail (F). If the student is successful in the repeat of the event or exam, the highest grade of 70% will be awarded for that event or examination, regardless of the actual score obtained. If, with the calculation of 70% as the repeated event grade, the student passes the course, the student will receive a Pass (P) in the course.

COMLEX Readiness Courses

An IP grade may be assigned at the end of each term to reflect ongoing academic engagement. The IP grade will remain until the student receives approval to sit for the COMLEX Level 1 exam. The IP grade will be converted to a Pass/Fail grade, as appropriate. Students who are unable to successfully complete a repeated COMLEX readiness course do not meet the academic progression requirements and may be dismissed from the program.

Clinical Rotations, Clerkships, and Sub-Internships

Students with an IP grade must complete outstanding requirements or facilitate the submission of the final preceptor grade within sixty (60) days. The Clinical Education Administrative team will oversee the progress of students with IP grades and ensure timely resolution. If requirements are not met or a final grade is not received within the 60-day period, the IP grade will then be converted to a failing grade.

In circumstances where an IP grade remains unresolved beyond the 60-day period, the Clinical Education team will coordinate with external entities (e.g., preceptors, clinical sites, and affiliated programs) to secure the documentation and information necessary to finalize the student's grade.

Once requirements are met or a preceptor grade is received, the IP grade will be replaced with the appropriate final grade reported to the Office of the Registrar.

Grade Changes

If an error occurred in the computation or recording of a grade, or a course/section has been successfully remediated, a Grade Change form must be submitted. This form will be submitted by the course director, or their designee, approved by the appropriate dean, and routed to the Office of the Registrar for processing.

Late Grade Submission

If a grade is not submitted by the established deadline for an individual student, the student's grade will be submitted as not reported (NR). The grade must be submitted via the Grade Change form for processing by the Office of the Registrar.

Grade Appeal Process

The Student Grade Appeal Process only applies to a final course grade.

Within three (3) business days of grade posting, a student may request a review of a course/section grade. Students should first reach out to the instructor of record for review of points and grade. If the student believes an error remains, the student should submit their appeal in writing to the Associate Dean for Pre-Cinical and Associate Dean for Clinical Education. The Associate Dean for Pre-Clinical and Associate Dean for Clinical Education, in consultation with the course director(s) and appropriate deans, will review the request. If the student feels an issue remains, a final request to review the course grade may be made directly to the Office of the Dean.

In any grade appeal procedure, the student making the appeal has the burden of proof in establishing a good cause for changing a final grade. Unless the student can offer convincing arguments to the contrary, good faith on the faculty's part is presumed. When supported by sufficient evidence, any of the following reasons shall constitute "good cause" for challenging a final grade.

1. Faculty assigned a grade based on an error in calculation or reporting.
2. Faculty assigned a grade based on discrimination against a student's age, sex, race, creed, color, national origin, ethnic origin, or disability.
3. Faculty did not apply standards consistently to all students in the same class.
4. Faculty did not follow KHSU-KansasCOM policy or their own published guidelines in assigning a grade.

None of the following shall constitute "good cause" for appealing a final grade:

- Disagreement with the course requirements established by the faculty
- Disagreement with the grading standards established by the faculty.
- Disagreement with the faculty's judgment when applying grading standards, assuming that the faculty has made a reasonable effort to be fair and consistent in exercising that judgment.
- The student's desire for or need of a particular grade.
- Consequences that a student might face as a result of a grade.

Course Percentage Rounding

Course percentages are added to the academic record. The percentage is submitted to two decimal places and is NOT rounded.

Honors and Standing

Dean's List

The Dean's List will be calculated at the end of each academic year for OMS I and OMS II. The Dean's List is comprised of the top ten (10) percent of the OMS I and OMS II classes. The Dean's List notation will be listed after the final term of each academic year. The notation will read: Dean's List.

Good Academic Standing

Students who are successfully completing all medical school requirements are considered in good standing. A student may be currently enrolled or eligible to be enrolled.

Class Rank

Class rank at KHSU-KansasCOM will be calculated for OMS I through OMS II cumulatively. Scores from the first term of medical school will be excluded from class rank. Rank will be reported in the following manner:

- Top 10% of the class
- Top 25% of the class
- Top 50% of the class

For students who retake a quiz or test due to initial failure and are successful in achieving a passing grade, regardless of the final score, 70% will be the score utilized in the rank calculations. Retaking a quiz/test is not permitted purely for the purpose of a higher score. KHSU-KansasCOM ranks students by percentile distributions only.

The class rank for the top 50% and above will be noted on the MSPE (Medical Student Performance Evaluation). The rank on the MSPE for students below 50% will show that the student has successfully completed all coursework. A student who is repeating a class, rotations, or year due to class failures or professional determents remains a member of their matriculation class. They are assigned to the bottom 50% of that class for purposes of class rank.

Additional Standing

Additionally, the following academic standing notations may be listed on your transcript. Please see the standing information below:

- *Academic Warning:* Academic warning at KHSU-KansasCOM indicates institutional concern about a student's academic performance, typically triggered by one course failure, inadequate board exam preparation, or signs of academic or personal distress.
- *Academic Probation:* Academic Probation is listed on the official transcript for the time of the probation. Once the probationary period ends, the listing is removed from the official transcript.
- *Academic Suspension:* Academic Suspension appears on the official transcript. After the period of suspension expires, the transcript notation is removed.
- *Academic Dismissal:* A notation of Academic Dismissal remains permanently on the official transcript. Dismissal from KHSU-KansasCOM includes an automatic exclusion from campus.
- *Disciplinary Warning:* Documented warning that the behavior demonstrated was unacceptable, including the students failing their first and second courses within a single academic year.
- *Disciplinary Probation:*
- *Disciplinary Suspension:* An indication of Disciplinary Suspension appears on the student's official transcript. After the period of suspension has expired, the transcript notation shall be removed.
- *Disciplinary Dismissal: A* notation of Disciplinary Dismissal remains permanently on the student's official transcript.

*Please Note there are other temporary administrative statuses that students can be put on prior to one of these standings.

Personal Information

Students must submit a request along with legal documentation to the Office of the Registrar for a change to their legal name. It is the responsibility of the student to ensure that records are current.

Legal documentation for a name change includes the following:

1. Certified copy of a marriage certificate, court order, or dissolution decree reflecting the new name in full; AND,
2. At least one government-issued official proof of identity. [Driver's License, State Identification, Passport, etc.]

Chosen Name

KHSU-KansasCOM is committed to fostering an environment of inclusiveness and supporting students' form of self-identification. KHSU-KansasCOM recognizes that some students identify themselves by a first and/or middle name other than their legal name, and as long as the use of a different name is not for the purposes of misrepresentation, KHSU-KansasCOM permits students to use a chosen name where possible during KHSU-KansasCOM education and business.

Any student may choose to identify a chosen first and/or middle name in addition to the legal name. Students may request this service via the student portal or other intranet resources allocated to students. The student's chosen name may be used in many contexts, including class rosters, Canvas, ID Cards, etc. The student's chosen name will appear in the KHSU-KansasCOM directory unless a FERPA block is requested. There are certain KHSU-KansasCOM records that require a legal name; however, wherever reasonably possible, a student's chosen name will be used. Administrators, Campus Safety, and your supervisor (if you are employed on campus) will have access to your Legal and Chosen Names.

The legal name is required for, but not limited to, the following:

- Student Information System
- Student Financial Services documentation
- Financial Aid
- Federal Requests for Information
- Immigration Documents
- Medical Documents
- National Student Clearinghouse
- Official correspondence with external entities
- Official and unofficial Transcripts
- Academic Certifications and Verifications
- Clinical Rotation Applications and Communications
- Diplomas
- Paychecks/W-2/1098-T
- Campus Safety

Students may designate (or remove) a first and/or middle chosen name through the Office of the Registrar. The Office of the Registrar will review and respond to all requests. KHSU-KansasCOM reserves the right to not accept a chosen name if it is deemed inappropriate, including a chosen name that is vulgar, offensive, or creates confusion with another person. Allowable name formats include (but are not limited to):

- A shortened derivative of a name (e.g., "Katie" for "Katherine")
- A middle name instead of a first name
- First and middle initials (e.g., "M.J." for "Mary Jane")
- An anglicized name (e.g., "Simon" for "Bao")
- A name that better represents the individual's gender identity
- A name to which the individual is in the process of legally changing.

A chosen name must consist of alphabetical characters, hyphens, and spaces. An approved *chosen* name does not affect your legal name. Please note that it may take up to seven (7) business days for the request to be completed through all KHSU-KansasCOM systems.

Reports of misuse and abuse of both chosen name and legal names in accordance with existing policies and procedures will be reported to Student Affairs. Depending on the individual and circumstances involved, this could include Human Resources, Academic Affairs, and/or appropriate law enforcement agencies. KHSU-KansasCOM reserves the right to remove, with or without notice, chosen names that are used for inappropriate purposes, including but not limited to misrepresentation, avoiding legal obligation, offensive or derogatory language, or to perpetrate fraud.

Address and Telephone Number

Students will have access to update their personal address information in the student portal. KHSU-KansasCOM requires students to keep their permanent home address and telephone number on file with the Office of the Registrar. Permanent address information is required by the U.S. Department of Education for enrollment reporting.

A campus address, where you are located after you matriculate and attend, and your mobile telephone number can be kept on file as your primary address. Students are required to keep their local address information current.

Address Change

Students needing to change their address may do so in the student portal. Please refer to the intranet resources for instructions.

Legal Name Change

Students must submit a request along with legal documentation to the Office of the Registrar for a change to their legal name. It is the responsibility of the student to ensure that records are current.

Legal documentation for a name change includes the following:

1. Certified copy of a marriage certificate, court order, or dissolution decree reflecting the new name in full; AND,
2. At least one government-issued official proof of identity. [Driver's License, State Identification, Passport, etc.]

Graduation Services

Graduation Requirements

The degree of Doctor of Osteopathic Medicine (DO) is conferred upon candidates of good moral character who have successfully completed all academic requirements, received the recommendation of the faculty to have demonstrated the potential to practice Osteopathic Medicine, been approved by the Board of Trustees, satisfied all financial obligations, and have successfully passed all required components of the COMLEX Level 1 and COMLEX-USA Level 2 CE examinations.

Degree Audit

An audit of the Doctor of Osteopathic Medicine will occur at the beginning and end of OMS IV. Students can review their progress online. All degree requirements are listed in the catalog.

Conferral of Degrees

Degrees are conferred upon completion of the degree requirements and approval of KHSU-KansasCOM faculty and board of trustees. Diplomas are ordered after conferral and graduation in May.

Diplomas

Students are required to attend graduation. If a student receives an administrative exception and does not attend graduation, the student will need to collect their diploma on campus after graduation during business hours. Diplomas obtained after graduation will be available in the Office of the Dean.

We will hold diplomas for sixty (60) days after graduation. If the diploma is not retrieved by the deadline, it will be destroyed, and the student will be required to order a replacement diploma.

Replacement Diplomas

A graduate who has lost their original diploma or requests a duplicate due to a name change must make a request through the Office of the Registrar with supporting legal documentation. The cost for a duplicate diploma is $125.00. A duplicate diploma will have the word "duplicate" printed upon the diploma. If you require a replacement, the original will need to be returned before a replacement is issued.

Posthumous Degree Policy

KHSU-KansasCOM may grant a Doctor of Osteopathic Medicine (DO) degree posthumously under certain conditions:

- The student has successfully passed COMLEX Level 2.
- The student was in good standing both academically and professionally.

An immediate family member or legal representative may submit a formal request for awarding of a posthumous degree through the Office of the Registrar.

Exceptions to Academic Policy

The Student Handbook and Academic Catalog is the basic authoritative source for academic requirements and associated policies. All students are expected to follow the catalog and handbook in the pursuit of their degrees. On occasion, however, extraordinary circumstances may warrant departures from the academic catalog requirements. Students who believe their situation warrants a deviation from academic policy may petition for an exception to policy by filing an appeal with the Senior Associate Dean for Student Affairs and Strategic Academic Programs.

Approved Leave/ Leave of Absence (LOA)

An approved leave may be granted from KHSU-KansasCOM for several reasons, including:

- A medical emergency or illness

- A financial emergency
- Personal emergency
- Military service
- Academic opportunity (Pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized educational institution.)

The Dean of KHSU-KansasCOM and/or the Senior Associate Dean for Student Affairs and Strategic Academic Programs may grant an approved leave for a designated period with or without conditions. Conditions of an approved leave are commonly prescribed in cases of academic deficiency or medical-related issues.

Approved Medical Leave

Students granted an approved medical leave, who may be returning to KHSU-KansasCOM, must have a licensed physician, approved by the Office of Student Affairs, certify in writing that their physical and/or mental health is sufficient to continue in a rigorous educational program before they may return to KHSU-KansasCOM.

A student granted an approved medical leave with conditions may be required to meet with the Office of Student Affairs staff to demonstrate that all conditions of their return have been met before reinstatement.

Approved Financial Leave

Students granted an approved financial leave must, prior to returning to KHSU-KansasCOM, prove to the Office of Finance that they have the financial capability to advance their education.

Approved Academic Leave

Students seeking an approved academic leave must verify that all terms and conditions of the leave are stated before the leave will be granted, thereby ensuring that the student does not miss important core information.

Approved Military Service Leave

Students required to perform military service are eligible for an approved military service leave. They must provide proper documentation from their military branch notifying KHSU-KansasCOM of the length of service required.

Approved Personal Emergency Leave

Students occasionally are faced with a personal or family emergency that requires they take time away from medical school. The details and nature of the emergency are required to be turned into the College's administrative leadership prior to a decision being made for an approved personal emergency leave.

General Approved Leave Process Guidelines

All approved leaves should be requested in writing. The Approved Leave Request Form is available online for student access. Once the form is complete, students should submit it to the Office of Student Affairs for consideration. An approved leave is only granted once the student provides both the written request and the appropriate documentation. The start date of the approved leave is only determined once all paperwork has been received. If

unforeseen circumstances prevent a student from providing a prior written request, the request for an approved leave may be granted by exception.

Students granted an approved leave must follow the checkout process detailed in the Student Handbook and Academic Catalog. Medical students on an approved leave for more than thirty (30) calendar days will be withdrawn from the DO program and must repeat the term or year with the next cohort of students. Students placed on any approved leave over thirty (30) calendar days will be considered withdrawn from coursework and will be reported to the U.S. Department of Education through the National Student Loan Data System (NSLDS) as withdrawn. Approved leaves have a significant impact on a student's federal financial aid status. KHSU-KansasCOM is committed to ensuring that all students follow federal financial aid regulations related to any approved leave. Please contact the Office of Financial Aid about the implications related to your approved leave.

Following an approved leave, a student must request reinstatement, in writing, to the Senior Associate Dean for Student Affairs and Strategic Academic Programs and the Office of Student Affairs.

Official and Unofficial Withdrawal

Official Withdrawal

Withdrawal is a voluntary action by a student who chooses to leave KHSU-KansasCOM. Any student who leaves KHSU-KansasCOM (becomes a non-student), for any reason, must complete the KHSU-KansasCOM withdrawal form and complete the checkout process.

The checkout procedure is as follows:

- If the student is withdrawing, they must contact the Senior Associate Dean for Student Affairs and Strategic Academic Programs and/or the Assistant Dean for Student Affairs to notify them of their intent to withdraw.
- Complete the Withdrawal Form located on the Student Portal.
- Before leaving campus, the student must secure a checkout form from Student Affairs and undergo an exit interview.

An exit interview will occur with a member(s) of the Office of Student Affairs staff and will include Student Accounts, Financial Aid, Library Services, and other appropriate offices as needed.

Once the student completes all obligations, including payment of all outstanding balances, the Office of the Registrar will release student records upon receiving signed consent.

Unofficial Withdrawal

In some cases, students may begin KHSU-KansasCOM coursework but stop attending courses during the term. The Office of Financial Aid and the Office of the Registrar will review students at the census date of each trimester in addition to the end of each academic term to determine if the student unofficially withdrew from KHSU-KansasCOM. The census date occurs at the beginning of the eleventh (11th) day of classes each term. A student receiving all grades of fail (F), withdrawal (W), or administrative withdrawal (AW) in any combination may be subject to the Return of Title IV funds (R2T4) calculation if it is determined that the student unofficially withdrew.

The Offices of Financial Aid and Registrar will contact and request from course instructors a confirmation of the date the student ceased attending their courses through graded class assignments, documented group project work, or other documentation from the instructor. If and/or when instructors provide confirmation of the last date of attendance or coursework completed, the date provided will be used to calculate the R2T4 and federal funds to return. In addition, this information will also be reviewed within the framework of the KHSU-KansasCOM official Refund Policy to determine the student's eligibility for any refund. Refunds will only be given in accordance with the refund policy.

If a last date of attendance cannot be confirmed, the half-way point of the term may be used, and 50 percent of the aid used to pay direct educational costs (tuition and fees) must be returned to the U.S. Department of Education on the student's behalf. The Office of Financial Aid will use the policy for the Return of Title IV aid to return the funds.

Student Privacy and Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) requires educational institutions to annually notify active students of their rights under the Act regarding access to their education records and certain protections regarding the privacy of personally identifiable information in those records. FERPA was implemented to establish and protect the rights of students to inspect, review, and amend their education records. KHSU-KansasCOM works diligently to apply FERPA protections, in addition to a person's right to a general regard for privacy, in the broadest sense possible to protect the information of enrolled students, prospective students, and alumni. This policy is issued in compliance with that requirement.

Directory Information

Directory Information is information specifically contained in a student's education record that would not be considered harmful or an invasion of privacy, if disclosed.

- Directory information includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities, degrees, honors, and awards received; and the most recent educational agency or institution attended.
- Directory information does not include a student's social security number or student identification (ID) number.

Education Records

Those records that are directly related to a student and maintained by an educational agency or institution, or their designee.

Education records contain information that personally identifies a student, including the student's name, student identification number/social security number, student address, parent/family member names, and a list of personal characteristics.

Education records are official and confidential. Education records include a range of information that is maintained in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Education records include, but are not limited to:

- Parent(s) and/or guardian addresses, and parent(s)/guardian contact information.
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school.
- Special education records.
- Disciplinary records.
- Medical and health records that the school creates or collects and maintains.
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned.

- Personal information, such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Personal notes made by school officials not shared with others are not considered part of the education records. Admissions documents become part of the education records once the student attends courses. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the institution. Education records are permanently maintained and stored in the Office of the Registrar, both electronically with a secure backup file and/or in secure fire-resistant file cabinets.

Eligible Student

For purposes of compliance with FERPA, KHSU-KansasCOM considers all students to be independent.

Personally Identifiable Information

Information that includes, but is not limited to, the following:

- The student's name.
- The name of the student's parent or other family members.
- The address of the student or the student's family.
- A personal identifier, such as the student's social security number, student number, or biometric record.
- Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name.
- Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge or the relevant circumstances, to identify the student with reasonable certainty; or
- Information requested by a person who the educational agency or institution believes knows the identity of the student to whom the education record relates.

Procedures

Student's Rights under FERPA

Students must be permitted to exercise their rights under FERPA. Every eligible student has the right to:

- Restrict release of "directory information" except to school officials with legitimate educational interests and others as indicated herein. To restrict the release of directory information, a student must submit a written request to the Office of the Registrar.
- Inspect and review their education records within forty-five (45) days after submitting a written request to review such records, except for financial records, confidential letters, and statements of recommendation placed in the education record where the student waived their right to inspect and review them, and those letters and statements are related to the student's admission to the institution, employment, or receipt of an honorary recognition.
- Request amendments to a student's education records if the student believes the record is inaccurate or misleading.
- Request a hearing to challenge the content of the student's education records on the grounds that the information within the record is accurate, misleading, or in violation of the student's privacy rights if KHSU-KansasCOM decides not to amend the education records as requested by the student and in accordance with procedures set forth below.

- Consent to disclosures of personally identifiable information within the student's education records, except to the extent that FERPA authorizes disclosure without consent, as described in more detail below; and
- File a complaint with the Family Policy Compliance Office, U.S. Department of Education to allege a failure by the institution to comply with FERPA's requirements. The name and address of the office that administers FERPA (Family Educational Rights and Privacy Act) is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

Disclosure of Education Records

Except for the instances listed below when KHSU-KansasCOM is permitted to disclose records without consent, before KHSU-KansasCOM can disclose personally identifiable information from a student's education records, the eligible student must provide the institution with a signed and dated written consent (electronic or hardcopy). The consent must:

- Specify the records that may be disclosed.
- State the purpose of the disclosure; and
- Identify the person(s) to whom disclosure can be made.

Upon request, KHSU-KansasCOM must provide the student with a copy of the records disclosed.

KHSU-KansasCOM may disclose personally identifiable information from a student's education record without student consent if the disclosure is:

- To school officials within the agency or institution who are determined to have legitimate educational interests. A school official is a person employed by KHSU-KansasCOM in an administrative, supervisory, academic, research, or support staff position; a person or company with whom KHSU-KansasCOM has contracted (such as an attorney, auditor, collection agent, or official of the U.S. Department of Education or other federal agency); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing tasks. A school official has a legitimate educational interest if the official needs to review the education records to fulfill their job or professional responsibilities.
- To officials of another school where the student seeks or intends to enroll, or is already enrolled, so long as the disclosure is related to the student's enrollment or transfer.
- To authorized representatives of the following: Comptroller General of the United States; Attorney General of the United States; Secretary of the Department of Education; or State and local educational authorities.
- For purposes of determining a student's eligibility for financial aid for which the student has applied or received, as well as enforcing the terms and conditions of the aid.
- To State and local officials or authorities to whom this information is specifically allowed to be reported or disclosed pursuant to a state statute.
- To organizations conducting studies for, or on behalf of, KHSU-KansasCOM in limited circumstances.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- In connection with a health or safety emergency pertaining to a threat to the health or safety of the students or others.
- Of information KHSU-KansasCOM has designated as "directory information" and the school has given the eligible student notice of the kinds of information they designate as directory information and an opportunity to opt out of directory information disclosures.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, limited to the disclosure of the results of the disciplinary proceeding conducted by KHSU-KansasCOM with respect to that alleged crime or offense. If the alleged victim is deceased because of the crime or offense, the information shall be provided, upon written request, to the next of kin of the alleged victim.

- Alleged victims and perpetrators in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of a hearing, in writing, without condition or limitation, and to be kept appraised of the status of investigations.
- Concerning sex offenders and other individuals required to register under the Violent Crime Control and Law Enforcement Act of 1994, and the information was provided to the KHSU-KansasCOM under applicable statutes and Federal guidelines.

Right to Review and Inspect

Student requests to review education records are completed through the Office of the Registrar. The FERPA - Request to Review Education Record form is located on the Guardian platform. Upon completion of the request, the Office of the Registrar has 45 days to respond. KHSU-KansasCOM will provide the student access to the requested records and make arrangements for the student to inspect and review them.

Right to Request Amendment of an Education Record

As stated above, a student has the right to seek an amendment to their education record if the student believes the record to be inaccurate, misleading, or in violation of the student's privacy rights.

Students requesting an amendment to one of their education records should complete the FERPA - Request to Amend or Remove Education Records form on the Guardian platform. The form will request that the student identify the record to be amended and specify why it is inaccurate, misleading, or in violation of the student's privacy rights. KHSU-KansasCOM will respond to the request within ten (10) business days. If more time is needed to review the request, the Office of the Registrar will communicate with the student. The student requesting the amendment will receive a written response indicating KHSU-KansasCOM's decision in the matter. Please note that the student's right to seek an amendment may not be used to challenge grades.

Right to Request a Hearing

KHSU-KansasCOM has the right to decide whether to amend the education records requested by the student. If it is decided that the amendment is not warranted, KHSU-KansasCOM will notify the student of the decision and advise the student of the right to a hearing regarding the request for an amendment. To request a hearing, the student will submit a Request for Hearing for Amendment of an Education Record form through the Guardian portal. The Registrar will refer the request to the Senior Associate Dean of Student Affairs, who will either act as the hearing officer or appoint a designee to conduct a formal hearing according to the following procedures:

- The student will be permitted to present information and/or materials in support of the assertion that the education records are inaccurate, misleading, or otherwise erroneous.
- A representative from KHSU-KansasCOM will be permitted to present information and/or materials that support the institution's position.
- Each party will be present during the hearing and may challenge information and materials of the other party.
- The hearing officer will render a decision on the matter generally within five (5) business days after the conclusion of the hearing.

De-identified Records and Information

KHSU-KansasCOM may release education records or information without student consent once personally identifiable information has been removed and KHSU-KansasCOM or an authorized outside party has made a reasonable

determination that a student's identity is not personally identifiable. This is known as "de-identified records and information."

Notification Requirements

KHSU-KansasCOM must annually notify eligible students currently enrolled, of their FERPA rights. In addition to the student's rights, this notification must also include:

- Procedures for exercising the right to inspect, review, and seek amendment to the education records; and
- Criteria for disclosing information to school officials and authorized third parties, i.e., contractors, consultants, etc.
- Right to restrict the release of "directory information."

Recordkeeping

KHSU-KansasCOM must maintain a record of each request for access to and each disclosure of personally identifiable information from a student's education records along with the education records for as long as they are maintained. These records must include the name of the parties receiving personally identifiable information from the education records, and the legitimate interests the parties had in requesting/obtaining the information. KHSU-KansasCOM may not destroy any education records if there is an outstanding request to inspect or review those records.

Mandatory Training

All KHSU-KansasCOM faculty and staff are required to complete annual FERPA training. Training is offered through a third-party provider and records of completion are maintained by the Office of Human Resources.
For additional information about FERPA laws, please refer to the Family Education Rights and Privacy Act (FERPA) section in the Student Handbook and Academic Catalog.

Maintenance of Student Records

KHSU-KansasCOM will maintain the following student records information indefinitely. Student records at KHSU-KansasCOM are all electronic. KHSU-KansasCOM does not maintain paper files. KHSU-KansasCOM utilizes the Perceptive Document Management service to maintain student records including:

- Transcripts.
- Transcripts for coursework completed at other institutions.
- Dates of enrollment, matriculation date, start and end dates of each academic year, dates of approved leaves, withdrawal, dismissal, and conferral/graduation dates.
- National exam scores.
- Student course performance and clinical clerkship evaluations.
- Medical Student Performance Evaluations, or MSPEs.
- Change of Status forms/letters related to leaves, academic schedule variations, remediations, name changes, withdrawals, dismissals, etc.
- Final disposition of disciplinary action records (with or without sanctions).
- Medical School Diploma (copy).
- Student Health and Immunization Records.

Please note that this is a non-exhaustive list. For questions regarding your student record, contact the Office of the Registrar at KHSUregistrar@kansashsc.org.

Office of Assessment

Grade Assessment for Reinstated Students

Reinstated students are held accountable to all previously earned grades and they remain part of the permanent student record. If, upon returning, a student is required to retake a previously failed course/section, the retake will replace the entire remediation process for that course/section and will supersede the remediation process described for academic failures of continuously matriculated students. If the returning student fails the course/section a second time, the consequences will be identical to those described for failing the remediation process for a continuously matriculated student.

Missed/Make-Up Exams

Students must have an approved, valid excused absence in order to make-up an exam. In such cases, Testing Services, in conjunction with the Course Director, will schedule a make-up assessment. Once scheduled, the student is expected to arrive on time for the make-up. Testing Services will communicate the confirmed date, time, and location to the student via email. These examinations may occur outside of normal instructional hours, including evenings or weekends.

Review of Examinations

Students who wish to review past exams must request permission from the Office of Assessment and Outcomes. Exam reviews only apply to in-house, faculty written exams. NBOME, COMAT, COMSAE, NBME CAS, and other outside exams are not reviewable per the writing owner of the exam. Exams will be reviewed under the following procedures and rules:

1. Students are not permitted to have any electronic devices, book bags, purses, etc., in the same room while the exam is being reviewed.
2. Exams can only be reviewed in the presence of a learning specialist and/or member of the Assessment and Outcomes staff.
3. Test reviews can only occur within ten business days after the final test results have been released and are limited to a single review. Multiple reviews of the same exam are not allowed.
4. Test reviews are limited to no more than thirty minutes in duration.
5. Only missed questions will be available for review. Questions that were answered correctly will not be made available for review.
6. Test reviews may be video recorded for test security purposes.

Failure to follow these guidelines will result in a zero (0) score for that exam.

Standards of Behavior in Exams: Testing Policy

Students who are authorized for accommodations will report to the Office of Assessment for testing. Accommodation conditions, as appropriate, may include alteration to the length of the exam time, testing location, (room number), or other accommodations. Students in need of academic-related accommodations for testing are encouraged to contact the Office of Student Affairs for an application and instructions.

Any student arriving late for an exam will not be permitted to enter the testing environment and begin the exam. Students who arrive late will be given a one-time warning and allowed to take the test at a time determined by Testing Services, with documentation filed in Guardian of the late arrival. Should a student arrive late for an exam again without documentation or an excused reason, that student will receive a zero (0) for the exam. All quizzes and exams will start and end on time. Students are not permitted to leave the room until 15 minutes have elapsed from the scheduled start of a written exam. A student with an unexcused absence will not be permitted to complete the exam unless authorized by a course director, the Office of the Dean, or Office of Student Affairs administrator. Students not authorized to make up the exam will receive a zero on the examination. To receive authorization to make up an exam, students must provide acceptable written documentation to the Office of Assessment. Additional details on this subject can be found in the Attendance Policy.

While taking exams, students should have in their possession only items that are necessary for the exam (i.e., a laptop, mouse, foam ear-plugs checked by the proctor, and a marker for dry-erase board). No food or drink is allowed during testing unless approved. All purses, backpacks, iPods/smartphones/smart watches, hats, sunglasses, unnecessary clothing items, pagers, headphones, CD players, calculators, cell/mobile phones, mobile devices, etc. must be left outside the testing area. Recording or communication devices of any type are not allowed at any time in the testing environment, including Meta or AI glasses. Academic integrity, honesty, and personal conduct guidelines will be strictly enforced.

Any student found in possession of any type of electronic device capable of accessing the internet in any testing environment (device used for actual testing is the sole exception) will be awarded an automatic failure of the exam in question. KHSU-KansasCOM is unable to ascertain intent behind possession of any electronic device in a testing situation, and any student found in possession will be considered to have violated the KHSU-KansasCOM Academic Integrity Policy.

All students are required to have privacy screens on their laptops during exams.

Students will be referred to the Office of Student Affairs for breach of the code of professional conduct.

Doctor of Osteopathic Medicine Program of Study

Doctor of Osteopathic Medicine Program of Study

KHSU-KansasCOM's innovative approach to osteopathic medical education combines a variety of educational experiences into a curriculum that is focused on creating competent, knowledgeable, skilled, empathetic, patient-centered osteopathic physicians. KHSU-KansasCOM's curriculum is designed to meet the current and future needs of osteopathic physicians and the patient populations they will serve.

Osteopathic Principles

The osteopathic philosophy embraces the idea of the unity of structure (anatomy) and function (physiology). There are four main principles of osteopathic medicine:

- The body is a unit, and the person represents a combination of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based on an understanding of these principles: body unity, self-regulation, and the interrelationship of structure and function.

Professionalism at KHSU-KansasCOM

Professionalism is a hallmark of the KHSU-KansasCOM experience, and an attribute required of all KHSU-KansasCOM students, faculty, and staff. Professional conduct, accountability, the demonstration of humanism and cultural proficiency, and maintaining one's emotional, physical, and mental health are all key components to demonstrating professionalism consistently. More information and training regarding professionalism will be shared with and expected of students during the orientation process and beyond. Professionalism Expectations can be found in the section of the Student Handbook and Academic Catalog titled *Student Rights, Professionalism, and Responsibilities*

Programmatic and Educational Objectives and Core Competencies

The four-year curriculum is designed to reflect twelve (12) competency domains which include foundational biomedical and clinical education.

- Osteopathic Principles, Practice, and Manipulative Treatment
- Osteopathic Patient Care and Procedural Skills
- Application of Knowledge for Osteopathic Medical Practice
- Practice-Based Learning and Improvement in Osteopathic Medical Practice
- Interpersonal and Communication Skills in the Practice of Osteopathic Medicine
- Professionalism in the Practice of Osteopathic Medicine
- Systems-Based Practice in Osteopathic Medicine
- Scientific Method
- Self-Directed Learning
- Discovery
- Medical Intelligence
- Interprofessional Collaboration/Teamwork

At the successful completion of their training, graduates will be prepared to enter residency training and will have built the foundation to become osteopathic physicians who provide effective, empathic, and innovative care to optimize the health of patients and their communities.

Curriculum Philosophy

The purpose of the KHSU-KansasCOM curriculum is to prepare our students and graduates to be competent, knowledgeable, skilled, empathetic, patient-centered osteopathic physicians prepared to enter graduate medical education in any discipline of the medical arts.

OMS I and OMS II of the curriculum focus on didactic coursework in the classroom, with special emphasis on early clinical experiences, a focus on underserved populations, and an emphasis on physician health and wellness. OMS III and OMS IV are spent in clinical settings, working in hospital and clinic environments on clinical clerkship rotations. The goal of OMS III and OMS IV are to provide the student clinical experiences that emphasize the following: a focus on preventative and primary care as well as a wide spectrum of medical specialties, knowledge of clinical success in rural and underserved communities, and providing the breadth and depth of experiences that enhance the student's training and overall understanding of the practice of medicine.

Teaching Methods

A variety of teaching and learning methods are incorporated during the OMS I and OMS II years of the curriculum. These methods include classroom lectures, laboratory exercises, clinical integration sessions, technology- assisted instruction, designated student assignments, independent learning and inquiry, specialized workshops, collaborative

and case-based learning, service-learning, and the use of standardized patients, simulation experiences including virtual reality, and human patient simulators.

KansasCOM Curriculum

General Overview

The curriculum consists of a minimum of four years of structured training leading to a Doctor of Osteopathic Medicine degree. OMS I and OMS II curricula centers upon the foundations of basic and clinical medical sciences. Osteopathic principles and the osteopathic philosophy, as well as contemporary concepts in medical education, are integrated into the curriculum. OMS III and OMS IV of medical education focus primarily on training in a clinical setting and the acquisition of the competency, skills, and knowledge required to apply knowledge and skills for the evaluation and treatment of patients.

OMS I: Terms 1-3

The OMS I year of study is designed to provide foundational education in the ten (10) KHSU-KansasCOM competencies. Students will learn through a variety of educational methods, including classroom lectures, laboratory exercises, clinical integration sessions, technology-assisted instruction, designated student assignments, independent learning and inquiry, specialized workshops, collaborative and case-based learning, service learning, and the use of standardized patients, and simulation events including virtual reality, and human patient simulators.

OMS II: Terms 4-6; COMLEX Level 1 examination

The OMS II year of study will continue to build on foundational educational activities with an emphasis ofn the normal and abnormal function of multiple medical systems of the body, to prepare students for the COMLEX Level 1 examination and clinical clerkships beginning in OMS III.

OMS III: Terms 7-9

The OMS III year of study will focus on core and required clerkship rotations. Rotations for all OMS III students will include:

- Emergency Medicine
- Family Medicine
- Community Medicine (rural CHC, Critical Access Hospital, etc.)
- Internal Medicine
- Internal Medicine Sub-specialty
- 0B/GYN/Women's Health
- Pediatrics
- Psychiatry/Behavioral Health
- Surgery
- Surgery Sub-specialty
- Elective

OMS IV: Terms 10-12

The OMS IV year of study will focus on developing the student to become prepared to enter the GME portion of their education and train with reduced supervision compared to a medical student while providing students with an opportunity to undertake audition rotations at potential residency training sites and elective rotations in the desired area of specialty and become lifelong learners.

KansasCOM Degree Requirements

COM2027 Requirements

OMS I and OMS II

Terms 1-6 120 credits

OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I

Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 2

OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II

Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III

Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 704 - Foundations of Osteopathic Manipulative Medicine IV

Course Description: In OMM IV we will continue to build upon the foundation established in OMM I-III. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will explore the theory of the mechanism of action, indications, contraindications, and treatment techniques of the remaining primary treatment methods. **Credits:** 2

OMM 705 - Foundations of Osteopathic Manipulative Medicine V

Course Description: In OMM V we will build upon the foundation established in OMM I-IV. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to screening and evaluating a patient to determine where to begin treatment. With the aid of Osteopathic Clinical Application Modules (OCAM), we will begin to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 706 - Foundations of Osteopathic Manipulative Medicine VI

Course Description: In OMM VI, we will build upon the foundation established in OMM I-V. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to the integration of Osteopathic Manipulation in clinical rotations under the supervision of a clinical preceptor. With the aid of Osteopathic Clinical Application Modules (OCAM), we will continue to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

IBS 601 - Integrated Biomedical Sciences I

Course Description: This is the first course in a two-year series of courses taken by OMS I and OMS II students. Students participate in an intensive introduction to the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness . Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. In this trimester, the biomedical sciences focus on the fundamentals of health and disease. Anatomy examines the development of humans from single cells to the embryo, studies the structures that constitute a cell, explores the components of tissues, and surveys the structure and organization of the human body. **Credits:** 14

IBS 602 - Integrated Biomedical Sciences II

Course Description: This is the second course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. **Credits:** 14

IBS 603 - Integrated Biomedical Sciences III

Course Description: This is the third course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. **Credits:** 14

PHY 601.1 - Physicianship I

[COM 2027 and COM 2028 Only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced as well. The course will include topics in health policy, professionalism, and physician-patient relationships. **Credits:** 2

PHY 602.1 - Physicianship II

[COM 2027 and COM 2028 Only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. **Credits:** 2

PHY 603.1 - Physicianship III

[COM 2027 and COM 2028 Only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 704 - Physicianship IV

[COM2026 and COM2027 Only]
Course Description: This is the fourth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning.. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 705 - Physicianship V

[COM2026 and COM2027 Only]
Course Description: This is the fifth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship V, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced by introducing advanced techniques incorporating the learners developing recognition of physical findings and the introduction of diagnostic and procedural skills. **Credits:** 2

PHY 706 - Physicianship VI

[COM2026 and COM2027 Only]
Course Description: This is the sixth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship VI, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced by introducing advanced techniques incorporating the learners' developing recognition of physical findings and the introduction of diagnostic and procedural skills. Preparing students for clinical rotations is an underlying theme of this course. **Credits:** 2

HSS 601 - Health Systems Sciences I

Course Description: This is the first course in a two-year series of courses. Students are re-introduced to the main concepts in evidence-based osteopathic medicine. Students will apply their undergraduate coursework and community engagement to medical contexts and encounter epidemiology, statistics, research methods, and the socio-cultural-environmental effects upon health. This course prepares students for Physicianship in the domains of knowledge for practice, practice-based learning and improvement, systems-based practice, interprofessional collaboration, and professional development. Students will be able to express and analyze the integration and importance of prevention health care as it pertains to populations and patients. **Credits:** 2

HSS 602 - Health Systems Sciences II

Course Description: Population Health and Evidence-Based Medicine II- This is the second course in a two-year series of courses. Students will expand their knowledge and application of key concepts in health systems science and leadership, while continuing to apply the principles of research and research systems to real-world health care challenges. Through participation in this course, students will actively work to develop evidence of their own, as a future physician seeking residency placement through research, career development, and health systems science integrations. **Credits:** 2

HSS 603 - Health Systems Sciences III

Course Description: Population Health and Evidence-Based Medicine III- This is the third course in a two-year series of courses. In this course, students will begin to engage in early contextual learning experiences, serving in health care locations caring for underserved populations. Students will begin to work toward creating a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will also apply and analyze new concepts in health systems science, leadership, health care informatics, genomics, and artificial intelligence in health care. Ultimately, students will build on their value proposition as future residents through career development activities. **Credits:** 2

HSS 704 - Health Systems Sciences IV

[COM 2027, COM2028 Only]
Course Description: [COM 2027 and, COM2028 Only]
This is the fourth course in a two-year series of courses. Students will begin substantially developing their value proposition as future residents through achieving specific career readiness milestones and delivering early-stage research. Students will continue to experience early contextual learning, applying and analyzing their knowledge of health care systems. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of medicine as a business and the reciprocal economic influences on medicine. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 2

HSS 705 - Health Systems Sciences V

[COM 2026 and COM 2027 Only]
Course Description: This is the fifth course in a two-year series of courses. Students will develop their career strategy for their clerkships and residencies. Students will create a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of health care entrepreneurship. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 2

HSS 706 - Health Systems Sciences VI

[COM 2026 and COM 2027 Only]
Course Description: This is the final course in a two-year series of courses. Students will spend focused time with faculty leaders and student teams reviewing and applying principles of evidence-based medicine in readiness for their Level I Exam. In addition, students will apply the principles of evidence-based medicine and value-based care in preparation for clerkships. **Credits:** 2

MEDE 700.1 - Gastrointestinal System

[COM 2027 Only]
Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal system, as well as their systemic complications. **Credits:** 4

MEDE 705 - Endocrine System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4

MEDE 710 - Reproductive System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 6

MEDE 715 - Neuroscience

[COM 2027 and COM 2028 Only]
Course Description: This course provides a foundation in the anatomy and physiology of the human nervous system needed to understand the signs and symptoms of neurological injury and disease and to localize injuries within the nervous system. Students will study the human spinal cord, brain stem, cranial nerves, and cerebrum in the laboratory with an emphasis on clinical concepts. They will study sensory and motor systems, as well as cerebral fiber systems, blood supply and the ventricular system. Other important topics will include the anatomy and function of the thalamus, hypothalamus, and limbic system, with particular attention devoted to higher cortical functions. Students will engage in clinical reasoning for resulting conditions, such as spinal cord syndromes and neurological diseases. In sum, the course covers the structural and functional features of the nervous system essential for understanding neurological conditions and their pharmacological management. **Credits:** 9

MEDE 720 - Special Senses

[COM2027 Only]
Course Description: The purpose of this course is to help students assimilate foundational knowledge of the special senses, especially the visual and auditory senses. As these senses are so disproportionately important to our daily lives, understanding how to recognize, treat, and possibly prevent diseases of these senses has incredible implications for our quality of life. The connections to the neurological and autonomic systems will be highlighted. **Credits:** 2.5

MEDE 725 - Behavioral Medicine

[COM2027 Only]
Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2.5

MEDE 730 - Pediatrics

[COM 2027 and COM 2028 Only]
Course Description: This course will address the practice of medicine for pediatric patients ages birth through 21 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 4

MEDE 735 - Clinical On-Ramp

[COM 2027, COM2028]
Course Description: The Clinical On Ramp is a dynamic medical school course designed to equip second-year students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical science and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. With a strong emphasis on evidence-based management planning, students will critically evaluate medical literature and other authoritative resources to ensure a holistic approach to patient care. The program also prepares students for clerkship experiences by fostering professionalism, solid medical knowledge, adherence to osteopathic principles, effective patient care, cultural competency, and interpersonal communication skills. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 10

OMS III and OMS IV

Terms 7-12 90 Credits

OMM 807a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-

system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 0.5

EMED 800 - Emergency Medicine

Course Description: The Emergency Medicine Clerkship is a core clerkship designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. Students will also engage in didactic experiences through virtual case presentations. **Credits:** 5

FMED 800 - Family Medicine

Course Description: The Family Medicine Clerkship is a core clerkship experience during which students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. Students will also engage in didactic experiences. **Credits:** 5

IMED 800 - Internal Medicine

Course Description: The Internal Medicine Clerkship is a core clerkship experience focusing on inpatient and/or outpatient settings. In an inpatient setting, students will be on a hospitalist service where they will be admitting and following patients who are acutely ill. In an outpatient setting, students will work with general internists on a range of diagnoses common to Internal Medicine. Students will also participate in a range of didactic session including case presentations and simulations. **Credits:** 5

OBGYN 800 - Obstetrics & Gynecology

Course Description: The Obstetrics and Gynecology Clerkship is a core clerkship in which students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. Students will also participate in a didactic curriculum focused on the health care needs of women. **Credits:** 5

PEDS 800 - Pediatrics

Course Description: The Pediatric Clerkship is a core clerkship experience in which students will care for children in an inpatient and/or outpatient setting. Students will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. In addition, students will participate in didactic sessions throughout the clerkship. **Credits:** 5

PSYC 800 - Psychiatry and Behavioral Health

Course Description: The Psychiatry Clerkship is a core clerkship experience focusing on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. Clinical exposure will be supplemented with didactic resources. **Credits:** 5

SURG 800 - Surgery

Course Description: The Surgery Clerkship is a core clerkship experience in which students spend time both in an inpatient and outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. Students will also spend time in a didactic session focused on case presentations. **Credits:** 5

- SURG Surgery Sub-specialty Core Requirement **Credits:** 5
- IMED Internal Medicine Subspecialty Core Requirement **Credits:** 5
- Elec Rotation Electives **Credits:** 29
- SUB-I SUB-I **Credits:** 8

CLIN 999 - Transition to Residency

Course Description: The Transition to Residency (TTR) Course is a mandatory capstone experience designed to prepare graduating KHSU students for the transition from medical school to residency. Through a combination of hands-on training, simulation-based learning, small group workshops, and expert-led discussions, this course provides critical preparation for the challenges of residency.
Students will be grouped by their anticipated specialty to ensure focused, specialty-specific training. Throughout the week, students will engage in simulation sessions covering high-yield clinical scenarios,
hands-on procedural skills training, and workshops focused on effective communication and documentation. The course also includes lectures on key residency topics such as radiology, surgery, and on-call responsibilities, as well as small group projects to foster teamwork and peer collaboration. Additionally, students will participate in panel discussions and plenary sessions with experienced physicians and residents, offering valuable insights into the realities of residency life.

This intensive boot camp bridges the gap between medical school and residency, ensuring that KHSU graduates are confident, competent, and ready to thrive in their next stage of training. **Credits:** 1

COM 2027: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 209.00 credits.

COM2028 Requirements

OMS I and OMS II

Terms 1-6 119 Credits

OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I

Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 2

OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II

Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III

Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 704 - Foundations of Osteopathic Manipulative Medicine IV

Course Description: In OMM IV we will continue to build upon the foundation established in OMM I-III. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will explore the theory of the mechanism of action, indications, contraindications, and treatment techniques of the remaining primary treatment methods. **Credits:** 2

OMM 705 - Foundations of Osteopathic Manipulative Medicine V

Course Description: In OMM V we will build upon the foundation established in OMM I-IV. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to screening and evaluating a patient to determine where to begin treatment. With the aid of Osteopathic Clinical Application Modules (OCAM), we will begin to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 706 - Foundations of Osteopathic Manipulative Medicine VI

Course Description: In OMM VI, we will build upon the foundation established in OMM I-V. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the

prior knowledge to the integration of Osteopathic Manipulation in clinical rotations under the supervision of a clinical preceptor. With the aid of Osteopathic Clinical Application Modules (OCAM), we will continue to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

PHY 601.1 - Physicianship I

[COM 2027 and COM 2028 Only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced as well. The course will include topics in health policy, professionalism, and physician-patient relationships. **Credits:** 2

PHY 602.1 - Physicianship II

[COM 2027 and COM 2028 Only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. **Credits:** 2

PHY 603.1 - Physicianship III

[COM 2027 and COM 2028 Only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 704.1 - Physicianship IV

Course Description: Clinical skills deepen as students refine history-taking, physical exams, SOAP note documentation, oral case presentations, and procedural techniques. Simulations and OSCEs are integrated with MEDE systems, emphasizing clinical application, radiologic interpretation, and patient management strategies. **Credits:** 2

PHY 705.1 - Physicianship V

Course Description: Students continue to integrate and advance their clinical skills in preparation for rotations, focusing on comprehensive differential diagnoses, head-to-toe physical exams, documentation, and oral case presentations. Procedural competencies are further developed, and simulations and OSCEs provide opportunities to practice and consolidate skills in progressively complex scenarios under faculty supervision. **Credits:** 4

PHY 706.1 - Physicianship VI

Course Description: This trimester emphasizes readiness for clinical rotations. Students demonstrate mastery in history-taking, physical exams, oral case presentations, and patient management. Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) is achieved, and procedural training culminates with advanced skills in alignment with clinical requirements. **Credits:** 4

HSS 601 - Health Systems Sciences I

Course Description: This is the first course in a two-year series of courses. Students are re-introduced to the main concepts in evidence-based osteopathic medicine. Students will apply their undergraduate coursework and community engagement to medical contexts and encounter epidemiology, statistics, research methods, and the socio-cultural-environmental effects upon health. This course prepares students for Physicianship in the domains of knowledge for practice, practice-based learning and improvement, systems-based practice, interprofessional collaboration, and professional development. Students will be able to express and analyze the integration and importance of prevention health care as it pertains to populations and patients. **Credits:** 2

HSS 602 - Health Systems Sciences II

Course Description: Population Health and Evidence-Based Medicine II- This is the second course in a two-year series of courses. Students will expand their knowledge and application of key concepts in health systems science and leadership, while continuing to apply the principles of research and research systems to real-world health care challenges. Through participation in this course, students will actively work to develop evidence of their own, as a future physician seeking residency placement through research, career development, and health systems science integrations. **Credits:** 2

HSS 603 - Health Systems Sciences III

Course Description: Population Health and Evidence-Based Medicine III- This is the third course in a two-year series of courses. In this course, students will begin to engage in early contextual learning experiences, serving in health care locations caring for underserved populations. Students will begin to work toward creating a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will also apply and analyze new concepts in health systems science, leadership, health care informatics, genomics, and artificial intelligence in health care. Ultimately, students will build on their value proposition as future residents through career development activities. **Credits:** 2

HSS 704 - Health Systems Sciences IV

[COM 2027, COM2028 Only]
Course Description: [COM 2027 and, COM2028 Only]
This is the fourth course in a two-year series of courses. Students will begin substantially developing their value proposition as future residents through achieving specific career readiness milestones and delivering early-stage research. Students will continue to experience early contextual learning, applying and analyzing their knowledge of health care systems. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of medicine as a business and the reciprocal economic influences on medicine. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 2

MEDE 600 - Foundations of Health and Disease

[COM2028 Only]
Course Description: The Foundations of Health & Disease course is an intensive trans-disciplinary course that incorporates foundational aspects of cell biology, molecular biology, biochemistry, embryology, gross anatomy and

histology. The course is presented using lecture, interactive case-based clinical correlation, clinical scenario, and assigned self-directed study. The main objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal structure and function at the cellular and sub-cellular level, as well as to provide a foundation for understanding functional defects and disease processes. The course is structured based on levels of cell and tissue organization, and on cellular and molecular events that can cause dysfunction. **Credits:** 10

MEDE 605 - Immunology, Hematology, and Lymphatic

[COM 2028 Only]
Course Description: The Immunology, Hematology, and Lymphatics System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 4

MEDE 610 - Musculoskeletal and Skin Systems

[COM 2028 Only]
Course Description: Within the OMS I level courses students acquire knowledge and understanding of the foundational sciences in Medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Musculoskeletal System and Integument. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic Medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Musculoskeletal System and Integument, as well as their systemic complications. **Credits:** 8.50

MEDE 615 - Renal System

[COM 2028 Only]
Course Description: This is a course in a two-year series of courses taken by OMS I and OMS II students. Students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Kidney and Renal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the kidney and renal system, as well as their systemic complications. **Credits:** 5.5

MEDE 620 - Respiratory System

[COM 2028 Only]
Course Description: Within this first-year level course students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the respiratory system. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the respiratory system, as well as their systemic complications. **Credits:** 6.50

MEDE 625 - Cardiovascular System

[COM 2028 Only]
Course Description: Cardiovascular System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of the Cardiovascular System. The course is presented using lectures, interactive case-based clinical correlation, clinical scenarios, and assigned self-directed study. It is designed to provide the student with an overview of the cardiovascular system, including the aberrant processes that lead to cardiovascular functional defects and disease processes. **Credits:** 7.50

MEDE 700.1 - Gastrointestinal System

[COM 2027 Only]
Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal system, as well as their systemic complications. **Credits:** 4

MEDE 705 - Endocrine System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4

MEDE 710 - Reproductive System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 6

MEDE 715 - Neuroscience

[COM 2027 and COM 2028 Only]
Course Description: This course provides a foundation in the anatomy and physiology of the human nervous system needed to understand the signs and symptoms of neurological injury and disease and to localize injuries within the nervous system. Students will study the human spinal cord, brain stem, cranial nerves, and cerebrum in the laboratory

with an emphasis on clinical concepts. They will study sensory and motor systems, as well as cerebral fiber systems, blood supply and the ventricular system. Other important topics will include the anatomy and function of the thalamus, hypothalamus, and limbic system, with particular attention devoted to higher cortical functions. Students will engage in clinical reasoning for resulting conditions, such as spinal cord syndromes and neurological diseases. In sum, the course covers the structural and functional features of the nervous system essential for understanding neurological conditions and their pharmacological management. **Credits:** 9

MEDE 720.1 - Special Senses

[COM 2028 Only]
Course Description: The purpose of this course is to help students assimilate foundational knowledge of the special senses, especially the visual and auditory senses. As these senses are so disproportionately important to our daily lives, understanding how to recognize, treat, and possibly prevent diseases of these senses has incredible implications for our quality of life. The connections to the neurological and autonomic systems will be highlighted. **Credits:** 2

MEDE 725.1 - Behavioral Medicine

Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2

MEDE 730 - Pediatrics

[COM 2027 and COM 2028 Only]
Course Description: This course will address the practice of medicine for pediatric patients ages birth through 21 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 4

MEDE 735 - Clinical On-Ramp

[COM 2027, COM2028]
Course Description: The Clinical On Ramp is a dynamic medical school course designed to equip second-year students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical science and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. With a strong emphasis on

evidence-based management planning, students will critically evaluate medical literature and other authoritative resources to ensure a holistic approach to patient care. The program also prepares students for clerkship experiences by fostering professionalism, solid medical knowledge, adherence to osteopathic principles, effective patient care, cultural competency, and interpersonal communication skills. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 10

OMS III and OMS IV

Terms 7-12 89.5 Credits

OMM 800 - Clinical Osteopathic Manipulative Medicine

Course Description: This course provides didactic and clinical instruction in Osteopathic Manipulative Medicine (OMM), emphasizing the integration of osteopathic principles and practice into patient care. Through the utilization of a variety of learning platforms, students will review foundational knowledge of osteopathic philosophy, biomechanics, anatomy, somatic dysfunction, patient assessment and evidence-informed treatment approaches. Clinical experiences allow students to apply these concepts in supervised patient encounters, performing osteopathic structural examinations, formulating osteopathic diagnoses and implementing appropriate osteopathic manipulative treatment (OMT) plans while producing accurate clinical documentation for each patient encounter. The course emphasizes clinical reasoning, patient centered care, professionalism, documentation, and the safe and effective use of OMT across a variety of patient presentations. **Credits:** 1.5 **Credits:** 1.5

OMM 807a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 0.5

EMED 800 - Emergency Medicine

Course Description: The Emergency Medicine Clerkship is a core clerkship designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. Students will also engage in didactic experiences through virtual case presentations. **Credits:** 5

FMED 800 - Family Medicine

Course Description: The Family Medicine Clerkship is a core clerkship experience during which students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. Students will also engage in didactic experiences. **Credits:** 5

IMED 800 - Internal Medicine

Course Description: The Internal Medicine Clerkship is a core clerkship experience focusing on inpatient and/or outpatient settings. In an inpatient setting, students will be on a hospitalist service where they will be admitting and following patients who are acutely ill. In an outpatient setting, students will work with general internists on a range of diagnoses common to Internal Medicine. Students will also participate in a range of didactic session including case presentations and simulations. **Credits:** 5

OBGYN 800 - Obstetrics & Gynecology

Course Description: The Obstetrics and Gynecology Clerkship is a core clerkship in which students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. Students will also participate in a didactic curriculum focused on the health care needs of women. **Credits:** 5

PEDS 800 - Pediatrics

Course Description: The Pediatric Clerkship is a core clerkship experience in which students will care for children in an inpatient and/or outpatient setting. Students will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. In addition, students will participate in didactic sessions throughout the clerkship. **Credits:** 5

PSYC 800 - Psychiatry and Behavioral Health

Course Description: The Psychiatry Clerkship is a core clerkship experience focusing on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. Clinical exposure will be supplemented with didactic resources. **Credits:** 5

SURG 800 - Surgery

Course Description: The Surgery Clerkship is a core clerkship experience in which students spend time both in an inpatient and outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. Students will also spend time in a didactic session focused on case presentations. **Credits:** 5

- SURG Surgery Sub-specialty Core Requirement **Credits:** 5
- IMED Internal Medicine Subspecialty Core Requirement **Credits:** 5

- Elec Rotation Electives **Credits:** 28.5
- SUB-I SUB-I **Credits:** 8

CLIN 999 - Transition to Residency

Course Description: The Transition to Residency (TTR) Course is a mandatory capstone experience designed to prepare graduating KHSU students for the transition from medical school to residency. Through a combination of hands-on training, simulation-based learning, small group workshops, and expert-led discussions, this course provides critical preparation for the challenges of residency.
Students will be grouped by their anticipated specialty to ensure focused, specialty-specific training. Throughout the week, students will engage in simulation sessions covering high-yield clinical scenarios,
hands-on procedural skills training, and workshops focused on effective communication and documentation. The course also includes lectures on key residency topics such as radiology, surgery, and on-call responsibilities, as well as small group projects to foster teamwork and peer collaboration. Additionally, students will participate in panel discussions and plenary sessions with experienced physicians and residents, offering valuable insights into the realities of residency life.

This intensive boot camp bridges the gap between medical school and residency, ensuring that KHSU graduates are confident, competent, and ready to thrive in their next stage of training. **Credits:** 1

COM 2028: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 208.5 credits.

COM2029 Requirements

OMS I and OMS II

Terms 1-6 113 Credits

OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I

Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 2

OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II

Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III

Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 704 - Foundations of Osteopathic Manipulative Medicine IV

Course Description: In OMM IV we will continue to build upon the foundation established in OMM I-III. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will explore the theory of the mechanism of action, indications, contraindications, and treatment techniques of the remaining primary treatment methods. **Credits:** 2

OMM 705 - Foundations of Osteopathic Manipulative Medicine V

Course Description: In OMM V we will build upon the foundation established in OMM I-IV. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to screening and evaluating a patient to determine where to begin treatment. With the aid of Osteopathic

Clinical Application Modules (OCAM), we will begin to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 706 - Foundations of Osteopathic Manipulative Medicine VI

Course Description: In OMM VI, we will build upon the foundation established in OMM I-V. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to the integration of Osteopathic Manipulation in clinical rotations under the supervision of a clinical preceptor. With the aid of Osteopathic Clinical Application Modules (OCAM), we will continue to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

PHY 601.1 - Physicianship I

[COM 2027 and COM 2028 Only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced as well. The course will include topics in health policy, professionalism, and physician-patient relationships. **Credits:** 2

PHY 602.1 - Physicianship II

[COM 2027 and COM 2028 Only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. **Credits:** 2

PHY 603.1 - Physicianship III

[COM 2027 and COM 2028 Only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 704.1 - Physicianship IV

Course Description: Clinical skills deepen as students refine history-taking, physical exams, SOAP note documentation, oral case presentations, and procedural techniques. Simulations and OSCEs are integrated with MEDE systems, emphasizing clinical application, radiologic interpretation, and patient management strategies. **Credits:** 2

PHY 705.1 - Physicianship V

Course Description: Students continue to integrate and advance their clinical skills in preparation for rotations, focusing on comprehensive differential diagnoses, head-to-toe physical exams, documentation, and oral case presentations. Procedural competencies are further developed, and simulations and OSCEs provide opportunities to practice and consolidate skills in progressively complex scenarios under faculty supervision. **Credits:** 4

PHY 706.1 - Physicianship VI

Course Description: This trimester emphasizes readiness for clinical rotations. Students demonstrate mastery in history-taking, physical exams, oral case presentations, and patient management. Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) is achieved, and procedural training culminates with advanced skills in alignment with clinical requirements. **Credits:** 4

HSS 601 - Health Systems Sciences I

Course Description: This is the first course in a two-year series of courses. Students are re-introduced to the main concepts in evidence-based osteopathic medicine. Students will apply their undergraduate coursework and community engagement to medical contexts and encounter epidemiology, statistics, research methods, and the socio-cultural-environmental effects upon health. This course prepares students for Physicianship in the domains of knowledge for practice, practice-based learning and improvement, systems-based practice, interprofessional collaboration, and professional development. Students will be able to express and analyze the integration and importance of prevention health care as it pertains to populations and patients. **Credits:** 2

HSS 602 - Health Systems Sciences II

Course Description: Population Health and Evidence-Based Medicine II- This is the second course in a two-year series of courses. Students will expand their knowledge and application of key concepts in health systems science and leadership, while continuing to apply the principles of research and research systems to real-world health care challenges. Through participation in this course, students will actively work to develop evidence of their own, as a future physician seeking residency placement through research, career development, and health systems science integrations. **Credits:** 2

HSS 603 - Health Systems Sciences III

Course Description: Population Health and Evidence-Based Medicine III- This is the third course in a two-year series of courses. In this course, students will begin to engage in early contextual learning experiences, serving in health care locations caring for underserved populations. Students will begin to work toward creating a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will also apply and analyze new concepts in health systems science, leadership, health care informatics, genomics, and artificial intelligence in health care. Ultimately, students will build on their value proposition as future residents through career development activities. **Credits:** 2

HSS 704.1 - Systems-based Practice

Course Description: Systems-Based Practice will examine contemporary health care delivery challenges from a sociotechnical systems perspective, with particular attention to (healthcare) culture, quality, and safety. Students will be introduced to the domains of human factors, industrial engineering, and clinical informatics as a new way of analyzing systems to effectuate positive change. Methods and tools for assessing quality and value will be discussed as well as processes for improvement. Additionally, this course explores the impact of social context and societal systems on the health of individuals and populations through the lens of the biopsychosocial model of health and the new science of stress biology. **Credits:** 2

MEDE 600 - Foundations of Health and Disease

[COM2028 Only]
Course Description: The Foundations of Health & Disease course is an intensive trans-disciplinary course that incorporates foundational aspects of cell biology, molecular biology, biochemistry, embryology, gross anatomy and histology. The course is presented using lecture, interactive case-based clinical correlation, clinical scenario, and assigned self-directed study. The main objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal structure and function at the cellular and sub-cellular level, as well as to provide a foundation for understanding functional defects and disease processes. The course is structured based on levels of cell and tissue organization, and on cellular and molecular events that can cause dysfunction.
Credits: 10

MEDE 605 - Immunology, Hematology, and Lymphatic

[COM 2028 Only]
Course Description: The Immunology, Hematology, and Lymphatics System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 4

MEDE 610 - Musculoskeletal and Skin Systems

[COM 2028 Only]
Course Description: Within the OMS I level courses students acquire knowledge and understanding of the foundational sciences in Medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Musculoskeletal System and Integument. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic Medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Musculoskeletal System and Integument, as well as their systemic complications. **Credits:** 8.50

MEDE 615 - Renal System

[COM 2028 Only]
Course Description: This is a course in a two-year series of courses taken by OMS I and OMS II students. Students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Kidney and Renal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the kidney and renal system, as well as their systemic complications. **Credits:** 5.5

MEDE 620 - Respiratory System

[COM 2028 Only]
Course Description: Within this first-year level course students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the respiratory system. The patient presentation model guides students

in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the respiratory system, as well as their systemic complications. **Credits:** 6.50

MEDE 625 - Cardiovascular System

[COM 2028 Only]
Course Description: Cardiovascular System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of the Cardiovascular System. The course is presented using lectures, interactive case-based clinical correlation, clinical scenarios, and assigned self-directed study. It is designed to provide the student with an overview of the cardiovascular system, including the aberrant processes that lead to cardiovascular functional defects and disease processes. **Credits:** 7.50

MEDE 700.1 - Gastrointestinal System

[COM 2027 Only]
Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal system, as well as their systemic complications. **Credits:** 4

MEDE 705 - Endocrine System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4

MEDE 710 - Reproductive System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 6

MEDE 715 - Neuroscience

[COM 2027 and COM 2028 Only]
Course Description: This course provides a foundation in the anatomy and physiology of the human nervous system needed to understand the signs and symptoms of neurological injury and disease and to localize injuries within the nervous system. Students will study the human spinal cord, brain stem, cranial nerves, and cerebrum in the laboratory with an emphasis on clinical concepts. They will study sensory and motor systems, as well as cerebral fiber systems, blood supply and the ventricular system. Other important topics will include the anatomy and function of the thalamus, hypothalamus, and limbic system, with particular attention devoted to higher cortical functions. Students will engage in clinical reasoning for resulting conditions, such as spinal cord syndromes and neurological diseases. In sum, the course covers the structural and functional features of the nervous system essential for understanding neurological conditions and their pharmacological management. **Credits:** 9

MEDE 725.1 - Behavioral Medicine

Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2

MEDE 730 - Pediatrics

[COM 2027 and COM 2028 Only]
Course Description: This course will address the practice of medicine for pediatric patients ages birth through 21 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 4

MEDE 731 - Lifestyle Medicine II

Course Description: Lifestyle Medicine II integrates biological, behavioral, psychosocial, and environmental determinants of health with evidence-based lifestyle strategies to support healthy living and the prevention and management of chronic disease. This course explores sleep hygiene and restorative sleep, risky substance use and behavioral health, nutritional interventions to promote glycemic regulation and recognize the importance of the gut microbiome to systemic function, and the effects of regular exercise upon mental health, cognitive function, and metabolic health. The impact of environmental hazards on health and disease is also examined. **Credits:** 1

MEDE 735.2 - Foundations for COMLEX Success

Course Description: This course is designed to equip students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Students enroll in this course each academic term during the COMLEX preparation phase until all requirements are fulfilled, including approval to sit for the COMLEX exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical sciences and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 6

OMS III and OMS IV

Terms 7-12 89.5 Credits

OMM 800 - Clinical Osteopathic Manipulative Medicine

Course Description: This course provides didactic and clinical instruction in Osteopathic Manipulative Medicine (OMM), emphasizing the integration of osteopathic principles and practice into patient care. Through the utilization of a variety of learning platforms, students will review foundational knowledge of osteopathic philosophy, biomechanics, anatomy, somatic dysfunction, patient assessment and evidence-informed treatment approaches. Clinical experiences allow students to apply these concepts in supervised patient encounters, performing osteopathic structural examinations, formulating osteopathic diagnoses and implementing appropriate osteopathic manipulative treatment (OMT) plans while producing accurate clinical documentation for each patient encounter. The course emphasizes clinical reasoning, patient centered care, professionalism, documentation, and the safe and effective use of OMT across a variety of patient presentations. **Credits:** 1.5 **Credits:** 1.5

OMM 807a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-

system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 0.5

EMED 800 - Emergency Medicine

Course Description: The Emergency Medicine Clerkship is a core clerkship designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. Students will also engage in didactic experiences through virtual case presentations. **Credits:** 5

FMED 800 - Family Medicine

Course Description: The Family Medicine Clerkship is a core clerkship experience during which students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. Students will also engage in didactic experiences. **Credits:** 5

IMED 800 - Internal Medicine

Course Description: The Internal Medicine Clerkship is a core clerkship experience focusing on inpatient and/or outpatient settings. In an inpatient setting, students will be on a hospitalist service where they will be admitting and

following patients who are acutely ill. In an outpatient setting, students will work with general internists on a range of diagnoses common to Internal Medicine. Students will also participate in a range of didactic session including case presentations and simulations. **Credits:** 5

OBGYN 800 - Obstetrics & Gynecology

Course Description: The Obstetrics and Gynecology Clerkship is a core clerkship in which students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. Students will also participate in a didactic curriculum focused on the health care needs of women. **Credits:** 5

PEDS 800 - Pediatrics

Course Description: The Pediatric Clerkship is a core clerkship experience in which students will care for children in an inpatient and/or outpatient setting. Students will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. In addition, students will participate in didactic sessions throughout the clerkship. **Credits:** 5

PSYC 800 - Psychiatry and Behavioral Health

Course Description: The Psychiatry Clerkship is a core clerkship experience focusing on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. Clinical exposure will be supplemented with didactic resources. **Credits:** 5

SURG 800 - Surgery

Course Description: The Surgery Clerkship is a core clerkship experience in which students spend time both in an inpatient and outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. Students will also spend time in a didactic session focused on case presentations. **Credits:** 5

- SURG Surgery Sub-specialty Core Requirement **Credits:** 5
- IMED Internal Medicine Subspecialty Core Requirement **Credits:** 5
- Elec Rotation Electives **Credits:** 36.5

CLIN 999 - Transition to Residency

Course Description: The Transition to Residency (TTR) Course is a mandatory capstone experience designed to prepare graduating KHSU students for the transition from medical school to residency. Through a combination of hands-on training, simulation-based learning, small group workshops, and expert-led discussions, this course provides critical preparation for the challenges of residency.
Students will be grouped by their anticipated specialty to ensure focused, specialty-specific training. Throughout the week, students will engage in simulation sessions covering high-yield clinical scenarios,
hands-on procedural skills training, and workshops focused on effective communication and documentation. The course also includes lectures on key residency topics such as radiology, surgery, and on-call responsibilities, as well as small group projects to foster teamwork and peer collaboration. Additionally, students will participate in panel discussions and plenary sessions with experienced physicians and residents, offering valuable insights into the realities of residency life.

This intensive boot camp bridges the gap between medical school and residency, ensuring that KHSU graduates are confident, competent, and ready to thrive in their next stage of training. **Credits:** 1

COM 2029: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 202.5 credits.

COM2030 Requirements

OMS I and OMS II

Terms 1-6 113 Credits

OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I

Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 2

OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II

Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III

Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 704 - Foundations of Osteopathic Manipulative Medicine IV

Course Description: In OMM IV we will continue to build upon the foundation established in OMM I-III. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will explore the theory of the mechanism of action, indications, contraindications, and treatment techniques of the remaining primary treatment methods. **Credits:** 2

OMM 705 - Foundations of Osteopathic Manipulative Medicine V

Course Description: In OMM V we will build upon the foundation established in OMM I-IV. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior

knowledge to screening and evaluating a patient to determine where to begin treatment. With the aid of Osteopathic Clinical Application Modules (OCAM), we will begin to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 706 - Foundations of Osteopathic Manipulative Medicine VI

Course Description: In OMM VI, we will build upon the foundation established in OMM I-V. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to the integration of Osteopathic Manipulation in clinical rotations under the supervision of a clinical preceptor. With the aid of Osteopathic Clinical Application Modules (OCAM), we will continue to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

PHY 601.1 - Physicianship I

[COM 2027 and COM 2028 Only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced as well. The course will include topics in health policy, professionalism, and physician-patient relationships. **Credits:** 2

PHY 602.1 - Physicianship II

[COM 2027 and COM 2028 Only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. **Credits:** 2

PHY 603.1 - Physicianship III

[COM 2027 and COM 2028 Only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 704.1 - Physicianship IV

Course Description: Clinical skills deepen as students refine history-taking, physical exams, SOAP note documentation, oral case presentations, and procedural techniques. Simulations and OSCEs are integrated with MEDE systems, emphasizing clinical application, radiologic interpretation, and patient management strategies. **Credits:** 2

PHY 705.1 - Physicianship V

Course Description: Students continue to integrate and advance their clinical skills in preparation for rotations, focusing on comprehensive differential diagnoses, head-to-toe physical exams, documentation, and oral case presentations. Procedural competencies are further developed, and simulations and OSCEs provide opportunities to practice and consolidate skills in progressively complex scenarios under faculty supervision. **Credits:** 4

PHY 706.1 - Physicianship VI

Course Description: This trimester emphasizes readiness for clinical rotations. Students demonstrate mastery in history-taking, physical exams, oral case presentations, and patient management. Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) is achieved, and procedural training culminates with advanced skills in alignment with clinical requirements. **Credits:** 4

HSS 601.1 - Introduction to Healing

Course Description: Introduction to Healing offers students an essential foundation for understanding osteopathic medicine as a holistic, systems-oriented profession. Grounded in the tenets that view the patient as an integrated unity of mind, body, and spirit, this course introduces learners to the philosophies, models, and perspectives that illuminate how health and disease emerge within broader social, environmental, and institutional contexts. Through this lens, HSS becomes a mechanism by which osteopathic holism is made practical, teachable, and assessable. This course challenges students to engage uncertainty and ambiguity with equanimity and humility to navigate complex clinical situations with clarity, compassion, and principled discernment. **Credits:** 2

HSS 602.1 - Evidence-based Medicine

Course Description: Evidence-Based Medicine is an introduction to the language and methods of scientific discovery and rigor. This course equips future physicians with the knowledge, skills, and intellectual frameworks needed to evaluate evidence and reason under uncertainty. To this end, this course introduces and integrates epistemology, biostatistics, and epidemiology, and elaborates their clinical application in holistic care. **Credits:** 2

HSS 603.1 - Health Care Delivery Systems

Course Description: Health Care Delivery Systems explores the impact of social values and societal systems on the health of individuals and populations. Students are oriented to the current state of the American health care system, its origins, transitions, and evolving organization, and will appreciate the impact of structure on function. This course will describe the legal, economic, and political challenges for improving the quality of efficient and effective care. Additionally, this course offers an introduction to the tools, resources, processes, and ethics for the conduct of research- in general and as a medical student at KansasCOM. **Credits:** 2

HSS 704.1 - Systems-based Practice

Course Description: Systems-Based Practice will examine contemporary health care delivery challenges from a sociotechnical systems perspective, with particular attention to (healthcare) culture, quality, and safety. Students will be introduced to the domains of human factors, industrial engineering, and clinical informatics as a new way of analyzing systems to effectuate positive change. Methods and tools for assessing quality and value will be discussed as well as processes for improvement. Additionally, this course explores the impact of social context and societal systems on the health of individuals and populations through the lens of the biopsychosocial model of health and the new science of stress biology. **Credits:** 2

MEDE 600.2 - Foundations of Health and Disease

Course Description: Foundations of Health and Disease is an intensive, trans-disciplinary course that integrates principles of human anatomy and physiology, biochemistry, cell and molecular biology, genetics, pathology, pharmacology, and nutrition to build a comprehensive understanding of the biomedical basis of human health. Using a mechanistic approach, this course explores how processes occurring at the molecular and cellular levels drive systemic, whole-body function and examines how disruptions in these processes contribute to dysfunction and disease. **Credits:** 7

MEDE 605.2 - Immunology, Hematology, and Lymphatic

Course Description: The Immunology, Hematology, and Lymphatic System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 6

MEDE 610 - Musculoskeletal and Skin Systems

[COM 2028 Only]
Course Description: Within the OMS I level courses students acquire knowledge and understanding of the foundational sciences in Medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Musculoskeletal System and Integument. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic Medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Musculoskeletal System and Integument, as well as their systemic complications. **Credits:** 8.50

MEDE 615 - Renal System

[COM 2028 Only]
Course Description: This is a course in a two-year series of courses taken by OMS I and OMS II students. Students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Kidney and Renal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the kidney and renal system, as well as their systemic complications. **Credits:** 5.5

MEDE 620 - Respiratory System

[COM 2028 Only]
Course Description: Within this first-year level course students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the respiratory system. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the respiratory system, as well as their systemic complications. **Credits:** 6.50

MEDE 625 - Cardiovascular System

[COM 2028 Only]
Course Description: Cardiovascular System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of the Cardiovascular System. The course is presented using lectures, interactive case-based clinical correlation, clinical scenarios, and assigned self-directed study. It is designed to provide the student with an overview of the cardiovascular system, including the aberrant processes that lead to cardiovascular functional defects and disease processes. **Credits:** 7.50

MEDE 631 - Lifestyle Medicine I

Course Description: Lifestyle Medicine I explores the biopsychosocial foundations of the six components of Lifestyle Medicine-optimal nutrition, physical activity and exercise, stress management and mind-body practices, sleep hygiene, social connection, and avoidance of risky health behaviors-and their application to health promotion, disease prevention, and the restoration of balance in the body. The pathophysiology of common chronic conditions including obesity, hypertension, musculoskeletal disorders, and systemic inflammation is integrated with evidence-based interventions across nutrition, exercise, stress management, and social connection domains to promote long-term wellness. Practices to support incorporation of Lifestyle Medicine into clinical practice and the delivery of patient-centered, preventive and therapeutic strategies that empower individuals to optimize their health and self-healing capacities are presented. **Credits:** 1

MEDE 700.1 - Gastrointestinal System

[COM 2027 Only]
Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal system, as well as their systemic complications. **Credits:** 4

MEDE 705.1 - Endocrine System

[COM 2028 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4.5

MEDE 710.1 - Reproductive System

[COM 2028 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide

students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 5

MEDE 715 - Neuroscience

[COM 2027 and COM 2028 Only]
Course Description: This course provides a foundation in the anatomy and physiology of the human nervous system needed to understand the signs and symptoms of neurological injury and disease and to localize injuries within the nervous system. Students will study the human spinal cord, brain stem, cranial nerves, and cerebrum in the laboratory with an emphasis on clinical concepts. They will study sensory and motor systems, as well as cerebral fiber systems, blood supply and the ventricular system. Other important topics will include the anatomy and function of the thalamus, hypothalamus, and limbic system, with particular attention devoted to higher cortical functions. Students will engage in clinical reasoning for resulting conditions, such as spinal cord syndromes and neurological diseases. In sum, the course covers the structural and functional features of the nervous system essential for understanding neurological conditions and their pharmacological management. **Credits:** 9

MEDE 725.1 - Behavioral Medicine

Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2

MEDE 730.1 - Pediatrics

Course Description: This course will address the practice of medicine for pediatric patients with ages ranging from birth through 18 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care, including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 3

MEDE 731 - Lifestyle Medicine II

Course Description: Lifestyle Medicine II integrates biological, behavioral, psychosocial, and environmental determinants of health with evidence-based lifestyle strategies to support healthy living and the prevention and management of chronic disease. This course explores sleep hygiene and restorative sleep, risky substance use and behavioral health, nutritional interventions to promote glycemic regulation and recognize the importance of the gut

microbiome to systemic function, and the effects of regular exercise upon mental health, cognitive function, and metabolic health. The impact of environmental hazards on health and disease is also examined. **Credits:** 1

MEDE 735.2 - Foundations for COMLEX Success

Course Description: This course is designed to equip students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Students enroll in this course each academic term during the COMLEX preparation phase until all requirements are fulfilled, including approval to sit for the COMLEX exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical sciences and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 6

OMS III and OMS IV

Terms 7-12 88.5 Credits

OMM 800 - Clinical Osteopathic Manipulative Medicine

Course Description: This course provides didactic and clinical instruction in Osteopathic Manipulative Medicine (OMM), emphasizing the integration of osteopathic principles and practice into patient care. Through the utilization of a variety of learning platforms, students will review foundational knowledge of osteopathic philosophy, biomechanics, anatomy, somatic dysfunction, patient assessment and evidence-informed treatment approaches. Clinical experiences allow students to apply these concepts in supervised patient encounters, performing osteopathic structural examinations, formulating osteopathic diagnoses and implementing appropriate osteopathic manipulative treatment (OMT) plans while producing accurate clinical documentation for each patient encounter. The course emphasizes clinical reasoning, patient centered care, professionalism, documentation, and the safe and effective use of OMT across a variety of patient presentations. **Credits:** 1.5 **Credits:** 1.5

OMM 807a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 0.5

EMED 800 - Emergency Medicine

Course Description: The Emergency Medicine Clerkship is a core clerkship designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. Students will also engage in didactic experiences through virtual case presentations. **Credits:** 5

FMED 800 - Family Medicine

Course Description: The Family Medicine Clerkship is a core clerkship experience during which students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. Students will also engage in didactic experiences. **Credits:** 5

IMED 800 - Internal Medicine

Course Description: The Internal Medicine Clerkship is a core clerkship experience focusing on inpatient and/or outpatient settings. In an inpatient setting, students will be on a hospitalist service where they will be admitting and following patients who are acutely ill. In an outpatient setting, students will work with general internists on a range of diagnoses common to Internal Medicine. Students will also participate in a range of didactic session including case presentations and simulations. **Credits:** 5

OBGYN 800 - Obstetrics & Gynecology

Course Description: The Obstetrics and Gynecology Clerkship is a core clerkship in which students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. Students will also participate in a didactic curriculum focused on the health care needs of women. **Credits:** 5

PEDS 800 - Pediatrics

Course Description: The Pediatric Clerkship is a core clerkship experience in which students will care for children in an inpatient and/or outpatient setting. Students will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. In addition, students will participate in didactic sessions throughout the clerkship. **Credits:** 5

PSYC 800 - Psychiatry and Behavioral Health

Course Description: The Psychiatry Clerkship is a core clerkship experience focusing on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. Clinical exposure will be supplemented with didactic resources. **Credits:** 5

SURG 800 - Surgery

Course Description: The Surgery Clerkship is a core clerkship experience in which students spend time both in an inpatient and outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. Students will also spend time in a didactic session focused on case presentations. **Credits:** 5

- SURG Surgery Sub-specialty Core Requirement **Credits:** 5
  IMED Internal Medicine Subspecialty Core Requirement **Credits:** 5
- **Elec** Rotation Electives/Sub-I **Credits:** 37

CLIN 999 - Transition to Residency

Course Description: The Transition to Residency (TTR) Course is a mandatory capstone experience designed to prepare graduating KHSU students for the transition from medical school to residency. Through a combination of hands-on training, simulation-based learning, small group workshops, and expert-led discussions, this course provides critical preparation for the challenges of residency.
Students will be grouped by their anticipated specialty to ensure focused, specialty-specific training. Throughout the week, students will engage in simulation sessions covering high-yield clinical scenarios,
hands-on procedural skills training, and workshops focused on effective communication and documentation. The course also includes lectures on key residency topics such as radiology, surgery, and on-call responsibilities, as well as small group projects to foster teamwork and peer collaboration. Additionally, students will participate in panel discussions and plenary sessions with experienced physicians and residents, offering valuable insights into the realities of residency life.

This intensive boot camp bridges the gap between medical school and residency, ensuring that KHSU graduates are confident, competent, and ready to thrive in their next stage of training. **Credits:** 1

COM 2030: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 202.5 credits.

KansasCOM Academic Policies and Procedures

Student Research Requirements

The development of research and scholarly activity skills is a vital component of osteopathic education and the future practice of osteopathic medicine. All KansasCOM students will be required to complete the following activities:

1. Participation in a four-year research educational program consisting of:
    - Didactic lectures in research methods, biostatistics, critical appraisal of medical literature, and evidenced-based medicine,
    - The application of web-based research resources to clinical medicine, and
    - Demonstration of research principles in small group discussions, and case presentations.
2. Participation in one or more of the following research activities:
    - Protocol development.
    - Literature review.
    - Institutional Review Board activities (presenting a proposal or participating in a review).
    - Data collection.
    - Dissemination of research findings (poster presentations, oral presentations, and/or publication).

Students must be in good academic standing to conduct research. All internal and external research projects must be registered with the Office of Research and Scholarly Activities. Students who are on Academic Warning or Academic Probation may request a waiver to be granted by the Dean of COM in order to participate in research. Students repeating the OMS-I year are prohibited from initiating, participating in, or continuing internal or external research activities during the repeated year unless a waiver is granted in advance by the Dean of the COM and the Associate Dean for Research, following evaluation of the student's individual academic history, academic standing, and educational needs. This restriction is intended to ensure that the student's primary focus remains on successfully completing all required coursework, avoiding further academic difficulty, and utilizing academic support resources to strengthen study skills and academic performance. Waivers should be requested through Guardian using the form "Research Participation Waiver Request".

Accountability of the Student and Self-Directed Learning

Students are required to become familiar with the academic policies, curriculum requirements, and associated deadlines as posted to this handbook and catalog. The Office of Student Affairs will aid students in understanding the academic program requirements, if necessary. It is the student's responsibility to know and comply with all institutional policies and procedures and to meet all stated requirements for the degree. It is also the student's responsibility to daily monitor their campus email, Canvas account, the KHSU-KansasCOM website, and KHSU-KansasCOM's student portal for important information.

KHSU-KansasCOM students are expected to demonstrate an affinity for, and a proactive approach to self-directed learning. Promotion of self-directed learning is essential in developing osteopathic physicians who will provide effective, empathic, and innovative care both now and in the years to come. Students will engage in several activities to develop life-long learning skills including:

- Completion of pre-classroom work assignments
- Preparation for Case-based learning events, Standardized Patients, and Simulation encounters
- Development of an independent learning plan
- Scholarly activity
- Preparation for clinical educational experiences
- Teamwork and interprofessional collaboration
- Self-driven preparations for COMLEX-USA I & II examinations

These activities require students to be active participants in their own education and in the education of their peers.

Accommodations

KHSU-KansasCOM is committed to an environment in which all students are treated with respect, dignity, and parity. This policy is intended to further KHSU-KansasCOM's commitment to non-discrimination based on disability and to allow equal access to programs, services, and activities in accordance with the Americans with Disabilities Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and other applicable federal, state, and/or local laws. KHSU-KansasCOM's commitment includes this process for reviewing requests, evaluating eligibility, and determining what, if any, reasonable accommodation may be provided to students consistent with applicable law. This policy applies to all current students and accepted candidates planning to matriculate in KHSU-KansasCOM's educational programs.

Policy Coverage

As set forth pursuant to applicable law, an individual with a disability is a person who:

- Has a physical or mental impairment that limits one or more major life activities, such as caring for oneself, performing manual tasks, learning, walking, seeing, hearing, breathing, and working.
- Has a history of such an impairment.
- Is regarded as having such an impairment.

A student who is deemed to have a disability under the law may be eligible for reasonable accommodation(s) to allow for equal access to KHSU-KansasCOM's educational program, provided the reasonable accommodation does not impose an undue burden, fundamentally alter the nature of the education program, or jeopardizes patient safety in any educational or clinical setting.

Procedure to Request Reasonable Accommodation

A student with a disability may request reasonable accommodation by pursuing the following steps:

1. The student shall complete the Student Request for Accommodation Form, which requires the student to provide information about their disability, along with the accommodation(s) being requested. The Student Request for Accommodation Form is available in the Office of Student Affairs. The student should make a request for reasonable accommodation as early as possible to allow for adequate time to process the request. It is recommended that a student submit the completed form, and provide all substantiating information, no later than four weeks prior to the start of the relevant academic term or as soon as possible after the onset of a disability, to allow for sufficient time for review.
2. The Student Request for Accommodation Form, along with all required information, must be submitted by the student to the following:
    - The KHSU-KansasCOM Disability Services Coordinator (Office of Student Affairs)- For requests related to reasonable accommodation pertaining to educational programming, services, and activities at KHSU-KansasCOM.

- The KHSU-KansasCOM Disability Services Coordinator (Facilities)- For requests related to reasonable accommodation pertaining to physical access to campus, buildings, and other facilities at KHSU-KansasCOM.

3. All requests for accommodation are evaluated through an interactive process, which includes an individualized assessment and interaction between the student and the relevant disability services coordinator. The interactive process may include, but is not limited to, a review of the student's request and substantiating medical/clinical information, an assessment of the student's abilities, an evaluation of possible reasonable accommodations, and a determination of approved reasonable accommodation(s), if any.
4. As part of the interactive process, the student shall submit medical/clinical information to substantiate the request. The Disability Services Coordinator may need to consult with the student's health care provider, and the student shall submit a signed Release of Information Form to allow for the release of medical/clinical information and further discussion of the same. (The professional performing the assessment and writing the report cannot be a KHSU-KansasCOM faculty member, nor a family member related to the student.)
5. After a determination is reached, the Disability Services Coordinator will inform the student, in writing, of the decision.
6. Keep in mind that all requests for reasonable accommodation must be made pursuant to this procedure. Accommodations are not handled, or determined by a faculty member. Requests for reasonable accommodation and initial determinations are managed by the relevant disability services coordinator and the Senior Associate Dean for Student Affairs and Strategic Academic Programs.
7. Accommodations are not retroactive. If granted, they are granted going forward and do not alter or change activities or outcomes prior to that date and time.

Accommodations Appeal Process

If a student is not satisfied with the outcome of the process outlined above, the student may file a written appeal of the accommodation determination issued by the disability services coordinator. The student's written appeal must be submitted to the Senior Associate Dean for Student Affairs and Strategic Academic Programs within ten days (10) of receipt of the prior written determination. It is the student's responsibility to file a complete and accurate appeal before the deadline. Contact information for the Senior Associate Dean for Student Affairs and Strategic Academic Programs is:

Richard P. Winslow, Ph.D.
rwinslow@kansashsc.org

Failure to file a timely appeal immediately ends the appeal process. Appeals must include a full explanation of the grounds for the appeal and the reason the decision should be reconsidered and/or overturned.

The Dean for the College of Osteopathic Medicine will review the written appeal and may choose to meet with the student. In that case, the student must present their appeal in person. The Dean shall provide a final written determination to the student within a reasonable timeframe.

Timing of Determinations

In some cases, the entire process cannot be completed before an accommodation must be implemented. In these rare circumstances, on a case-by-case basis and when reasonable, a temporary accommodation may be implemented pending completion of the disability accommodation process under this policy. Such a temporary accommodation is implemented solely based on the need for additional time to complete the disability accommodation process and shall be in place only until the disability accommodations process is complete. The provision of a temporary accommodation does not in any way change the requirements of this policy, nor is a student relieved of meeting those requirements.

Temporary Medical Accommodations

Students who have a temporary medical condition can apply for temporary medical-related accommodations by completing the Student Request for Temporary Medical Accommodations form. This request differs due to the short-term, temporary nature of the illness, injury, or medical condition of the student since the Student Request for Temporary Medical Accommodation is intended for short-term and temporary medical conditions (i.e., broken limb, influenza, etc.).

Additional Accommodations

A student who already has reasonable accommodation(s) granted in their educational programming, and seeks additional reasonable accommodation(s), must complete the Student Request for Accommodation form. The same process will be followed as described above for the Student Reasonable Accommodation request.

Renewal of Accommodations

At the start of every new academic year, the student will need to request reasonable accommodation(s) for that year by completing the Student Request for Accommodation form. These renewal requests are reviewed and handled by the Disability Services Coordinator. This gives each student the opportunity to inform KHSU-KansasCOM of any adjustments based on disability-related needs, program changes, and/or the need for modifications to previously granted accommodations.

Communication of Reasonable Accommodation

The Disability Services Coordinator in the Office of Student Affairs will be responsible for communicating the student's granting of reasonable accommodation only to relevant faculty, proctors, or others when deemed appropriate.

Service Animals

KHSU-KansasCOM is committed to providing individuals with disabilities full and equal access to services. Service animals are permitted in all areas of the KHSU-KansasCOM campus that are open to the public, provided the service animal does not pose a direct threat or fundamentally alter KHSU-KansasCOM's operations or procedures.

A service animal is a dog that is individually trained to do work or perform tasks for a disabled person. Dogs that solely provide companionship, comfort, and/or emotional support are not service animals under the Americans with Disabilities Act and therefore are not allowed on-campus.

Student Policy on Pregnancy and Related Conditions

KHSU-KansasCOM is committed to creating and maintaining a safe learning and working environment that is free of unlawful discrimination, harassment, exploitation, or intimidation. As such, KHSU-KansasCOM prohibits sex discrimination, which can include discrimination based on pregnancy, family, marital, or parental status in admissions, educational programs and activities, hiring, leave policies, and employment policies.

Pregnancy is typically treated similarly to a temporary disability. Under this policy, a student will be given appropriate accommodations that may include, but are not limited to, an opportunity to make up missed work (e.g., papers, quizzes, tests, presentations, and other assignments), extended deadlines, independent study, online course completion or remote attendance, and assignment of an Incomplete grade. To the extent possible, KHSU-KansasCOM will take reasonable steps to ensure that pregnant students who take a leave return to the same position of academic progress that they were in when the leave began. The Title IX Coordinator or designee has the authority to determine that such

accommodations are necessary and appropriate and to inform faculty members of the need to adjust academic parameters accordingly.

Attendance

Commencement and Orientation Requirements

All new KansasCOM students are required to attend all aspects of orientation activities, in person. Similarly, all graduating students are required to attend commencement ceremonies, as students are required to take their Osteopathic Oath at the ceremony and must be present to do so.

Attendance Policy and Absences

Attendance is required for all labs and any other classroom or lab activity where the absence of the student could affect the learning of other classmates, alter the dynamic of group learning, colleagues, lab partners, the scheduling of standardized patients or simulation events, dynamics of interprofessional learning events, etc. Attendance is expected for all classes and maybe required anytime as noted by the course director. Any faculty member may require attendance for their classes or lectures. Students wishing to attend any course via Zoom, must seek approval from the course director before the course session occurs. There is no guarantee or warranty that any lecture or presentation will be provided or available via zoom or lecture capture. Course information and the required elements will be posted to the schedule and may be revised at any time. Additionally, students may be required to attend in-person by the Dean, Associate Deans, the Student Performance Committee (SPC), or a designee of the Dean.

Students should note that course instructors have the right to assess students' knowledge of course content. This includes unannounced graded activities such as quizzes and in class assignments. If a student chooses not to be present in class when these quizzes are given, they forfeit their right to take the assessment and therefore will not be afforded the opportunity to make up the graded activity.

Excused Absence Policy

OMS I and OMS II

A student may be excused from attending a course but may miss activities or clinical skills that cannot and will not be replicated. If the student chooses to miss that class session, they then miss that activity and/or clinical skill demonstration and must understand that they will not be able to gain that knowledge after said absence.

Students may be excused for the following reasons:

- **Medical Issue (Illness)**- The student must provide documentation of illness from a licensed healthcare provider. Documentation must include the provider's name, signature, date of service, and professional license number. Incomplete documentation will not be accepted.
- **Emergency (Not Predictable)**- The student will be required to provide documentation of an emergency. This includes funerals, but does not include the loss of pets or animals.
- **Observance of KHSU-KansasCOM-Approved Religious Holiday**- See Religious Holiday policy for more information.

- **Military Service/Civic Responsibilities**- The student will be required to provide documentation of said service, whether military or jury duty.
- **Mental Health Days**- Each student is provided three (3) mental health days per academic year, one per trimester. Students can utilize these mental health days on any day when there is not an Exam, Practical, OSCE, Sensitive Exam, or Required Events such as orientation, COMLEX preparation meetings, etc. Students wishing to take a mental health day will submit their notification to do so via Guardian utilizing the Excused Absence Request/Report form. The form includes an option to select "Mental Health Day" as the reason why they will not be present. Students will be responsible for completing any missed material or required make-up assignments as determined by the specific instructor. It is the student's responsibility to reach out to the specific instructor to make-up any missed material. If a student requests an excused absence related to a mental health condition outside of the allotted mental health days, documentation must be provided from a licensed mental health professional and must include the provider's name, signature, date of service, and professional license number.
- **Student Development Activities**- KHSU-KansasCOM recognizes the value of students attending short-term, extra-curricular events to further a student's education or future career in medicine. Student development events include, but are not limited to, short-term medical conferences, workshops, seminars, student organization-related events, and residency fairs. Students with passing grades in all current courses, without pending remediation, and who are not under any disciplinary action(s) for unprofessional behavior may participate in student development activities. Approval may be granted based on the following considerations:
    - Review of the proposed event to determine educational relevance
    - Assessment of the student's overall academic standing
    - The impact of the student's attendance and performance in the current course/program
    - Evaluation of the class content that will be missed
    - Review of the student's plan to make up for missed coursework or responsibilities
    - The availability of resources to support the student in catching up on missed content. At the discretion of the relevant track/course directors and/or faculty, any mandatory labs or classes that cannot be replicated or made up later will not be excused.
    - Any other relevant factors deemed necessary.

Students who receive approval to attend student development activities will be responsible for the following:

- Fulfilling any academic requirements or assignments missed during their absence
- Providing evidence of attendance or participation in the conference or event, such as a certificate, badge, or official documentation.
- Share their learnings and experiences with their peers upon their return through presentations, reports, or other appropriate means as determined by the academic authority.
- Maintain regular communication with their instructors or academic advisors prior to their absence and upon their return.

Students must complete the Excused Absence Request/Report form available in Guardian. All excuses are subject to verification. Submits the Excused Absence Request/Report form available in Guardian with supporting documentation or justification as outlined during student orientation.

1. The Office of Student Affairs verifies if the student is in "Good Academic Standing" as part of the absence review process. Student Affairs reviews the supporting documentation to determine if it is sufficient. If additional information is needed, Student Affairs and/or the course director will reach out to the student with a detailed request for additional documentation. Documentation that does not meet submission deadlines or verification requirements, including required license information, will be considered insufficient.
2. The student's excused absence request is delivered to the Office of Student Affairs for review. The Office of Student Affairs staff will review the request, including the course director's feedback, and will communicate the decision to the student. Only the Office of Student Affairs, Office of the Dean, or Vice President of Academic Affairs can issue an approval for an excused absence request.
3. The decision for approval or denial of an excused absence request will be given to the student and other appropriate parties within 48 hours of submission or the same day if the situation warrants. At times, due to

the nature of the request, a review may be escalated to a higher authority for review. If so, the student will be notified of the delay, and a decision will be made as quickly as possible.

4. The decision for approval or denial of an excused absence request will be given to the student and other appropriate parties within 48 hours of submission or the same day if the situation warrants.
5. Due to the nature of the request, a review may be escalated to a higher authority for review. If so, the student will be notified of the delay, and a decision will be made as quickly as possible.
6. The following are common examples of absence requests that will not be approved: working off-campus, shadowing with an off-campus physician during class hours, not being prepared for the scheduled exam, and leisure-related travel.

All required supporting documentation must be submitted within forty eight (48) hours of the student's return to campus or the date of the absence, whichever occurs first. Failure to submit complete documentation within this timeframe may result in denial of the excused absence request. The student may be required to produce proof of travel, documentation that is dated, documentation from a third party, proof of ceremony, etc. before a decision will be made as to whether their absence is excused. Once the student is back from their absence, the student is immediately required to contact the course director to ensure compliance with course policies and follow-up procedures.

An excused student may not be penalized for the absence and must be allowed to take an examination or complete an assignment within three (3) business days after the absence. Although the missed activity may not be replicated, it is up to the sole discretion of the faculty member to decide how the missed assignment could be made up. Course Directors may take appropriate action if a student fails to satisfactorily complete an assignment or examination by the stated period.

The Office of Assessment and Testing Services will set the date of the makeup exam. The student is required to take the makeup exam by the end of that three (3) business day period. If the student does not comply with the exam schedule, a grade of zero (0) will be entered for the exam. The Testing Office reserves the right to approve or deny requests to take exams ahead of the scheduled date.

Students who miss required classes or exams and do not have an approved excused absence may be required to make up the activity or exam but will receive a grade of zero (0) and may be referred to the Office of Student Affairs for professional review.

OMS III and IV students should refer to the attendance policy for OMS III and IV regarding excused absences.

Attendance Policy OMS III & OMS IV

Attendance Policy OMS III

Attendance at all clerkship-related activities is mandatory. Absences require an excuse from the Office of Clinical Education and the clerkship preceptor. Both parties must be informed of absences, as failure to do so may result in disciplinary action and a failing grade for the clerkship. During OMS III clerkships, an **Excused Absence Request/Report in Guardian** must be requested and submitted thirty (30) days in advance. A makeup plan should be part of the submission and must be discussed with the preceptor in advance. Time off may not be granted at the beginning of a trimester.

The following items require an Excused Absence Request/Report Form:

COMLEX-USA Level 2-Cognitive Evaluation (CE) and United States Medical Licensing Examination (USMLE) Examinations

Students are allowed one (1) day for travel to, one (1) day for the test, and one (1) day for travel back. No makeup plan is expected.

Discretionary Days

Students will be allowed five (5) discretionary days during OMS III. The Office of Clinical Education must approve discretionary days in writing prior to the time off. At most, two (2) days off per clerkship will be approved. These days are for personal time, religious observances, and offering flexibility to an otherwise busy and regimented year of study. Please remember that medicine is a field that requires complete commitment. Hence, a certain amount of sacrifice is needed and expected. Only some requests for time off can be accommodated.

Sick Days

Students will be allowed two (2) sick days annually in OMS III. If a student is ill, they must immediately contact the Office of Clinical Education and the rotation site preceptor. If a student is absent from a single clerkship for two (2) or more days due to illness, the student must submit a note from a licensed health care provider to the Office of Clinical Education and the preceptor regarding the number of days of expected absence and anticipated date of return.

Conference Days

Students will only be granted time off for conferences or educational seminars if they present a paper, poster, research or they are national officers of a professional organization and required to attend. In such cases, an Excused Absence Request must be submitted with supporting documentation for final approval. OMS III students must utilize their discretionary days with a maximum limit of two (2) consecutive days or two days or two days during any single rotation.

Emergencies

If emergent circumstances arise, the student must communicate with the site, clinical preceptor, and Office of Clinical Education as soon as possible. Documentation may be required before returning to clinical activities. Students should work with the preceptor or site coordinator to make up for the missed time.

If a student misses more than five (5) days in any given clerkship, that student must have a remediation plan approved by the preceptor and the Office of Clinical Education. If such remediation cannot be constructed, the student may need to repeat the clerkship.

The Excused Absence Request/Report Form, available in Guardian, must be submitted directly to the KHSU-KansasCOM clinical clerkship representative and include supportive documentation. All submitted absence forms must consist of a detailed makeup plan for the absence to be considered. Only completed, signed forms are processed. Decisions rendered through this process are final. There are no exceptions to this policy, and failure to follow the process will be considered an unexcused absence.
A representative from the Office of Clinical Education will notify the student via email when a decision has been reached. Scheduled absences are not and should not be considered approved until the appropriate leader in Clinical Education signs the official Excused Absence Request/Report Form.

Attendance Policy OMS IV

OMS IV is when students need more flexibility in their schedules. Hence, 35 weekdays of flextime are allotted during OMS IV clerkships. Students may combine no more than two (2) consecutive weeks of flextime. Additional restrictions apply:

- Students may not request more than four (4) days in any four-week clerkship.
- Students may not request more than two (2) days over any two-week clerkship.
- Students may not request flextime at the beginning of a trimester.
- Students are required to formulate a makeup plan with their preceptor.
- We would encourage you to take your flextime judiciously, so you have some flexibility in scheduling at the end of the year in case it becomes necessary, remembering that all of your flextime cannot be taken in one block at the end of the year. You must be enrolled in at least 5 credit hours each trimester to be considered a full-time student.

- Special permission is required from the Office of Clinical Education if a waiver of these restrictions is necessary.
- COMLEX-USA Level 2-Cognitive Evaluation (CE) and United States Medical Licensing Examination (USMLE) Examinations: Students are allowed one (1) day for travel to, one (1) day for the test, and one (1) day for travel back. No makeup plan is expected.

Class Cancellation

In very rare circumstances, there may be a situation that arises that requires a faculty member to cancel a course session. If this occurs, you will be notified electronically of the cancellation as well as when that course lecture will be rescheduled.

KHSU-KansasCOM President and/or designee of KHSU-KansasCOM may declare KHSU-KansasCOM closed or delay opening due to inclement weather. In the event this should occur, a decision will be made no later than 7:00 a.m. and announced to the campus community.

Electronic announcements will be sent to all students, faculty, and staff via email and other electronic announcement systems. If an announcement is not made regarding the closing or delay of opening of KHSU-KansasCOM, students should assume that KHSU-KansasCOM is open and attend class at the regularly scheduled times.

In cases of extended class cancellations/delays, such as the result of a campus emergency, natural disaster, or public health crisis, KHSU-KansasCOM will work with the Commission on Osteopathic Accreditation (COCA) to develop alternative educational plans that will be communicated to all KHSU-KansasCOM students.

Religious Holiday Policy for Students

Approved Religious Holidays for the 2026-2027 Academic Year

KHSU-KansasCOM makes every effort to honor specific religious holy days throughout the academic year, while recognizing that it is not possible to recognize all holidays equally and provide the curriculum in its totality. KHSU-KansasCOM will seek to reasonably honor students' wishes to celebrate recognized holy days. This includes making an effort not to schedule exams on specific dates. Should a student wish to be excused from classroom, lab, or exam activities on a specific holy day, they will need to follow the excused absence request policy and procedures.

The following days are dates recognized by KHSU-KansasCOM as acknowledged holy days. Students may request to be excused from class activities for the following dates only and will not be excused more than 2 days annually:

- Eid al Adha (Islam)
- Rosh Hashanah (Jewish)
- Yom Kippur (Jewish)
- Diwali (Hindu, Jain, and Sikh)
- Hanukkah (Jewish)
- Christmas (Christian)
- Easter (Christian)
- Eid al Fitr (Islam)

Student Absence Due to Observation of an Approved Religious Holy Day

A student may be excused from attending classes or other activities, including examinations, for the observance of an approved religious holy day, including travel for that purpose.

1. The student should review KHSU-KansasCOM's list of approved religious holidays in advance of making an excused absence request.
2. If the holiday is approved, the student should then notify the Office of Assessment, as early in the academic year as possible, of their need to have an excused absence for said holiday.
3. If the Office of Assessment approves the excused absence request, the course director will be notified of the student's absence.
4. An excused student may not be penalized for the absence and must be allowed to take an examination or complete an assignment from which the student is excused within a reasonable period after the absence. The faculty member may take appropriate action if a student fails to satisfactorily complete an assignment or examination within the stated period. **

** This policy applies to all OMS I and OMS II students. OMS III and OMS IV students are subject to the holiday schedules of the site(s) at which they are rotating. Students rotating in OMS III and OMS IV should expect to have to work on most holidays, consistent with medical practices nationwide.

Academic Performance Policy

Students will have their academic performance reviewed and assessed consistently while attending KHSU-KansasCOM. Students whose academic performance is failing or falls below an acceptable level will be reviewed by the Student Support Team (SST) and/or the Student Performance Committee (SPC).

Students who fail a course, board examination, and/or clinical rotation are subject to academic review by the SPC. The review is conducted to assist the student in determining what might be hindering their academic performance, receive advice on how to adjust their performance, and assess whether additional KHSU-KansasCOM resources are needed to assist the student. SPC also reviews students' progress towards graduation and plays a key role in approving all students to move from one year to the next within the curriculum, as well as approving all students to graduate from KHSU-KansasCOM.

Students should refer to the *Student Rights, Professionalism, and Responsibilitie*s section in the Student Handbook and Academic Catalog to understand the process of any SPC review. In addition, students should review the Cumulative Failure Policy outlined in the Student Handbook and Academic Catalog to ensure they understand how multiple course/board exam/clinical rotation failures can impact their course of study at KHSU-KansasCOM.

Student Performance Committee (SPC)

The Student Performance Committee's (SPC) mission is to monitor students' overall academic and professional progress within the College of Osteopathic Medicine. This includes reviewing students' academic progress, reviewing behavioral and professional issues, and making key academic decisions that can impact students' statuses including advancement, remediation, or academic dismissal. The mission of the SPC is consistent with the University's mission and grounded in professional excellence.

Key responsibilities of the Committee

Academic Review: The SPC reviews students' course exam scores and grades, monitors students' progress towards succeeding in the curriculum of the college, passing national board exams (COMLEX Level 1 and Level 2), clinical clerkship performance, and students' overall advancement towards graduation.

Professionalism and Behavioral Review: The SPC reviews and responds to behavioral issues on- and off-campus, identified legal issues, academic dishonesty, and lapses in professional behaviors.

Key Academic Decisions: The SPC has the responsibility of reviewing students' cases and making key academic decisions which include advancement to the next year of medical school education, determining if a student is allowed to remediate a failed course or an entire academic year, and making decisions such as academically dismissing students who are not progressing. The SPC recommends the students eligible to the Faculty Council, who on behalf of the faculty recommends those it feels have the potential to practice medicine to the Dean. The Dean ultimately recommends to the Board who confers the Degree.

Composition of the SPC

The SPC is made up of 7 voting members and 2 non-voting members:

Voting Faculty

- 3 Clinical Faculty Members (DO/MD)
- 3 Biomedical Science Faculty Member
- 1 At-Large Faculty Member (Chair- Votes in Case of a Tie)

Non-Voting Members (Voice but No Vote)

- Assistant Dean for Student Affairs
- Senior Associate Dean for Student Affairs & Strategic Academic Programs

Administrative Support for the Council (Non-Member)

- Administrative assistant to the Senior Associate Dean

All SPC members are appointed by the Dean.

SPC Procedures and Actions

Informal Resolution (Level 1 Infractions)- Level 1 or informal resolution of cases involving minor interventions are referred through, investigated by, and processed by the Office of Student Affairs.

Formal Resolution (Level 2 Infractions)- Level 2 or formal resolution of cases involving significant behavioral/professionalism issues, and formal academic reviews of students' records who have an academic failure. Formal resolution of cases include the following scenarios:

- Course Failures
- Clinical Clerkship Rotation Failures
- Failed threshold barrier examinations (such as COMSAE) that alter usual academic progression or release to sit for COMLEX examinations
- COMLEX Level 1, Level 2-CE, Level 2-PE Failures
- Failure to Comply with Remediation/Academic Improvement Plans
- Alleged Violation(s) of the Professional Code of Conduct Found in the Student Handbook & Academic Catalog

Authority and Jurisdiction of the SPC

The SPC is bound by all Student Handbook and Academic Catalog policies and procedures when rendering decisions. Once the SPC deliberates and comes to a decision, the committee recommends that decision to the Dean of

the College of Osteopathic Medicine. The Dean reviews the decision and either affirms or disagrees with the decision. If the Dean disagrees with the decision, the Dean will meet with the SPC to discuss the details of the case and to deliberate further. Assuming the Dean affirms the decision of the committee, the decision is delivered to the student.

Any student wishing to appeal a SPC/Dean decision does so by appealing to the Vice President/Chief Academic Officer. See the Appeal section below for more information regarding appeals.

Chair

The chair of the committee is present to ensure that the hearing runs properly and according to policies and procedures of the institution. The chairperson of the committee does not vote on matters/decisions before the committee except in the case of a tie vote. The chair of the committee is appointed by the Dean of KansasCom.

Quorum

A quorum of voting committee members is required for the SPC to finalize any decision. A quorum is defined as having three voting members present.

SPC Meeting Structure

The SPC meetings will occur on an as needed basis. Students are expected to meet with the SPC in person, except for students given permission by the Office of Student Affairs to meet virtually. Those students shall meet with the SPC via video conference. The SPC may meet virtually, via tele- or videoconference, at the discretion of the chairperson of the SPC and individual members of the committee may join the proceedings via videoconference.

SPC Function

The SPC is not a legal authority, it is an educational entity, and rules of evidence and process are not required to meet the standards of legal proceedings. The SPC does not have legal representation present at the meetings. Students are not allowed to have legal representation or counsel present at the meetings, nor are they allowed to have other individuals or witnesses present. The student may submit a supporting statement, information, or evidence to the committee no later than 48 hours prior to the start of their hearing.

Executive Session of SPC Meetings

The Student Performance Committee reserves the right to confer on matters in Executive Session. Executive Session is only able to be attended by voting and non-voting members of the committee, as well as the assistant who takes minutes. Students are not allowed to attend executive sessions. Any voting member of the committee may move to go into Executive Session. There must be a second of that motion, and the majority of the voting members, present, must vote in the affirmative to move the committee into executive session.

Official Hearing of SPC Meetings

The official hearing portion of the meeting includes all members of the SPC and the student being reviewed. The chairperson of the SPC will direct the proceedings, including allowing the student to make a statement and ask questions of the committee members. At the end of each hearing, the chairperson of the SPC will excuse the student for deliberation. Only members of the Committee and the administrative assistant to present to record notes may be present during deliberation. Proceedings of the closed portion of the official hearing of the SPC meeting are strictly confidential.

Invitation for Other Faculty Members to be Present

The SPC reserves the right to call faculty/administrative colleagues to be present for hearings when appropriate. For example, if a third-year medical student has an issue during rotations, the Committee may ask the Associate Dean for Clinical Education to participate in the hearing.

SPC Evaluation of Chairperson and Committee

The committee members will review and evaluate the performance of the SPC Chairperson on an annual basis. That review and evaluation will be shared with the Dean of the College of Osteopathic Medicine, as well as the Vice President for Academic Affairs/Chief Academic Officer.

The Dean of the College of Osteopathic Medicine will conduct an evaluation of the SPC, its members, and its overall performance on an annual basis. The results of the evaluation will be shared with all members of the Committee, as well as the Vice President for Academic Affairs/Chief Academic Officer.

Both annual evaluations and their conclusions will be communicated to the President's Cabinet to ensure University leadership is aware of the conclusions and performance of the committee.

SPC Data and Metrics

Key data points about students who are required to appear before the SPC committee will be preserved and analyzed to provide metrics. This data is an important tool in assisting the administration with the ability to track and identify future at-risk students. KHSU-KansasCOM reserves the right to keep and utilize this data for future analysis.

Timing of SPC Decisions

The Committee strives to provide all decisions to students within 5-7 business days of the hearing date. Students will be notified of their right to appeal the decision along with all appeal information at the time of notification of the SPC decision.

Appeals

All students who receive an academic related decision from the SPC or who are charged and found responsible for a violation of the Professional Code of Conduct have the right to appeal the SPC decision or any decision made by staff members within the Office of Student Affairs and Services.

The student must submit an appeal through Guardian to the Vice President for Academic Affairs/ Chief Academic Officer. That written appeal must be submitted for review within five (5) business days of receipt of the initial decision. Appeals must clearly outline the student's position for appealing and why their appeal meets the stated standards for appeal below:

Standards for Procedural Appeal

The appeal process is not an opportunity to have the determination of the original hearing reconsidered merely because of the student's dissatisfaction with the decision, rather, appeals are limited to four specific criteria and must be based on one or more of the following:

- Disproportionate Sanction- The sanction imposed is clearly inconsistent with the severity of the violation.
- Evidence of Improper Procedure- Students can argue, as part of their appeal, that guaranteed parts of the disciplinary or academic review process were not followed. The student must provide concrete evidence that the process was not properly followed. If the alleged violation of the process is not supported by evidence, the appeal will be denied.
- New Evidence- New, previously unpresented evidence, is now available within the allowed timeframe for an appeal. Old, previously presented evidence does not meet the definition for inclusion in an appeal. The failure to simply not provide the information, even though it was available, at the time of the original hearing will result in the appeal being denied. The appellee must demonstrate that the information provided within the appeal was not available to them at the time of that original hearing. If determined that the content of the appeal is not new evidence, the appeal will be denied.
- Conflict of Interest- Students can appeal if there was a previously unreported professional or personal relationship between the student and a member of the Student Performance Committee, which might be perceived as a conflict of interest. The student has the responsibility to raise any potential conflict of interest within the SPC or student conduct hearing, should there be concerns. SPC members and hearing officers do have the option of recusing themselves from adjudicating on matters where a perceived conflict of interest might exist. Should the student not report a potential conflict of interest during the SPC or student conduct hearing, that information will be shared with the Dean/Chief Academic Officer as part of the appeals process and the appeal may be denied based upon the student's bringing this to the attention of the Dean within their appeal.

Appellate Review Process and Timing

The appeal needs to be sent to the Assistant Dean for Student Affairs, for a Standards for Procedural Appeal Review. During this reviewthe student will see the application of the four Standards for Procedural Appeal definition to determine if the appeal is eligible for further review.

If the submitted appeal does not meet one or more of the Standards, the student will be notified that they do not meet the Standards and there are no grounds for appeal.

If it is determined that one or more of the Standards are met, the appeal will proceed forward and be referred to the Vice President for Academic Affairs/Chief Academic Officer for review.

The appeal is considered by the VP for Academic Affairs/Chief Academic Officer with the autonomy to uphold the appealed decision, reverse the decision altogether, or change the decision by making the sanction(s) either more or less severe.

Ordinarily, students should expect a decision on their appeal within approximately fifteen (15) business days for the time the appeal submission is received by the Vice President. Once the Vice President for Academic Affairs/Chief Academic Officer has rendered a decision on an appeal, the decision is final with no additional options for appeal.

Students are also prohibited from doing any of the following after a disciplinary/SPC hearing: 1. Students should not try and contact members of the SPC about their case. Speaking to members of the committee about your case outside the context of the hearing is inappropriate. 2. Students should not ask faculty members to write letters of recommendation for use in your appeal. 3. Students should not ask faculty and staff to sign a petition encouraging KHSU-KansasCOM to reverse the SPC decision. 4. Students should not miss stated appeal deadlines.

Failure Policy

KHSU-KansasCOM attempts to provide a pathway and support for each of its students to achieve success with the academic curriculum, achieve success on national board exams and achieve the professional competency expected by the profession and the public. While the school is committed to providing assistance to each of its students to make it possible for them to achieve such success, it will not lower standards below what is expected as a student of KHSU-KansasCOM and the profession for an individual student.

Students who earn failing course grades are subject to action by the University. This policy applies specifically to course failures. Board exam failures are governed by the National Licensing Exam Policy (COMLEX) which is located within the Student Handbook and Academic Catalog. Clerkship rotation failures are governed by policies found within the Clerkship Manual.

Failure of a remediation examination, by itself, does not constitute an additional cumulative failure and does not count in the cumulative total of failures for each student. For more information about remediation, see the Remediation Policy in the Student Handbook & Academic Catalog.

Course failures accrue cumulatively over a student's academic career at KHSU-KansasCOM. If the student has an academic course failure(s) from the previous year, then the course failures accrue in a cumulative manner. For example, if a student has failed one course in OMS I and fails another in OMS II, the failure is considered the student's second cumulative failure. A failure of a course is still considered a failure, even if it is remediated successfully, for the purposes of this policy.

For academic related failures and reviews, the Student Performance Committee (SPC) process is provided within this Student Handbook & Academic Catalog. Please note that course failures affect Satisfactory Academic Progress (SAP) for federal financial aid purposes. Please review the SAP policy in the Financial Aid section of the Student Handbook & Academic Catalog.

OMS I and OMS II Years

Students with any course failure, who also fail the remediation of that course, will not be allowed to progress to OMS II or OMS III until the course is successfully passed. This may require the student to repeat an academic year, given courses are only offered once per academic year.

Students with only one academic failure on their record, who also fail a remediation attempt in Trimester 1 or 2, may be granted permission to attempt remediation one additional time at the end of Trimester 3. Permission for additional remediation attempts can only be granted by the Student Performance Committee (SPC) or the Dean.

Should the student fail the second remediation attempt, they will be required to repeat the failed course and any additional courses as determined by the SPC. Students will be responsible for costs associated with the retaking of any portion of the curriculum. Additionally, students may be recommended for academic warning, or academic probation, as subsequently described in this policy, by the SPC, based on individual academic performance.

First Failure

Students obtaining their first failure are automatically granted the opportunity to remediate said failure. Students should expect to be contact their Faculty Mentor, Learning Specialist, Counseling Specialist, to discuss their acacemic progress and identify support systems that are available to assist the student in improving their acacemic progress. the student may be required to create or complete a Leaning Enhancement Plan as part of these conversations.

Additional Course Failures

Students obtaining more than one failure are automatically required to go before the SPC committee for academic review. The Office of Student Affairs will notify the student of the date/time of their meeting with the committee and will advise them on how to prepare for the hearing. Any student who has obtained more than one failure may be required to undergo additional academic monitoring including, but not limited to: academic warning, academic probation, individualized academic plans, required meetings with learning specialists, tutoring services, counseling services, and/or mandatory in-person attendance. This additional academic monitoring is determined by the SPC. Further, more than one failure may require a student to repeat an academic year, or be considered for academic dismissal.

Second Failure

The SPC may recommend the student be allowed to remediate the failed courses, be required to repeat the courses the following year, and audit other parts of the curriculum, or be required to repeat the entire academic year, for credit. These decisions will be made by the SPC based upon the individual circumstances found in the student's academic record.

Third Failure

The student and the totality of their academic record will be reviewed by the SPC as part of its decision-making process. The SPC may recommend the student be required to repeat courses the following year and audit other parts of the curriculum, or be required to repeat the entire academic year for credit, or be dismissed from the COM. These decisions will be made by the SPC based upon the individual circumstances found in the student's academic record.

Fourth Failure

Failures totaling four courses at any stage of the curriculum during the cumulative OMS-I and OMS-II years will result in dismissal from the COM.

Failure of any single course by a student during a repeated academic year requires appearance before the SPC and a second failure of a previously passed or failed course during a repeated academic year is grounds for automatic dismissal from the University.

OMS-III and OMS-IV Years

A student may be allowed to remediate no more than one (1) course/rotation during each of the OMS-III and OMS IV academic years. A failing grade is determined by both the preceptor evaluation and the student's rotational COMAT exam. Failure of any clinical course/rotation will require appearance before SPC for evaluation of the student's professionalism, among other factors. Failure to achieve a passing score on the preceptor evaluation component of any rotation evaluation is not subject to remediation and results in failure of the course with the requirement to appeal before the SPC.

Failure of two courses during any one of the clinical years may be grounds for dismissal from KansasCOM based on SPC evaluation or other academic and/or professional performance. Failure of two courses during either the OMS-III or OMS-IV clinical years, in addition to being considered grounds for dismissal, may result in the student having to repeat portions of, or entire academic years of the curriculum, before being allowed to continue with clinical education. Failure of three courses cumulatively, during the OMS-III and OMS-IV years, constitute grounds for automatic dismissal from the COM.

Failure of remediation of a rotation does not count as an additional failure but will result in the student being required to appear before SPC. Such failure could result in being recommended for dismissal, the student being placed on an alternative academic schedule (which could affect graduation dates and eligibility for COMLEX or GME placement) or as stated above, the requirement to repeat an entire academic year. Other provisions may include, but are not limited to, altered or individual academic schedules or plans, required meetings with academic or behavioral counselors, required outside academic course, required intensive or outside remediation or preparatory course and/or mandatory, in-person, attendance in class.

Repeat of Academic Year

Students may have to repeat an academic year. KHSU-KansasCOM reserves the right to approve a request to repeat a year or require students to repeat a year of the curriculum.

This is done in one of three ways:

1. The student requests an approved leave,

2. The student requests a voluntary repeat of the year, or

3. The student is required to repeat a year of the curriculum due to poor academic performance.

In the case of potential approved leave, students may find themselves in unique circumstances which may require them to take time off which results in repeating an academic year. These circumstances are reviewed on a case-by-case basis and follow the Approved Leave Policy in the Student Handbook and Academic Catalog. There is no guarantee that a student's request to go on a leave of absence will be granted.

A student cannot request a leave of absence as a tool to avoid repeating a year.

In the case of students who may find themselves in a difficult position due to poor academic performance, some students may be required to repeat an academic year consistent with the Student Cumulative Failure Policy.

All leave requests are reviewed by the Senior Associate Dean for Student Affairs and Strategic Academic Programs, who reviews the request and makes a recommendation to the Dean, who has final approval.

All voluntary repeat of year requests should be submitted to the Student Performance Committee for review and decision.

Students should be aware that any LOA will have an impact on financial aid and SAP status. Significant negative impacts are possible, and students should discuss with financial aid counsellors before finalizing their requests or decision.

In the case of students who have multiple course failures in a year, the Student Performance Committee (SPC) reviews all circumstances and makes the final decision. Any student not satisfied with the decision of the SPC may appeal the decision to the Dean.

Any student considering the ramifications of repeating an academic year, regardless of reason, should reach out to the Office of Student Affairs for answers to their questions.

Repeat of Year Restrictions and Requirements

Students who are required to or voluntarily repeat a year will be held to additional requirements and expectations to ensure good academic process:

1. Class Attendance: All students who repeat a year will be required to attend all lectures physically in person. The Office of Student Affairs will periodically audit attendance. Requests not to be in person must be submitted using the Excused Absence request form in Guardian.
2. Forward Focus Orientation Attendance: Students who are repeating a year will be expected and required to attend a specialized orientation.
3. Forward Focus Meetings: Throughout the year, the Office of Student Affairs will host meetings, lunches, or other activities to support repeating students. Students are encouraged to attend.
4. Research: As articulated in the section on research, students repeating the OMS-I year are prohibited from initiating, participating in, or continuing internal or external research activities during the repeated year unless a waiver is granted by the Dean of the COM and the Associate Dean for Research, following evaluation of the student's individual academic history, academic standing, and educational needs. This restriction is intended to ensure that the student's primary focus remains on successfully completing all required coursework, avoiding further academic difficulty, and utilizing academic support resources to strengthen study skills and academic performance. A waiver may be requested through Guardian using the form "Research Participation Waiver Request".
5. Student Activities: Students repeating a year will resign from their leadership position within the student organization. Attendance and engagement in the organization are permitted
6. Automatic Dismissal: Failure of any repeated course which was previously failed may result in dismissal without appeal
7. SPC Expectations: Students are required to comply with all requirements from the SPC.

8. Learning Enhancement and Tutoring: Students who are repeating a year will be required to meet with a Learning Specialist and Tutoring as directed by Learning Enhancement.
9. Faculty Mentor: Students repeating the year are expected to meet with their Faculty Mentor monthly to discuss progress and build a supportive relationship.
10. Decelerated Path & Access to OMM, Physicianship, HSS: Students who are in a decelerated path may request to be involved and engaged with OMM, Physicianship, and HSS courses to continue development of skills. Faculty are not obligated to allow the student to be in the actual classroom but may develop ways for the student to attend or receive additional support and training outside of the classroom time.

Academic Warning

An academic warning is a state of warning from KHSU-KansasCOM to the student indicating that the institution is concerned about the student's academic performance. This status is typically applied when one or more of the following occur:

· One (1) course failures.

· Failure to meet a defined benchmark in preparation for national board examination.

· Behavioral cues by the student that may indicate academic or personal distress.

Students placed on academic warning may be required to take actions deemed necessary to help improve academic performance. These actions may include but are not limited to regular meetings with Learning Enhancement staff, sessions with KHSU-KansasCOM affiliated psychologists/counselors, required course attendance, meetings with tutors and/or faculty members, temporary loss of student leadership privileges, and providing frequent status updates to key faculty/administrators.

Students placed on academic warning status are subject to a Satisfactory Academic Progress (SAP) review, for Title IV funding purposes, via the Office of Financial Aid.

The Student Performance Committee (SPC) reserves the right to make whatever decisions it deems appropriate when determining whether a student is placed on Academic Probation/Academic Warning. The SPC is granted broad authority to make any decisions the Committee deems appropriate. Actions authorized for the SPC include the direction to repeat all or components of an academic year and dismissal from the COM for students in this status as well as students on Academic Probation.

Academic Probation

Academic probation is an official status from KHSU-KansasCOM stating that the student is under the most sensitive academic monitoring and improvement plan, which becomes part of the student's academic record for the period they are on probation. This status is typically applied when one or more of the following occur:

- Two or more course failures.
- Failure of a national board examination.
- Behavior cues by the student that may indicate advanced academic or personal distress

Students placed on academic probation have their academic status monitored. In addition, students on academic probation must attend all classes. Students on academic probation are suspended from participating in a dual-degree program or other additional academic commitments and will be administratively withdrawn. Academic probation may

also include the suspension of the student's normal rights to participate in extracurricular, co-curricular, and other nonacademic activities, including but not limited to the student not being allowed to hold a leadership position in a student organization. Typically, students who are placed on academic probation cannot fail any other course, section, clerkship, shelf exam, and/or national examination. The typical length of academic probation is one year, unless otherwise specified, from the time the student is formally notified of being placed on this status.

Students placed on academic probation are subject to a Satisfactory Academic Progress (SAP) review, for Title IV funding purposes, via the Office of Financial Aid

The Student Performance Committee (SPC) reserves the right to make whatever decisions it deems appropriate when determining whether a student is placed on Academic Probation/Academic Warning. The SPC is granted broad authority to make any decisions the Committee deems appropriate. Actions authorized for the SPC include the direction to repeat all or components of an academic year and dismissal from the COM for students in this status as well as students on Academic Warning.

Dismissal

KHSU-KansasCOM has the highest expectations for student conduct and professionalism, academic rigor, and personal behavior. KHSU-KansasCOM reserves the right, at its sole discretion, to dismiss any student, at any time prior to graduation, in the event of a breach of the Professional Code of Conduct, any policy or directive set forth in the KHSU-KansasCOM Student Handbook and Academic Catalog, or failure to satisfy any requirement for graduation; provided, however, that all procedures for review or action be adhered to accordingly.

Repeated Coursework

Courses in which a student has received a failing grade may be repeated and may be eligible for financial aid. However, a student may receive aid for repeating a previously passed course only once with prior approval from the SPC and Office of Financial Aid. All course enrollment and earned grades will remain on a student's official transcript. Once a student successfully repeats a course, both grades will remain on the transcript, but only the most recent grade will be used for the purpose of earned credit.

Course Drops & Withdrawals

Students who wish to drop/withdraw from a single course or multiple courses, but not withdraw completely from KHSU-KansasCOM, must adhere to the following procedures:

The deadline to drop a course is the end of business on the fifth day of classes. Students who wish to drop a course must officially communicate their request to their department and/or the Office of the Registrar within the prescribed time requirements and prior to the deadline. A student who drops a course within the prescribed time requirements will have no record of the course on their transcript.

Students may withdraw from certain courses with the permission of the Dean after the drop deadline and up to the last day to withdraw as defined by the academic calendar. Course withdrawals are recorded as a W on the student's academic transcript. Students may not withdraw from a course with a W after the withdrawal date. Students who withdraw from courses after the withdrawal date will receive a failing grade. Students are not eligible to withdraw from a course after the course has ended.

Students need to understand that withdrawing from a KHSU-KansasCOM course may have significant ramifications for their course schedule and progression within the curriculum. Course withdrawal may also have financial aid implications. Students are advised to talk with Financial Aid prior to dropping a course.

Exceptions to this policy may be granted based on extenuating circumstances only. Appeals to the withdrawal deadline are only granted following submission of a written petition, with the approval of the course director and the Dean of KHSU-KansasCOM.

Course Remediation

(Updated 7/28/2026)

A student must remediate any course in which they do not achieve a passing overall grade of 70% or higher or fail to successfully complete or pass required course elements, regardless of the overall passing threshold. (Course elements include any part of a course that is completed for a grade that counts as part of the final grade in the course.) In an academic year, students who failed their first course are automatically granted remediation by the Student Performance Committee (SPC). Students who fail additional courses may remediate only when permitted by the SPC.

Students failing two courses in a single trimester are referred to the SPC and may be required to repeat an academic year. The maximum number of courses allowed to be remediated in a single academic year is three (3). Students who have more than three (3) courses to remediate at the end of an academic year are referred to SPC for the academic year and may face academic dismissal or having to repeat an academic year.

Students accumulating four (4) course failures are required to go before the SPC and are subject to dismissal from KHSU-KansasCOM. (See the Failure Policy within the Student Handbook and Academic Catalog for more details.)

Remediation of a course requires the student to pass a remediation exam that is approved by the course director and/or phase director of the failed course. If remediation is approved by the SPC, students are permitted only 1 attempt at remediation for each course failure as delineated by the limits outlined in the Remediation Attempts section below. The content within the remediation exam is at the sole discretion of the course director but will align with the original exam content and level of difficulty. The student will be expected to pass that remediation exam, at a 70% or higher, to successfully remediate the failed course.

Successful remediation of a course failure requires an average minimum score of 70% or higher in all components of the remediation. All courses must be successfully remediated prior to the student being promoted to the next academic year. Students who have not successfully remediated a failed course(s) are not eligible to sit for COMLEX Level 1 or Level 2.

A successful remediation of a failed course will result in a grade of "RP" (Remediated Pass) and a score of 70% utilized for the calculation of GPA, class rank, etc.

Remediation Process

- Final grades are determined for an exam and course after a review of the exam questions by the Office of Assessment and the course director
- Following a course failure, the student will be notified, in writing, of the failure by the Office of Student Affairs.
- The communication to the student will include instructions and requirements. The student should ensure close adherence to all instructions. The letter will also outline when and if the student will appear before the SPC.
- If the student is required to appear before the SPC and completes that meeting with the committee, the SPC will send a letter to the student notifying them whether they are allowed to remediate and provide them with the date of the remediation and any other requirements that are part of that notification. If permitted to remediate by the SPC, the student is limited to 1 attempt at remediation per course failure.
- Failure to comply with any requirements will be shared with the SPC for disposition.
- Prior to the date of remediation, the Office of Assessment will notify the student of the date/time of their remediation and provide any testing-related details that are pertinent to the examination.

Remediation Attempts for OMS I and OMS II Students

An OMS I or OMS II student cannot attempt to remediate more than two (2) courses from any single trimester.

Remediation Attempts for OMS I and OMS II Students

Students are allowed to remediate no more than one (1) course/rotation during each of the OMS III and OMS IV academic years.

Failure of a Remediation Exam or Rotation

For OMS I and OMS II students, failure of a remediation examination, by itself, does not constitute an additional cumulative course failure, as outlined in the Failure Policy, and does not count in the cumulative total of failures for each student. However, a student's performance on remediation exams is reviewed and considered as part of the SPC's academic review process.

For OMS III and OMS IV students, failure of remediation of a rotation does not count as an additional failure, but will result in the student failing the rotation and being required to appear before the SPC. Failure to achieve a passing score on the preceptor evaluation component of any rotation evaluation is not subject to remediation and results in failure of the course, with the requirement to appeal before the SPC. See the Failure Policy, outlined in the Student Handbook and Academic Catalog, for more information.

Students who do not pass the remediation opportunity will be assigned a failing (F) grade for the course and referred to the SPC for review. To assist the student in their overall academic success, the SPC may include completion of additional coursework or assignments, required meetings with academic support teams, behavioral requirements to address learning deficiencies, and other requirements designed for academic success.

Student Promotion and Graduation Policy

Promotion and Graduation Process and Criteria

The record of each student will be reviewed each year to evaluate the student's potential for continuance. At the end of the academic year, the Student Performance Committee (SPC) may recommend promotion to the next year of the curriculum, makeup examinations, summer remediation, or dismissal.

KHSU-KansasCOM only graduates students who meet and surpass the minimum expectations outlined and required by COCA accreditation. At a minimum, a graduate must be able to:

- Demonstrate basic knowledge of osteopathic philosophy and practice osteopathic manipulative treatment.
- Demonstrate medical knowledge through one or more of the following:
    - Passing course tests.
    - Standardized tests of the National Board of Osteopathic Medical Examiners (NBOME) and end-of-clerkship tests.
    - Research activities, presentations, and participation in directed reading programs and/or journal clubs.
    - And/or other evidence-based medical activities.
- Demonstrate interpersonal and communication skills with patients and other health care professionals.
- Demonstrate knowledge of the profession, ethical, legal, practice management, and public health issues applicable to medical practice.
- Demonstrate basic support skill as assessed by nationally standardized evaluations.

To demonstrate that these expectations have been met in an objective manner, each student must demonstrate minimum knowledge in each discipline prior to graduation. This includes the basic science disciplines (anatomy, biochemistry, behavioral science, bioethics, embryology, genetics, histology, immunology, microbiology, neuroscience, pathology, pharmacology, and physiology) and clinical sciences (osteopathic clinical skills, family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, surgery, and emergency medicine).

Student Promotion and Recommendation for Graduation

The Student Performance Committee (SPC) shall review each student's record to make sure promotion and graduation requirements have been met. The committee will be responsible for recommending candidates for promotion and graduation to the Faculty Council as the representative of the faculty. The Faculty Council makes its recommendations to the Dean/CAO. The Dean can accept or reject the Faculty Council's recommendations. The Dean then makes recommendations to the Board of Trustees, and if agreed, the Board grants the degree and diploma. All decisions of the Dean and the Board of Trustees are to be considered final. The Promotion and Graduation procedure is described in detail in the Student Promotion and Graduation Policy.

Successful Transition from OMS I to OMS II

Students who have completed the following requirements will be eligible to be promoted to OMS II of the program:

- Successful completion of all required OMS I coursework.
- Good financial standing with the university
- Documentation of current health insurance on file with the Office of Student Financial Services; and
- Professional good standing - not under disciplinary action(s) for unprofessional conduct as defined in the Student Professionalism Policy.

Students meeting these requirements will be reviewed by the Student Performance Committee (SPC). Upon review, a slate of student candidates will be forwarded to the Dean. The Dean will make the final decision on student promotion.

Successful Transition from OMS II to OMS III

Students who have completed the following requirements will be eligible to be promoted to OMS III of the program:

- Successful completion of all required OMS II coursework.
- Completion of/or passing Score on the COMLEX Level 1 examination prior to June 30.
- Updated and negative drug screening on file with the Office of the Registrar.
- Documentation of all required health records on file with the Office of the Registrar.
- Documentation of current health insurance on file with the Office of Student Affairs.
- Updated background check on file with the Office of the Registrar.
- Professional good standing not under disciplinary action(s) for unprofessional conduct as defined in the Student Professionalism Policy.

Students meeting these requirements will be reviewed by the SPC. Upon review, a slate of student candidates will be forwarded to the Dean. The Dean will make the final decision on student performance.

Successful Transition from OMS III to OMS IV

Students who have completed the following requirements will be eligible to be promoted to OMS IV of the program:

- Successful completion of all clinical rotations before beginning the next year's rotations.
- Good financial standing with the university.
- Updated background check on file with the Office of Clinical Education.
- Updated and negative drug screening on file with the Office of Clinical Education.
- Documentation of all required health records (including current PPD) on file with the Office of Clinical Education.
- Documentation of current health insurance on file with the Office of Student Affairs.
- Scheduling of/or passing score on the COMLEX level 2 CE examinations.
- Professional good standing not under disciplinary action(s) for unprofessional conduct as defined in the Student Professionalism Policy.

Students meeting these requirements will be reviewed by the Student Performance Committee, or SPC. Upon review, a slate of student candidates will be forwarded to the Dean. The Dean will make the final decision on the student promotion.

Students who fail to complete any requirement may not be allowed to engage in audition/sub-internship externships until the requirements are completed and they are certified for OMS IV.

Graduation

Students who have completed the following requirements will be eligible to be considered for graduation.

- Successful completion of all academic requirements.
- Good financial standing with the university.
- Passing score on COMLEX - USA Level 1 and Level 2CE.
- Professional good standing not under disciplinary action(s) for unprofessional conduct as defined in the Student Professionalism Policy.

Students meeting these requirements will be reviewed by the SPC committee. Upon review, a slate of student candidates will be forwarded to the Faculty Council, which acts on behalf of the faculty. They forward the recommendation to the Office of the Dean. The Dean will provide the final list of graduates to the Board of Trustees for final approval.

Commencement attendance is a part of the graduation requirements.

Graduation Requirements

The degree of Doctor of Osteopathic Medicine (DO) is conferred upon candidates who have successfully completed all academic requirements, have received the recommenation of the faculty, satisfield all financial obligations, and have successfully passed the required national licensing exams.

Conferral of Degrees

The official conferral of degrees is determined and voted on by the KHSU Board of Trustees.

Extracurricular Clinical Experiences & Physician Shadowing Policy

KHSU-KansasCOM provides the structure for medical student shadowing while promoting career exploration. This policy ensures that insurance and liability issues, the KHSU-KansasCOM curriculum, and student wellness are prioritized. Shadowing refers to an activity whereby students wish to achieve clinical exposure through relationships with physicians outside of KHSU-KansasCOM-sponsored curricular activities. This policy applies to all KHSU-KansasCOM OMS I and OMS II students.

KHSU-KansasCOM recognizes that shadowing is a valuable component of career discovery for medical students. KHSU-KansasCOM supports students who shadow for learning, exposure to new specialties, and self-reflection for decision-making regarding clerkship electives and career trajectory.

- Shadowing is not a requirement for students. While some students may want to shadow to narrow down their interests, others may not feel the same need.
- Shadowing a practicing physician is a privilege. Those students who do shadow should not abuse this privilege or their physician preceptor's time.
- Shadowing should not be prioritized over curriculum requirements, wellness, or health. KHSU-KansasCOM recommends that students guard against hampering their wellness by excessive shadowing, particularly during curricular breaks and holidays.

Procedures for shadowing experiences include the following:

- Shadowing is not permitted within the first trimester for OMS I students.
- Students are only permitted to shadow if in good academic standing and in full compliance with all health and safety requirements required by the KHSU-KansasCOM.
- All shadowing opportunities and locations must be approved through the Office of Student Affairs and the Clinical Education Department.
- All students wishing to shadow should complete the Student Shadowing Form in Guardian at least two weeks before the start of the requested shadowing date.
- KHSU-KansasCOM recommends that Pre-Clerkship students shadow no more than two half days per month.
- Shadowing is not permitted during mandatory curriculum hours. Students may not use an excused absence to shadow. If a mandatory curricular activity becomes scheduled when a previously booked shadowing session is scheduled, the shadowing schedule must be canceled or rescheduled.
- KHSU-KansasCOM strongly recommends that students attend to their wellness on days off and during breaks. However, we recognize that wellness is subjective and comes in many forms. Therefore, shadowing

is permitted for Pre-Clerkship students on days off and during all breaks. However, students are encouraged to limit their shadowing during breaks to prevent burnout.

- Shadowing should primarily be viewed as an observational experience with the physician preceptor's permission and supervision. With the physician preceptor's permission, shadowing may occur with virtual care/telehealth delivery.
- Students may shadow KHSU-KansasCOM clinical faculty and board of trustee members.
- The shadowing organization frequently requires immunization records and background checks. It is the duty of the student to ensure that these health records (Sentry MD) are provided ahead of the shadowing experience by attaching the records to the Student Shadowing Form in Guardian, as many of these records are also required by KHSU-KansasCOM, the Office of Student Affairs.
- Students are responsible for contacting physician preceptors and scheduling shadowing sessions.
- Students must be directly supervised by their physician preceptor at all times.
- Students must wear their ID badges and professional attire in all clinical settings. White coats are at the discretion of the physician preceptor.
- Students must maintain strict confidentiality and privacy regarding patient information.
- Students must respect patient's rights to refuse to have students present.
- Students must treat all patients and staff with respect and dignity, regardless of age, sex, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.
- Students must be aware of and follow the hosting institution's policies when they are an observer.
- Students are expected to utilize infection precaution strategies and PPE as appropriate for the safety of patients and other students/employees.
- Students must ensure patient safety by remaining at home if they are ill; they must notify the physician/coordinator of an absence due to illness.

Any questions regarding shadowing experiences should be directed to Career Services.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE), formerly known as the Dean's Letter, is an important document designed to assist students in obtaining admission to postgraduate programs, specifically internships and residencies. Data utilized in the creation of the MSPE include the student's academic progress, assessment of professionalism, COMLEX results, faculty recommendations, clerkship evaluations, and comments from preceptors. Information regarding volunteer service, leadership opportunities, research, and/or membership in service organizations is noted. The MSPE writing team will solicit information from students during OMS II by having them submit information for inclusion in the MSPE.

Professionalism and the MSPE

The national residency match process requires documentation within the MSPE of any adverse action(s) imposed on a student by KHSU-KansasCOM, as well as information about the student's professional attributes. This includes documentation of any demonstrations of a lack of professionalism. Student Affairs, in consultation with the Dean, will determine what is written in the MSPE regarding a professionalism-related issue.

National Licensing Exam Policy for the Comprehensive Osteopathic Medical Licensing Examination (COMLEX)

COMLEX examination applications are available online at www.nbome.org. All students of KHSU-KansasCOM must successfully complete and pass all required components of the COMLEX examinations in order to graduate from the KHSU-KansasCOM.

COMLEX Level 1

KHSU-KansasCOM has a very specific 9-month long COMLEX study plan which includes University provided COMLEX resources, required summer assignments, monthly QBank requirements, required practice exams, and a required practice exam score threshold that must be met in order to sit for COMLEX. Students are required to sign a document at the beginning of their COMLEX study period acknowledging the expectations and requirements for COMLEX Level1.

In order to become eligible to sit for COMLEX Level 1, second-year medical students must first take and pass a series of institutionally required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) practice exams and pass all pre-clinical course work. All second-year students will be required to sit for the COMSAE exams in the winter/spring of their second year, on dates determined by the KansasCom Dean and approved by the Vice President for Academic Affairs/Chief Academic Officer. The only COMSAE exams that count towards the threshold requirement are proctored exams only. Non-proctored, student purchased exam, although encouraged for practice purposes, do not count towards meeting the threshold requirement. The KansasCOM Dean will set the minimum score on the practice exams that students must reach in order to be considered as "passing" and become eligible to sit for COMLEX level 1.

The University will provide a schedule of the exams for students so they understand the required testing dates for the COMSAE exams.

The COMSAE required threshold for the 2026-2027 academic year will be communicated to students no later than October 1st, when their COMLEX study plan begins. The COMSAE threshold requirement is subject to change year-to-year and will be determined and provided to students no later than October 1st, each academic year. Students should not assume that the previous year's threshold score will be the current year's threshold requirement.

Those students who have successfully passed all of their pre-clinical course work, requrements of the COMLEX study Plan, and met or exceeded the minimum score on COMSAE will then be eligible to sit for COMLEX Level 1. Students who do not meet the minimum threshold score, after the second attempt at the COMSAE, will be automatically required to complete a board prep boot camp style course. The SPC will notify students, in writing, of this requirement. Students have the right to appeal the requirement to the Dean of the medical school.

Once the COMLEX prep course is finished, students will be scheduled for their third attempt at the COMSAE. If the student meets or exceeds the threshold requirement, the student will immediately schedule their COMLEX date and sit for that exam.

Students who do not meet the minimum threshold may be required to do one or more of the following to support COMLEX Level 1 readiness:

- Additional COMLEX Readiness Course: Any student not reaching the set COMSAE threshold may be considered to take a COMLEX preparation course. Similarly, any students who eventually fail COMLEX may be required to take a COMLEX readiness course of no less than 4 weeks and no more than 12 weeks in length.

The course may be student and KHSU-KansasCOM directed and structured, it may involve an outside structured board preparation course completed locally, or the student may be required to take a remote immersion board review course.

Students must use a KHSU-KansasCOM approved board study course. The medical school will provide a list of pre-approved programs. The student is responsible to pay for the cost of any mandated course. Once the course is completed, KHSU-KansasCOM will notify the students of the timeframe for an additional COMSAE, or similar exam, to determine readiness.

- Repeat of Academic Year: The student could be required to repeat the entire OMS -II year (or a portion of their coursework designated by the KansasCOM Dean before sitting for the COMSAE or COMLEX examinations. The student's academic record will be reviewed, and details such as how many courses a student has failed will influence whether a student needs to repeat an academic year.

Students who do not meet or exceed the threshold score for the COMSAE series do not get to select which alternative path option is made available to them. These determinations will be made by the KansasCom Dean and Vice President for Academic Affairs/Chief Academic Officer in consultation with the Student Performance Committee.

Once a second-year medical student has passed the COMSAE exam minimum threshold score, they are eligible to sit for COMLEX Level 1 between early May and June 30th. Students who wish to take their exam in May must be approved to do so in advance of their COMLEX date. All second-year medical students must take the COMLEX Level 1 exam no later than June 30th and must successfully have taken the exam prior to proceeding on to the third year of the curriculum. Students who are delayed in sitting for their exam, for any reason, may find that their academic calendar and clerkship schedule are altered, affecting their potential graduation date, eligibility to begin Graduate Medical Education, and may impact flexibility within their entire clinical rotation schedule.

A failure of COMLEX Level 1 one or more times does not count as a cumulative class or clerkship failure for the student. However, any failure on COMLEX Level 1 will require the student to appear before the SPC for academic review. As part of that review, the SPC will consider whether academic dismissal is an appropriate outcome based upon the student's academic record and board exam performance

Failure of COMLEX Level 1 three times results in automatic dismissal from KansasCOM without eligibility for appeal.

COMLEX Level 2 CE-

In order to become eligible to sit for COMLEX Level 2 CE, third-year medical students must first take and pass a series of institutionally required COMSAE practice exams. All third-year students will be required to sit for the COMSAE exams in the winter/spring of their third year, on a date determined by the KansasCOM Dean in consultation with the Office of Clinical Education and approved by the Vice President for Academic Affairs/Chief Academic Officer.

The KansaCOM Dean will set the minimum scores with input from the Office of Clinical Education, which students must reach in order to be considered as "passing". The required threshold level is based on historical outcomes of students from the COM when taking COMSAE and COMLEX Level 2. Those Level 2 students who meet or exceed the threshold minimum score will then be eligible to sit for COMLEX Level 2 CE. Additionally, students have to pass all year 3 courses/rotations, to be eligible to sit for COMLEX Level 2 CE.

The COMSAE required threshold for the 2026-2027 academic year will be communicated to students no later than October 1st, when their COMLEX study plan begins. This required threshold will be determined and provided to students by October 1st, each academic year, and is subject to change year-to-year. Students should not assume that the previous year's threshold score will be the current year's threshold requirement.

OMS-III students who meet or exceed the minimum threshold score will then be eligible to sit for COMLEX Level 2 CE. OMS-III students who do not meet the minimum threshold score will be subject to academic review by the Office of Clinical Education and the Office of the Dean and will be notified of their academic options.

Students who do not meet the minimum COMSAE threshold may be required to do any one of the following to demonstrate and ensure readiness to sit for COMLEX:

- COMLEX Readiness Course- The student will be required to take a COMLEX readiness course of no less than 4 weeks and no more than 12 weeks in length.
- Non-Clinical Elective Course- Students may be required to take a non-clinical elective course, including an immersion board review course that focuses on COMLEX Level 2 CE readiness.
- The course may be student-directed and KHSU-KansasCOM directed and structured.
- The student may be required to take an outside structured board preparation course completed locally.
- The student may be required to take a remote board preparation course.
- The student is required to pay for the cost of any mandated course.
- Once the course has been completed, KHSU-KansasCOM will notify the student if an additional COMSAE, or similar exam, will be required to be taken to determine readiness.
- Repeat of Academic Year- The student may be required to repeat the entire OMS -III year (or a portion of their coursework designated by the Office of Clinical Education or Dean) before sitting for the additional COMSAE exams.

OMS III students who do not meet or exceed the set COMSAE threshold score do not get to select which alternative path option is made available to them for further preparation. These determinations will be made by the Office of Clinical Education and the Office of the Dean.

Students who do not meet the required COMSAE threshold and/or fail COMLEX Level 2 CE may experience delays in completing their progress for fourth-year rotations. Such delays may result in alternative pathways for completing fourth-year rotations. These delays could interrupt or alter the student's graduation date, their eligibility for entering the residency match, complicate options for rotation availability, or result in the cancellation of or change to elective rotations as well as complicate rotation locations and schedules.

Students who fail the COMLEX exam, at any level, will be removed from their rotations after they finish the rotation in which they are currently enrolled and will be required to appear before SPC for academic review.

Third-and fourth-year students become eligible to sit for COMLEX Level 2 CE only after successful completion of all third-year core clerkship rotations, meeting the minimum COMSAE threshold, and approval to sit for the exam is provided by the Office of Clinical Education.

- Students must register for COMLEX Level 2 CE no later than February 15th.
- Students must take COMLEX Level 2 CE no later than August 15th.
- In the case of an initial COMLEX 2 CE failure, students must retake the COMLEX Level 2 CE no later than December 1st of the fourth year in order to qualify to graduate.

Students requesting permission to take either COMLEX Level 1 or Level 2 CE exams outside the required dates must have authorization from the KansasCOM Dean and be approved by the Vice President for Academic Affairs/Chief

Academic Officer. Students who do not adhere to the above are referred to an appropriate KHSC-KansasCOM official for a professionalism review and may face disciplinary action.

COMLEX Failures

Students who fail a COMLEX Level 1 and Level 2 exam for the first time will be referred to the SPC for academic review. Students can expect to be removed from rotations after they complete the rotations in which they are currently enrolled. The Office of Clinical Education will notify them of appropriate next steps.

Students with a first COMLEX Level 1 and Level 2 failure can expect the SPC review will include a review of all didactic and clinical courses and the failure of a national licensing board exam as part of that review. The SPC will consider academic dismissal, placing the student on a non-clinical COMLEX preparation course, or board-preparation course.

Students who fail any segment of the COMLEX Level-1 or COMLEX Level-2 exam(s) for a second time can expect to be removed from rotations after they complete the rotations in which they are currently enrolled. They are subject to a recommendation for academic dismissal by the SPC, based on the entirety of their academic performance/progress to this point. Students could be required to repeat the academic year at this point also by SPC. If allowed to continue, they will be required to complete either a school directed course locally or enroll in and complete an independent intensive board preparation course before sitting for the exam a third time. Students must use a KansasCOM approved board study course. A list of approved courses will be provided to students. The cost of that board preparation course is the student's responsibility.

The student may be placed on academic leave of absence during this time for up to six months to prepare for the examination, complete the examination and have the exam scores returned to the COM. The student must complete all segments of the examination and receive a passing grade during the leave of absence time-period expires. Failure to do so will result in dismissal from the COM. There are significant potential consequences associated wiht taking a LOA, especially concerning financial affairs. Any student considering or being directed to take a LOA should consult with a financial aid counsellor to ensure they are aware of all of the consequences of the action.

Students are limited in the number of times they can take COMLEX Level 1 and Level 2 CE. They are limited to a maximum of three attempts per exam. If a student fails either test three times, they are subject to automatic dismissal from KansasCOM without the option of appealing that decision.

Simulation Details and Expectations

Students who are scheduled to utilize any simulation-related equipment and/or facilities should conduct themselves in the same manner as is expected in any other environment, with the utmost professionalism, as if they are in a hospital or clinical setting. Simulation cases and examinations must be treated with the same confidentiality and academic intgreit as all of examinations. Students wishing to utilize simulation facilities must contact the Director of Simulation for permission and to reserve a date/time. For more information about the simulation at KHSU-KansasCOM, students should refer to the Simulation Handbook and/or the Director of Simulation.

Study Space Policies and Procedures

Student Study Rooms

KHSU-KansasCOM has numerous rooms, on-campus, reserved for use as student study rooms. Those study rooms vary in size and can be reserved by students for use during operational hours.

Students should book study rooms via the Campus Groups Room Reservation System. Only one student must book the space if multiple individuals plan to study with them. Student study rooms are available during operational hours for use by students, exclusively. All other conference rooms on-campus are reserved during business hours (8 a.m. to 5 p.m.) for use by faculty, staff, and KHSU-KansasCOM business.

All students must comply with the KHSU-KansasCOM study space policies to ensure that the reservation and use of study spaces, on-campus, is handled as fairly and equitably as possible. There are a variety of student spaces, on-campus, which are set aside and reserved for student usage. Rooms will be reserved and noted as reserved. All students should observe the status of any room on campus and adhere to the KHSU-KansasCOM policy.

There are a variety of room types that can be used as study space: open areas within the building, and library space.

All students should adhere to the following when utilizing a study space:

- Students are able to sign out or reserve a study space. The space must be reserved in the student's name who is present in the room.
- Students should be in their study rooms while they have the room reserved. If a student is not in their room 15 minutes after the start of the reservation, the room can be forfeited and reserved by another student.
- Students are expected to adhere to professional behavior when utilizing any spaces on campus property.
- Students will be professional and courteous to other students, faculty, and staff when utilizing campus study spaces.
- Students will professionally respect all KHSU-KansasCOM property.
- Students are expected to clean any used study space after they are finished with the space.

Individual Study:

- **Reservations:** Maximum of 3 hours per day.
- **Booking:** Indicate 'Individual Study' along with your name in the booking system.

Group Study:

- **Reservations:** Maximum of 6 hours per day.
- **Booking:** All group members must reserve together. Indicate 'Group Study' along with all names in the booking system.

Room Approval:

- **Approval Required:** All rooms must be approved before use. If you are in an unapproved room, you will be asked to leave.

Noise Policy:

- **Respectful Environment:** If noise complaints are submitted on behalf of your group or study room, you will lose study room privileges. Please keep the volume at a reasonable level to respect those around you.

Booking Requirements:

- **Name Entry:** Use your first and last name accurately when reserving.
- **Consequences:** Incorrect or incomplete entries will result in automatic cancellation. Mismatched names will void the reservation.

Testing Week Policy:

- During testing weeks with extended hours, all study rooms will be reserved for group study only.

Quiet Library Spaces:

- Rooms 212 and 219 are designated as quiet study areas, available during all operational hours.

No-Show Policy:

- Reservations not occupied within 15-20 minutes of the scheduled start time will be opened to others.

Room Utilization Checks:

- Study rooms will be monitored to ensure proper usage based on booking type.

Student Rights, Professionalism, and Responsibilities

Conduct and Responsibilities

KHSU-KansasCOM requires all students to be responsible individuals who possess the highest standards of integrity, honesty, and personal conduct. These traits are pre-requisites to independent learning, professional development, the successful performance of academic and clinical assignments, and the conduct of one's personal life. Accordingly, students are expected to adhere to a standard of behavior consistent with KHSU-KansasCOM's high standards both on and off campus. Compliance with institutional policies, rules, and regulations, in addition to city, state, and federal laws, is required of all students.

Professional Code of Conduct

It is not possible to enumerate all forms of inappropriate behavior. The following, however, are examples of behavior that may constitute a violation of KHSU policy. Accordingly, KHSU has established the following Professional Code of Conduct, indicating behavior that is subject to disciplinary action.

1. Harassment, harm, abuse, intimidation, discrimination, retaliation, damage, or theft to or of any individual or property.
2. Physical violence, verbal abuse, threating behavior, coercion, stalking, bullying, or conduct that creates an unsafe, hostile, or disruptive environment.
3. Damage to, theft of, misuse of, or unauthorized possession of property belonging to the University, affiliated institutions, patients, employees, student, or others.
4. All forms of dishonesty, cheating, plagiarism, falsification, fabrication, forgery, alteration, misrepresentation, unauthorized collaboration, or unauthorized use of records, materials, or information.
5. Unauthorized use of artificial intelligence tools, recording devices, transcription services, electronic systems, or other technologies in a manner inconsistent with academic integrity, institutional policy, patient confidentiality, privacy expectations, faculty, instruction, or professional standards.
6. Unauthorized recording, photographic, distribution, disclosure, or sharing of academic, clinical, institutional, patient-related, or confidential information or activities.
7. Entering, accessing, or using University, hospital, clinic, research, simulation, or affiliated facilities, systems, records, or resources without authorization.
8. Disruption of teaching, learning, research, clinical care, administrative, student functions, or other institutional functions.
9. Failure to comply with university policies, institutional directives, interim measures, remediation plans, safety requirements, clinical site requirements, or reasonable instructions from authorized University or affiliated institution personnel.
10. Conduct resulting in arrest, criminal charges, or legal action that raises concerns regarding professionalism, judgement, safety, ethical conduct, or fitness for participation in medical education, and/or failure to report such matters to the University within 48 hours, excluding minor traffic violations.
11. Participation in academic, clinical, research, or professional activities while impaired by alcohol, illicit substances, nonprescribed controlled substances, misuse of prescription medications, or any condition that compromises safety, judgment, or performance.

12. Unlawful use, possession, manufacture, distribution, or sale of illegal drugs, controlled substances, or alcohol.
13. Conduct that places patients, peers, faculty, staff, or others at unnecessary risk of harm including failure to follow appropriate supervision, safety standards, clinical protocols, or scope of training expectations.
14. Unauthorized disclosure, misuse, or access of privileged, confidential, protected, educational, research, institutional, or patient information, including violations of HIPAA, FERPA, or applicable privacy standards.
15. Behavior, communication, appearance, or electronic conduct that demonstrates disrespect, hostility, exploitation, negligence, poor judgment, unprofessionalism, or lack of appropriate professional boundaries toward faculty, staff, employees, students, patients, healthcare personnel, or members of the public.
16. Misrepresentation of one's identity, credentials, training level, institutional affiliation, authority, participation, or professional role.
17. Failure to fulfill academic, clinical, administrative, legal or professional responsibilities, including repeated failure to respond to institutional communications, attend required activities, complete required documentation, or comply with reporting obligations.
18. Misuse of social media, electronic communication, or online platforms in a manner inconsistent with professional, ethical, or institutional expectations.
19. Failure to report known or suspected violations of university policy, threats to safety, professional misconduct, impairment, mistreatment, discrimination, harassment, or other serious concerns through institutional channels.
20. Retaliation against, intimidation of, interference with, or attempted influence of any individual involved in reporting, investigation, participating in, or resolving institutional concerns, complaints, or proceedings.
21. Conspiring, attempting, assisting, encouraging, or facilitating any violation of the Professional Code of Conduct.

Professional Behavior Expectations

Professionalism is foundational to the practice of osteopathic medicine and to the educational mission of KHSU. Students are expected to demonstrate professional behavior in all academic, clinical, administrative, social, and interpersonal settings. Professionalism is not limited to the avoidance of misconduct; rather, it is reflected through consistent behaviors, sound judgment, ethical decision-making, accountability, communication, and respect for others.

As physicians-in-training, students are expected to conduct themselves in a manner that reflects positively upon the osteopathic profession, the College, healthcare partners, patients, peers, faculty, staff, and the broader community. Professional expectations apply both on and off campus, including online and social media environments, whenever a student may reasonably be identified as affiliated with KHSU or the medical profession. These expectations are grounded in the Osteopathic Oath and align with competencies established by the American Osteopathic Association (AOA) and the Commission on Osteopathic College Accreditation (COCA), including Professionalism, Patient Care, Interpersonal and Communication Skills, Practice-Based Learning and Improvement, Systems-Based Practice, and Osteopathic Principles and Practice.

The examples below are intended to clarify expectations regarding professional behavior. They are illustrative and not exhaustive. Failure to demonstrate these expectations may result in supportive intervention, remediation, referral to the Student Performance Committee, interim measures, disciplinary action, or other institutional responses deemed appropriate by the University. See the section on *Student Performance Committee* for more information.

Honesty and Integrity

Students are expected to demonstrate honesty, integrity, and ethical conduct in all academic, clinical, and professional activities. This includes submitting original work, accurately documenting information, taking responsibility for mistakes, and communicating truthfully with faculty, staff, patients, and peers.

Examples of unprofessional behavior may include, but are not limited to:

- Cheating, plagiarism, or unauthorized collaboration;
- Falsification of records, attendance, patient encounters, or documentation;
- Misrepresentation of information to faculty, staff, clinical sites, or administration;
- Fabrication of excuses, documentation, or explanations; and/or
- Failure to accept accountability for one's actions.

Accountability and Responsibility

Students are expected to fulfill academic, clinical, and professional obligations reliably and independently. Professional accountability includes attending required activities, responding to institutional communications, meeting deadlines, complying with policies, and following through on commitments without repeated reminders.

Examples of unprofessional behavior may include:

- Repeated absences, tardiness, or missed deadlines;
- Failure to respond to College communications in a timely manner;
- Failure to comply with institutional, clinical, or legal requirements;
- Failure to report required incidents or legal charges; and/or
- Repeated patterns of avoidant, unreliable, or disengaged behavior.

Respect for Others and Cultural Competency

Students are expected to treat all individuals with dignity, respect, professionalism, and cultural competency/humility. This expectation applies to interactions with patients, peers, faculty, staff, standardized patients, clinical personnel, and community members.

Examples of unprofessional behavior may include:

- Bullying, harassment, discrimination, or intimidation;
- Disrespectful, dismissive, hostile, or demeaning communication;
- Gossiping, humiliating, or undermining others;
- Inappropriate jokes, comments, or conduct targeting individuals or groups; and/or
- Failure to maintain appropriate personal and professional boundaries.

Patient Care, Safety, and Clinical Conduct

Students are expected to prioritize patient safety, dignity, confidentiality, and wellbeing at all times. Students must work within their level of training, seek supervision appropriately, and demonstrate sound judgment in clinical environments.

Examples of unprofessional behavior may include:

- Acting beyond one's authorized scope or level of competence;
- Ignoring supervision or clinical instruction;
- Conduct that places patients at unnecessary risk;
- Failure to communicate honestly or respectfully with patients;
- Demonstrating negligence, recklessness, or poor judgment in patient care settings; and/or
- Performing clinical skills/procedures without permission of attending physician.

Confidentiality and Privacy

Students are expected to maintain the confidentiality of patient, institutional, and educational information in accordance with HIPAA, FERPA, institutional policy, and professional ethics. Violations of this expectation may result in having students removed from Clinical Placement sites and ineligibility for placement elsewhere.

Examples of unprofessional behavior may include:

- Sharing confidential information in public or unsecured settings;
- Accessing records or information without authorization;
- Posting patient, institutional, or sensitive information on social media or public platforms; and/or
- Failing to safeguard confidential information appropriately.

Professional Communication

Professional communication is expected in all verbal, written, electronic, and online interactions. Students are expected to communicate respectfully, constructively, and professionally, even during periods of disagreement, stress, or conflict.

Examples of unprofessional behavior may include:

- Rude, hostile, sarcastic, dismissive, or emotionally reactive communication;
- Inappropriate tone, slang, profanity, or disrespectful language;
- Failure to respond to important communications;
- Escalating conflict rather than attempting professional resolution; and/or
- Inappropriate use of email, text messaging, or social media.

Students are generally expected to respond to institutional communications within a reasonable timeframe, typically within 24 to 48 hours when feasible and appropriate.

Professional Appearance and Engagement

Students are expected to present themselves in a manner appropriate to academic, clinical, and professional environments. Professional appearance and engagement contribute to patient trust, institutional reputation, and effective participation in the learning environment.

Examples of unprofessional behavior may include:

- Inappropriate or noncompliant attire;
- Poor hygiene impacting professional interactions;
- Sleeping, excessive phone use, or disengagement during required activities; and/or
- Conduct demonstrating a lack of attentiveness or participation.

Substance Use and Impairment

Students must remain unimpaired during all academic, clinical, research, and professional activities. Any impairment that affects judgment, professionalism, safety, or performance may constitute a violation of University policy.

Examples of unprofessional behavior may include:

- Attending academic or clinical activities while impaired;
- Misuse of alcohol, prescription medications, controlled substances, or illicit drugs;
- Behavior demonstrating impaired judgment or unsafe conduct; and/or
- Substance-related conduct negatively affecting professional responsibilities.

Technology and Social Media

Students are expected to use technology and social media responsibly and professionally. Online behavior may impact patient trust, institutional reputation, and professional standing. Students should assume that all online activity may become public and permanent.

Examples of unprofessional behavior may include:

- Posting offensive, inappropriate, or unprofessional content;
- Sharing patient or institutional information online;
- Online harassment, bullying, or threatening conduct;
- Misrepresentation of the College or profession online; and/or
- Electronic conduct inconsistent with professional expectations.

Collegiality and Teamwork

Medicine is inherently collaborative. Students are expected to work respectfully and effectively with peers, faculty, staff, healthcare professionals, and interdisciplinary teams.

Examples of unprofessional behavior may include:

- Refusal to collaborate appropriately;
- Undermining colleagues or team functioning;
- Excluding or marginalizing peers;
- Taking credit for the work of others;
- Creating disruptive or divisive learning environments; and/or
- Exhibiting behaviors towards colleagues which could be perceived as harassing or bullying.

Commitment to Learning and Self-Improvement

Students are expected to demonstrate insight, adaptability, and commitment to personal and professional growth. This includes accepting feedback professionally, engaging in self-reflection, and demonstrating improvement after concerns are identified.

Examples of unprofessional behavior may include:

- Persistent resistance to feedback;
- Repeated problematic behavior without demonstrated effort to improve;
- Lack of insight regarding one's impact on others; and/or
- Failure to engage meaningfully in remediation or professional development efforts.

Professional Identity and Osteopathic Values

Students are expected to recognize that they are physicians-in-training whose conduct reflects upon the osteopathic profession and the University. Students should demonstrate compassion, empathy, ethical behavior, and respect for the whole person, mind, body, and spirit, in alignment with osteopathic principles and values.

Examples of unprofessional behavior may include:

- Conduct that brings discredit upon the profession or institution;
- Failure to demonstrate empathy, compassion, or respect;
- Behavior inconsistent with the Osteopathic Oath; and/or
- Actions that undermine patient trust or professional credibility

Duty to Act and Report

Students share responsibility for maintaining a safe, ethical, and professional learning environment. Students are expected to report concerns related to safety, misconduct, mistreatment, professionalism, impairment, or violations of College policy through appropriate institutional channels.

Failure to report known or serious concerns, enabling unsafe behavior, or interfering with institutional processes may itself constitute a professionalism concern or policy violation.

Transition from Undergraduate Education to Medical Professionalism

Students should recognize that expectations in medical education and the healthcare profession differ significantly from many undergraduate educational environments. Behaviors that may have been tolerated or considered informal in prior academic settings may be inconsistent with expectations for physicians-in-training. Medical students are expected to demonstrate heightened accountability, professionalism, reliability, maturity, ethical conduct, and respect for professional standards at all times.

Professional Judgment Standard

When uncertain whether conduct is appropriate, students are expected to consider:

- Does this behavior protect patient safety, dignity, and trust?
- Does this behavior reflect the values of the osteopathic profession?
- Would I be comfortable if this behavior were publicly reviewed by patients, faculty, or licensing boards?
- Does this behavior align with expectations of a physician-in-training?

If the answer to these questions is no, the conduct is likely inconsistent with professional expectations.

Student Disciplinary Assurances

The following practices are provided to all students in the handling of all alleged violations of the Professional Code of Conduct:

1. Disciplinary Notification: Any student charged with an alleged violation of the Professional Code of Conduct will be provided written notice either in person or via their KHSU-KansasCOM issued email address. This includes the alleged Professional Code(s) of Conduct that have been violated as well as an overview of the process.
2. Hearing: Every student alleged to have violated the Professional Code of Conduct has a right to a hearing. The KHSU-KansasCOM disciplinary system is a dual-dimensional system that allows the student the right to a formal hearing through the Student Performance Committee (SPC) or an informal hearing through the Office of Student Affairs and Services. Which group hears the student's case is decided by the Assistant Dean for Student Affairs.
3. Appeal: All students who receive an academic related decision from the SPC or who are charged and found responsible for a violation of the Professional Code of Conduct have the right to appeal the SPC decision or any decision made by staff members within the Office of Student Affairs and Services. Refer to the appeal procedures located under the SPC Policy.

Student Disciplinary Procedures

Complaints involving alleged misconduct by students will be handled according to the following procedures except in those cases where different procedures are prescribed by another KHSU-KansasCOM policy (e.g., allegations of sexual harassment, research misconduct, etc.)

KansasCOM has established a dual-dimensional approach to adjudicating student misconduct, poor academic performance, and/or disciplinary issues. The following steps are to be followed in any case where a student is alleged to have violated the Professional Code of Conduct as enumerated in this handbook:

1. All reports of alleged code violations shall be reported to Student Affairs and/or to the Assistant Dean of Student Affairs. Reports must be filed in writing by the reporting party, who can be a member of the KHSU-KansasCOM faculty/staff, in addition to a KHSU-KansasCOM student. KHSU-KansasCOM will make efforts to protect the identity of the reporting party, to the extent possible. However, it is not possible to ensure 100% confidentiality in all cases.
2. Student Affairs will review the report and determine if the charge merits an investigation of the allegation(s).

3. If the allegation in the report is of a nature to merit an investigation, Student Affairs, along with the Assistant Dean of Student Affairs, will gather, analyze, and investigate the information. The student who is accused will be given an opportunity to respond to the allegations as part of the investigative process. (This will be done as quickly as possible, but sometimes the nature of such investigations takes longer than expected to gather evidence and speak with potential witnesses.)
4. After all information is gathered, the Assistant Dean of Student Affairs will apply a preponderance-of-the-evidence standard in making a judgment about the validity of the report and how best the alleged misconduct should be adjudicated. The Assistant Dean of Student Affairs will apply the preponderance of evidence standard to the evidence and details within the alleged complaint. If the details indicate that the incident is more than likely than not to have occurred based upon the details, the Assistant Dean of Student Affairs will refer the case to the appropriate hearing body and will instruct that the student be notified of an alleged violation of the Code of Professional Conduct. The dual-dimensional nature of KHSU-KansasCOM's disciplinary system allows for cases to be heard by the Student Performance Committee (SPC) as a formal hearing resolution or by administrators within the Office of Student Affairs (informal resolution).
5. The Assistant Dean of Student Affairs will make the final decision, using the preponderance-of-the-evidence standard, as to how the case will be heard (administrative or formal resolution) and will make a referral to the specific adjudicating body for disposition of the case. All evidence and the severity of the alleged violation will be reviewed as part of this decision. The student will also be notified in writing to appear before the appropriate body to have their case heard.
6. The student has the right to respond to any complaint and provide information and evidence on their own behalf. The student also has the right to provide witness testimony as part of their defense.
7. In cases where the information does not merit referral to the SPC, the case will be investigated, documented, and resolved and/or dismissed by Student Affairs staff.
8. Once the case has been resolved, the outcome will be communicated to the student. For formal hearings, the SPC will communicate the finding. In informal hearings, the Assistant Dean of Student Affairs will communicate, in writing, the outcome to the student.

Informal Resolution of Behavioral and Professional Issues

KHSU-KansasCOM reserves the right to informally handle behavioral and professionalism student issues outside of the stated disciplinary process outlined within the Student Handbook/Academic Catalog. The Office of Student Affairs staff and key University leadership are empowered to meet with students, review issues, and make judgments about students' behavior that falls outside of the Professional Code of Conduct and/or outside of formal disciplinary processes. Often, this may include a student being required to resolve an issue through mandated services such as counseling, academic support, health services, and/or meetings with other professionals on- or off-campus. Students should expect that the Office of Student Affairs has the authority to informally handle these issues and should understand that in some cases students will be required to adhere to expectations and follow through appropriately.

Formal Resolution of Behavioral and Professional Issues

Issues of behavioral or professional concern may be referred to the Student Performance Committee (SPC) for formal resolution. The SPC is a committee made up of KHSU-KansasCom faculty and staff, charged with being the primary team responsible for the review of the totality of students' academic and behavioral performance. Thiks committee is detailed elsewhere in this document and may be found at this link.

Interim Measures and Protective Actions

KHSU is committed to maintaining a safe, secure, and orderly educational environment that supports the wellbeing of students, faculty, staff, patients, and the broader campus community. In situations where the Office of Student Affairs determines that immediate action may be necessary to protect the health, safety, welfare, academic environment, or integrity of institutional operations, KHSU may implement interim measures prior to the resolution of a student conduct matter.

Interim measures are administrative and protective in nature and are not considered a determination of responsibility, disciplinary finding, or sanction. These measures may be instituted before, during, or after a review, investigation, or student conduct process when deemed reasonably necessary by the College.

The Office of Student Affairs may implement one or more interim measures when:

- A student's continued presence may pose a risk (imminent or perceived) to the safety or wellbeing of any member of the campus or clinical community;
- There is concern regarding disruption to the educational, clinical, or operational environment of KHSU;
- There is concern regarding interference with witnesses, complainants, reporting parties, or institutional processes;
- KHSU determines that protective actions are appropriate pending resolution of the matter;
- A student may pose a risk to themselves or others; or
- The allegations, if substantiated, could reasonably result in significant institutional action.

Interim measures may include, but are not limited to:

- Temporary suspension;
- Restrictions from entering campus, classrooms, laboratories, simulation spaces, clinical sites, student housing, events, or other University-controlled facilities;
- Administrative removal from clinical rotations or experiential learning activities;
- Restrictions on participation in student organizations, leadership positions, athletics, or extracurricular activities;
- No Contact Orders between individuals or groups;
- Changes to class schedules, seating assignments, or campus access;
- Required meetings with University officials;
- Temporary limitations on use of institutional technology systems or resources;
- Directed behavioral agreements or conditions for continued participation in University activities; and/or
- Any other interim action deemed appropriate to support safety, wellbeing, institutional operations, or the integrity of the process.

A No Contact Order may prohibit direct, indirect, written, electronic, verbal, physical, or third-party communication with another individual. Students are expected to comply fully with the terms of any No Contact Order. Violations of such directives may constitute separate violations of University policy and may result in additional action.

Students subject to interim measures will generally receive written notice of outlining:

- The interim measures being implemented;
- The effective date of the measures;
- Any applicable restrictions or expectations; and
- Information regarding the next steps in the process, when appropriate.

Interim measures may remain in effect pending the outcome of a student conduct process, behavioral assessment, threat assessment, Title IX process, criminal investigation, medical/psychiatric evaluation, or other institutional review.

KHSU reserves the right to modify, expand, continue, or remove interim measures at any time based upon evolving information and institutional needs.

Nothing in this section limits the authority of KHSU to take immediate action in emergency situations or to comply with applicable laws, accreditation requirements, clinical partner expectations, or safety obligations.

The implementation of interim measures does not create a presumption that a violation of KHSU policy has occurred. The student conduct process will proceed according to applicable institutional procedures and standards outlined elsewhere in this Handbook.

Possible Sanctions Related to Violations of the Professional Code of Conduct

The merits of each case will be considered before sanctions are levied. It is the intent of the Code of Professional Conduct that the sanction(s) imposed are in response to the academic record, student's professional behavior, any patterns of inappropriate personal behavior, and/or disciplinary history of the individual student.

The following are examples of sanctions imposed by the Office of Student Affairs or the Student Performance Committee (SPC). These sanctions are imposed as a result of the disciplinary and/or academic review process and may be levied as a result of a informal or formal resolution hearing. Some sanctions may be required of the student without a hearing. These sanctions are typically in response to poor academic performance and are designed to enhance a student's academic progress. This list is not exhaustive, and sanctions are based on the circumstances of the charges.

No Action

An official response from the disciplinary body indicating that no action be taken regarding the student's case.

Verbal/Written Warning

Documented warning that the behavior/academic performance demonstrated was unacceptable, including students failing their first and second courses within a single academic year.

Required Corrective Academic Action

Corrective academic action is required only after a student has failed a course, section, clerkship and/or national examination. Remediation/retesting is not guaranteed for any student who has failed a course, section, clerkship and/or national examination. Should a professionalism issue arise, and remediation/retesting is an action, the details of that remediation/retesting will be developed by Student Affairs and KHSU-KansasCOM academic leadership and implemented in an appropriate period.

Remediation/retesting being granted does not guarantee successful completion of program requirements.

Conditional Requirements

Official stipulations require the student to reconcile their behavior. Stipulations may include, but are not limited to the following:

- Clerkship Alterations: Required change(s) to a student's clerkship that might increase the student's likelihood of successful completion of said clerkship (e.g., changing location, repeating the clerkship, repeating an entire year, repeating a shelf exam, completing an independent study).
- Counseling Intervention: Required referral to a mental health provider for counseling when a student's behavior indicates that counseling may be beneficial.
- Disciplinary Probation: An official state of warning from KHSU-KansasCOM, which states that if the student violates any KHSU-KansasCOM policy during the probationary time, they could face up to suspension or dismissal depending upon the severity of the violation. The probationary status of the student may be communicated to the student's academic advisor, faculty, or any other person who has legal access to this information. The information is maintained within the Office of Student Affairs and the Office of the Registrar.
- Loss of Holiday/Scheduled Break: Required remediation/retesting or study time for remediation/retesting over a previously scheduled holiday break.
- Partial Suspension: A partial suspension of a student's normal right to participate in extra-curricular, co-curricular, and other nonacademic activities. The student will continue to attend classes and may use all academic resources. The student will not be in good standing during the time of the suspension.
- Referral to Outside Agency: KHSU-KansasCOM may refer a student to the Kansas Physician's Health Program (KPHP) or other similar programs for assessment and treatment.
- Required Tutoring/Learning Support: KHSU-KansasCOM has the authority to require a student to seek mandatory tutoring and/or assistance from a learning specialist if it is deemed appropriate in assisting the student with academic performance issues.
- Restrictions/Stipulations of Behavioral Activity: KHSU-KansasCOM may restrict a student's behavioral activity that is deemed appropriate, including but not limited to restricting the student's contact with another student.
- Restitution or Monetary Fine: Financial accountability for damage to property caused by the student, or a fine that is deemed appropriate for the offense.
- Restorative Service: A project or amount of community service hours served by the student for the good of the community. This is usually completed within the community. If the service is approved to be done off-campus, it must be at a not-for-profit organization, and the student cannot receive pay for their work.
- Disciplinary Suspension: A formal separation of the student (without tuition and fees being refunded) from KHSU-KansasCOM during a specific period of time. The period of suspension can range from one trimester to an indefinite period of time. The student will not be in good standing during the suspension and therefore is not allowed to attend coursework or be on-campus.
- Disciplinary Dismissal: Permanent separation of the student from KHSU-KansasCOM (without refund). Dismissal is permanently noted on the student's KHSU-KansasCOM transcript.
- Other Appropriate Actions: KHSU-KansasCOM reserves the right to place a variety of disciplinary and/ or academic sanctions upon a student that are not specifically outlined above, if they are approved by the SPC and/or a member of Student Affairs. Additional sanctions can only be placed upon a student through the disciplinary process that is outlined in the KHSU-KansasCOM Student Handbook and Catalog. Sanctions cannot be placed upon the student arbitrarily.

Sexual Misconduct

Sexual misconduct is an umbrella term covering sex discrimination, sexual harassment, and sexual violence, and this term will be used in a variety of documents when collectively referring to these types of conduct. For more information on this term and how KHSU-KansasCOM handles such conduct, please see the Anti-Discrimination, Anti-Harassment, and Title IX Policy.

Key Professionalism Policies and Procedures

Academic Integrity

KHSU-KansasCOM holds its students to the highest standards of intellectual and professional integrity. Therefore, the attempt of any student to pass any examination by improper means, present work which the student has not created/performed, or aid and abet a student in any dishonest act will result in disciplinary action, which may include dismissal from KHSU-KansasCOM. Any student witnessing or observing a perceived violation of academic integrity is required to report the behavior. Students failing to report an observed violation will also be subject to disciplinary action up to and including dismissal.

Examples of academic dishonesty include, but are not limited to:

- Cheating on examinations, quizzes, practical, or assignments
- Copying or using another student's work, answers, notes, or materials without authorization
- Presenting work, research, assignments, reflections, documentation, or clinical experiences that the student did not personally create, perform, or complete
- Plagiarism, including failing to properly cite or acknowledge sources
- Fabrication or falsification of academic, clinical, attendance, research, patient, or institutional records
- Sharing, distributing, photographing, recording, reproducing, or obtaining examination materials or secure academic content without authorization
- Collaborating on assignments or projects when independent work is required
- Impersonating another individual or allow another individual to impersonate oneself for academic purposes
- Using unauthorized devices, materials, websites, applications, or resources during examinations or academic activities
- Knowingly providing false information to faculty, staff, preceptors, or institutional officials regarding academic matters
- Assisting, facilitating, encouraging, or aiding another student in committing an act of academic dishonestly
- Knowingly purchasing what are normally proctored, college-only available examination information or questions of high-stakes exams such as COMSAE, COMLEX, COMAT, etc. and utilizing said informations to increase one's score

Unauthorized or improper use of artificial intelligence (AI) tools, generative AI platforms, transcription software, or automated technology may also constitute academic dishonesty. Examples include, but are not limited to:

- Submitting AI generated content as one's own original work without explicit faculty permission
- Using AI tools to complete assignments, discussion posts, reflections, assessments, documentation, or examinations when prohibited
- Using AI applications to paraphrase, rewrite, or generate responses in a manner that misrepresents the student's own knowledge, effort, or competency
- Uploading or sharing course materials, examinations, patient information, lecture recordings, institutional content, or other protected materials into unauthorized AI systems or third party platforms
- Using AI-powered transcriptions, recording, note-taking, or meeting bots in classrooms, laboratories, clinical settings, Zoom sessions, or institutional meetings without explicit autorization from the institution and instructor
- Using AI tools during examinations, quizzes, practicals, clinical assessments or other restricted academic activities

Students are responsible for understanding and complying with course-specific expectations regarding the use of AI and related technologies. Instructors may further restrict or permit the use of such tools within their courses or assessment.

Any student witnessing or observing a perceived violation of academic integrity is required to report the behavior. Students failing to report an observed violation will also be subject to disciplinary action up to and including dismissal. Academic dishonesty allegations will be reviewed through institutional procedures and may result in academic sanctions, professionalism sanctions, remediation requirements, suspension, or dismissal.

Alcohol and Drugs

A link to the Drug and Alcohol Policy is available in the Catalog and Handbook under the Drug and Alcohol Policy.

KHSU-KansasCOM is committed to providing a safe, healthy learning community for all its members. KHSU-KansasCOM recognizes that the improper and excessive use of alcohol and other drugs may interfere with the KHSU-KansasCOM mission by negatively impacting the health and safety of students, faculty, and staff.

Under the Drug-Free Schools and Communities Act (DFSCA) and in accordance with the Drug-Free Schools and Campuses Regulations (EDGAR), KHSU-KansasCOM is required to have a drug and alcohol abuse and prevention policy and distribute this policy annually to all employees and students. This policy must outline KHSU-KansasCOM's prevention, education, and intervention efforts, and consequences that may be applied by both KHSU-KansasCOM and external authorities for policy violations. The law also requires that individuals be notified of possible health risks associated with the use and abuse of alcohol and other drugs, and sources of assistance for problems that may arise because of use.

Scope

This policy applies to all employees, students, applicants for employment, customers, third-party contractors, and all other persons who participate in KHSU-KansasCOM's education programs and activities, including third-party visitors on-campus. This policy addresses drug and alcohol abuse and prevention efforts.

KHSU-KansasCOM Alcohol and Other Drugs Policy

For the purposes of this policy, the term "drug" include

- Illegal drugs and substances
- Inappropriate use of drugs, substances, and compounds that remain illegal on the federal level despite decriminalization in some states
- Controlled substances, as defined in 21 USC 802, which could be legally or illegally obtained,
- Legally controlled substances that are being used illegally or inappropriately
- Prescribed drugs issued to another person
- Prescribed drugs are used contrary to the prescription.
- Prescribed drugs when the prescription is no longer valid (e.g., use of medication after a course of treatment is completed).

All members of the campus community are also governed by law, regulations, and ordinances established by the state and local municipalities, and will be held accountable by law enforcement representatives of those entities for any illegal activity. It is the responsibility of all campus members to be aware of these laws. The dispensing, selling, or supplying of drugs or alcoholic beverages to a person under 21 years old is prohibited.

Employees, students, faculty, and campus visitors may not unlawfully: manufacture, consume, possess, sell, distribute, transfer, or be under the influence of alcohol, illicit drugs, or controlled substances on KHSU-KansasCOM property, while driving a KHSU-KansasCOM vehicle, or while otherwise engaged in KHSU-KansasCOM business. KHSU-

KansasCOM property, as defined in this policy, includes all buildings and land owned, leased, or used by KHSU-KansasCOM, and motor vehicles operated by employees, including personal motor vehicles, when used in connection with work performed for or on behalf of KHSU-KansasCOM unless approved by the Dean and/or President and Chief Executive Officer.

Any person taking prescription drugs or over-the-counter medication is personally responsible for ensuring that, while taking such drugs or medications, they are not a safety risk to themselves and others while on KHSU-KansasCOM property; while driving a KHSU-KansasCOM or privately-owned vehicle; or while otherwise engaged in KHSU-KansasCOM business. It is illegal to misuse prescription medication, e.g., continue to use medication when the prescription is no longer valid, use prescribed drugs contrary to the prescription, or give or sell prescribed drugs to another person. Misusing prescription drugs can result in disciplinary action at KHSU-KansasCOM and, potentially, a criminal conviction with jail time.

Additional information pertaining to employee drug and alcohol use along with KHSU-KansasCOM's right to require post-accident drug and alcohol screening or screening based on reasonable suspicion can be located in the Employee Handbook.

Drug and Alcohol Abuse Prevention Strategies

KHSU-KansasCOM uses evidence-based strategic interventions, collaboration, innovation, and the incorporation of wellness programs to reduce the harmful consequences of alcohol and other drug use. Strategies include:

- Providing education and awareness activities.
- Offering substance-free social, extracurricular, and public/community service options.
- Creating a health-conscious environment.
- Restricting the marketing and promotion of alcohol and other drugs.
- Limiting the availability of alcohol.
- Developing and enforcing campus policies and laws to address high-risk and illegal alcohol and other drug use.
- Providing early intervention and referral for treatment.

For more detailed information on KHSU-KansasCOM alcohol related and other drug-related prevention strategies, contact the Offices of Student Affairs or Human Resources.

Drug Screens

- In addition to the drug screen that is required for admissions, all KHSU-KansasCOM students are required to complete a drug screen at additional times during their enrollment within the medical school including: prior to the beginning of their OMS III clinical clerkships. These are done at the student's own expense. Additional randomized drug screening may be conducted by the university at the student's expense.
- For more information on the background check and drug screen process, see the policy located in the KHSU-KansasCOM Clinical Education Handbook.

Criminal Background Check

In addition to the required background check for admission, students are required to complete criminal background checks at other points during their time at KHSU-KansasCOM:

1. As a new accepted student.
2. As an OMS III student participating in clinical rotations.
3. As needed, based on rotation site requirements in OMSIV

Students needing a reminder of the criminal background check process should refer to the *Admissions section*.

Dress Code

Dress Code for Classroom Courses

Students are expected to dress business casual for all classroom courses unless otherwise directed. Pants, slacks, khakis, skirts, or dresses are appropriate. Jeans and shorts are prohibited. Legs should be covered to the knee. Dress shoes with a low or a flat heel are recommended; avoid open-toed shoes, flip-flops, Crocs, or porous shoes. Hats are not permitted during class hours. If wearing scrubs, students must wear KHSU-KansasCOM approved scrubs as required.

Dress Code for Clinical Clerkship Rotations

All students on rotation are expected to dress professionally. White coats are required. Collared shirts with ties, dresses, slacks, and professional skirts are appropriate for clinical settings. Closed-toe dress shoes are required. Specialty rotation or specific training sites may designate specific clothing to be worn, such as scrubs and/or tennis shoes. Any clothing, hair color, jewelry, body piercing(s), perfumes, deodorant, or other scented products that may cause a concern with affiliated faculty, hospitals, or patients must be avoided. A Student may be asked to alter their appearance to conform to the dress code of the rotation sites.

Dress Code for Lab Activities

The nature of lab activities may require students to wear clothing that is comfortable. Both anatomy activities and OMM-specific activities may dictate clothing such as scrubs, shorts, and t-shirts. Anatomy and OMM faculty will communicate dress expectations at the beginning of each term verbally and in the course syllabus. Students are expected to adhere to the expectations of the anatomy and OMM faculty.

Dress Code in Osteopathic Manipulative Medicine and Physical Diagnosis Laboratories

It is imperative to the educational process that the specific body region being examined and/or treated will need to be exposed for observation, palpation, and treatment. The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience to the specific region of the body being examined. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment. Garments worn for religious reasons are acceptable dress in OMM laboratory experiences; however, students will need to follow the OMM adaptations policy outlined in the Student Handbook and Academic Catalog.

OMM Lab Adaptations

Osteopathic Manipulative Medicine requires physical touch and the ability to actively participate in physical touch of all gendered patients, observation, palpation, and treatment, including occasional physical exertion to ensure effective and professional care. All students need to refer to the Minimum Technical Standards policy in the Student Handbook/Academic Catalog to ensure they understand the physical requirements of Osteopathic Medicine.

Students who are requesting exceptions to expected OMM Lab activities and common practices should submit a request to the Office of Student Affairs. The Office of Student Affairs will review the request to determine if it fits within an ADA or non-ADA accommodation. ADA related requests will be directed to the Disability Services Coordinator. Non-ADA related requests will be discussed with the Chair of OMM.

A decision regarding the request will be communicated to the student from the Office of Student Affairs. Any adaptation provided for OMM Lab is for the OMM Lab only and does not apply to other course requirements, settings, or policies.

Clothing Symbols and Messages

Clothing having caricatures, messages, and/or symbols, that can be construed based on societal norms to be vulgar, offensive, or contribute to creating an unsupportive learning environment are unacceptable and unprofessional and can be subject to review and action by the Office of Student Affairs.

Communication with KHSU-KansasCOM

KSHC-KansasCOM students are expected to prioritize communication in the following ways:

- Use the KSHC-KansasCOM email account for all KHSU-KansasCOM-related correspondence. Use of personal email accounts in lieu of the KHSU-KansasCOM email is not permitted.
- Check email and Canvas daily, routinely read, and respond.
    - Respond to faculty/staff correspondence within 48 hours (about 2 days) of receipt.
    - Recurrent issues may lead to referral to a KHSU-KansasCOM administrator related to professionalism.
- Be aware of all information disseminated by KHSU-KansasCOM.
- Comply with all KHSU-KansasCOM policies within communications.
- Keep contact information, including mailing address and telephone numbers, updated with KHSU-KansasCOM.
- Understand that emails to faculty and staff members that are sent after 5 p.m. may not be answered until the next business day.

Emergency Plan Procedures

- Students who are on rotations should follow the emergency procedures and protocols at their specific clinical site at all times. In the event a rotation schedule is interrupted due to hazardous weather conditions or another emergency situation, students should notify the Office of Clinical Education as soon as possible.
- In the case of inclement weather, students on clerkships are expected to follow the schedule of the site where they are rotating. If the site is closing due to inclement weather, the student is excused until the site reopens. If the student is at a site that remains open during inclement weather, the student is expected to report and remain on-service until the end of their shift. Students should use caution and allow plenty of time for travel to their destination.
- In the case of an emergent situation outside normal business hours that requires students to evacuate the location, relocate for a period of time, or any other emergency, please notify the Office of Clinical Education.

Employment

Students studying in the KHSU-KansasCOM are strongly discouraged from seeking off-campus employment during the academic year. Any health care employement must be approved the Dean or designee. A request should be submitted through Guardian. Curriculum requirements preclude off-campus employment.

Firearms, Explosives, and Weapons

The possession or use of firearms, weapons, or explosives is prohibited. This includes, but is not limited to, firecrackers, torpedoes, skyrockets, rockets, roman candles, sparklers, or other devices containing any combustible or explosive substance used to propel another object.

The policy prohibiting bringing or possessing weapons on KHSU-KansasCOM property does not apply in the following circumstances:

- Local, state, or federal law enforcement personnel coming onto KHSU-KansasCOM's property in their law enforcement capacity or in accordance with other lawful authority.
- Use or possession for a legitimate educational purpose under the sponsorship of a faculty member or other institution official, provided the faculty member or official has first obtained appropriate approvals, including the approval of the institution's leadership team.
- Use or possession for a lawful purpose within the scope of a person's employment at the institution (e.g., campus security, police).
- KHSU-KansasCOM's Chief Finance Officer is the delegated contact for any exceptions to the above-stated prohibitions for authorized activities.

Health Insurance Portability and Accountability Act (HIPAA) Regulations and Patient Encounters

All students are required to become familiar with and adhere to all aspects of the Health Insurance Portability and Accountability Act (HIPAA) of 1996, Public Law 104-191, including the Privacy Rule published by the U.S. Department of Health and Human Services (HHS). More specific information may be obtained at HIPAA for Professionals | HHS.gov.

As a medical student, these standards pertain to all individually identifiable health information PHI encountered during medical training with KHSU-KansasCOM including, but not limited to, medical records and any patient information obtained.

HIPAA regulations prohibit the use or disclosure of PHI unless permitted or required by law; therefore, each student must utilize reasonable safeguards to protect any information they receive. Each student is responsible for ensuring the safety and security of any written or electronic information they receive, create, or maintain. The misplacement, abandonment, or loss of any information in the student's possession will result in disciplinary action. At no time should a medical student alter, remove, or otherwise tamper with medical records. Specific rules and regulations with respect to student entries in medical records must be clarified during orientation or on the first day of the clerkship.

Furthermore, each student is responsible for ensuring that PHI is used or disclosed only to those persons or entities that are authorized to have such information. Students are expected to maintain the strictest confidentiality in their patient encounters; to protect the physician-patient privilege; and to ensure that there are no unauthorized uses or disclosures of PHI.

Any unauthorized use or disclosure of PHI including but not limited to digital images, video recordings, or any other patient-related materials, committed by a student, or any observation of the same by a student or employee, should immediately be reported to the Office of Clinical Education.

During clerkships, it is mandatory that students strictly adhere to all HIPAA regulations. What are perceived to be innocent discussions about clinical cases can become major HIPAA violations and jeopardize the hosting institution, the student, and KHSU-KansasCOM.

Medical Professional Liability Insurance

KHSU-KansasCOM provides medical professional liability insurance commensurate with industry standards. Coverage extends only to clinical activities specifically determined by KHSU-KansasCOM as requirements for successful clerkship completion. Nonclinical claims (e.g., property or equipment loss or damage) do not fall under this policy. Changes made to clerkship dates, type, and/or location without prior Office of Clinical Education approval can jeopardize coverage.

Students may wish to participate in volunteer activities, such as health fairs, during their medical training. Student professional liability coverage does not extend to non- KHSU-KansasCOM approved activities (volunteer or otherwise). It is the student's responsibility to personally determine that any activity in which they participate outside of clerkship assignments is covered by alternative coverage. The student is personally responsible should an issue of medical liability arise during activities not covered by KHSU-KansasCOM professional liability insurance.

KHSU-KansasCOM Property and Responsibility

Students will be held responsible for damage to KHSU-KansasCOM property caused by their negligence or a willful act. Students must pay for all damages within 15 days (about 2 weeks) after receipt of the invoice through the Office of Finance. Damage to KHSU-KansasCOM property is charged to the responsible student(s) at the total cost of repair or replacement. The student(s) may be subject to disciplinary action, dismissal, and/or prosecution given the details of the situation. KHSU-KansasCOM is not responsible for any loss or theft of individual property on campus.

Off-Campus Activities

Off-campus activities are subject to the same laws and penalties governing all citizens. "Campus" refers to all entities owned and operated by KHSU-KansasCOM or its associated corporations.

Solicitations, Vending, and Student Petitions

Solicitations on campus are prohibited. KHSU-KansasCOM-endorsed organizations must complete a fundraising event approval form with the Office of Student Affairs before selling anything on or off campus. All requests seeking donations from alumni, corporations, local businesses, or other external constituents must be approved in advance by the Office of Advancement. Any person or group not endorsed by KHSU-KansasCOM who wishes to make a presentation, sell products, or distribute information must submit a request in writing to the Office of Student Affairs. This policy includes the distribution of information, posting information on bulletin boards, and any use of the facilities.

Students are prohibited from soliciting on behalf of vendors using the KHSU-KansasCOM email system. All petitions, surveys, and questionnaires (with the exception of those distributed by KHSU-KansasCOM departments) being distributed to students must be approved by the Office of Student Affairs.

Students who fail to complete any requirement may not be allowed to engage in audition/sub-internship externships until the requirements are completed and they are certified for OMS IV.

Technology at KHSU-KansasCOM

Access to Electronic Systems

Each KHSU-KansasCOM student is provided with a school-sponsored email account. The student is responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. The student must regularly check this account for information transmitted by various departments of the school. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication about school matters. To maintain the privacy of school and student information, students are asked not to forward school-sponsored emails to personal email addresses.

Files and email messages that travel using the school's network are not private. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined by the Department of Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers or systems and platforms provided by the school, should circumstances warrant such actions.

All members of the community must recognize that electronic communications are by no means secure, and that during ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Should a student withdraw or be dismissed from KHSU-KansasCOM, access to the institution's electronic systems including, but not limited to, the library databases, the campus access control system, Canvas, Zoom, and other systems will be removed. Withdrawn or dismissed students will continue to have access to the Microsoft 365 platform and their associated institutional email for 90 days. Approval from the Assistant Dean of Student Affairs will be required from any withdrawn or dismissed students requesting access.

Graduates will maintain their KHSU-KansasCOM email post-graduation. Access to other electronic systems, including other Microsoft 365 features and licensing for the Office Suite, is removed after graduation. Students will be notified of the inaccessibility to any files in One Drive upon graduation and will be given a 90-day grace period to retrieve all files. Files will become unrecoverable after 90 days.

In cases where a graduate is dismissed from a subsequent enrollment, KHSU-KansasCOM reserves the right to revoke alumni benefits if/when necessary.

Photo/Video Release

All registered students consent to allow KHSU-KansasCOM to take, record, reproduce, digitally modify for enhancement and refinement, or use photographs, voice, video or video still, digital audio quotes, public displays, public performances, or otherwise of a student's likeness associated with KHSU-KansasCOM and its activities for the purposes related to marketing, social media, or promotion of KHSU-KansasCOM, including its classes, activities, or other events without limitation. Students who do not wish to have their image used should contact the Office of the Registrar and request a FERPA hold to be placed on their student information/data. Once the proper forms have been signed by the student, the Office of the Registrar will notify KHSU-KansasCOM marketing of the hold, which will block any identified student images from being published.

Further information on the recording of class and non-class events is available from the Office of Student Affairs. Private conversations and/or meetings may not be recorded without the informed consent of all parties involved. Failure to obtain permission to record may result in disciplinary action.

Recording, Transcription, and Artificial Intelligence Technology Policy

Purpose

KHSU is committed to protecting the privacy, confidentiality, integrity, and security of educational activities, institutional communication, student information, and university operations. To maintain a professional and legal compliant learning environment, the university maintains the following expectations regarding recordings, transcripts, and artificial intelligence technology.

General Prohibition on Unauthorized Recording

Students may not record, photograph, screenshot, transcribe, duplicate, distribute, or otherwise capture university classes, meetings, educational activities, advising appointments, examinations, institutional events, clinical discussions, or communication without express authorization from the university and all appropriate participants. This prohibition applies to audio recordings, video recordings, screen recordings, photographs or screen shots, live-streaming, automated note-taking systems, written or AI-generated transcripts, AI-generated summaries or meeting notes, or any other method of capturing or reproducing institutional communications or educational content.

Electronic Recording of Learning Activities

Electronic recording of learning activities is the responsibility of the KHSU-KansasCOM staff who adhere to institutional guidelines for obtaining appropriate permissions from those involved. "Learning activities" at KHSU-KansasCOM involve all scheduled curricular activities, including lectures, labs, small groups, presentations, reviews, demonstrations, and any activity in which faculty members, patients, or off-campus visitors are participating.

Due to technical issues, privacy, intellectual property rights, and/or the decision of the faculty member, the recording of any class, lecture, etc., is not guaranteed. Recordings are intended to supplement the education of the student, not to replace attendance at the presentation. Some students may have accommodations that permit lecture recording.

Recording any of these events using video recorders, cameras, camera devices, digital recorders in any form including cell/mobile phones or any type of mobile device, is not allowed without the express written consent of all persons involved and KHSU-KansasCOM's administration. Posting of any material for "personal use" to any website also requires written consent in advance.

Students who initiate electronic recording of faculty, staff, visitors, or a curriculum activity without permission will be asked to discontinue the activity immediately. Additional action may involve referral to the KHSU-KansasCOM administration for unprofessional conduct.

Artificial Intelligence and Third-Party Meeting Tools

The use of unauthorized third-party artificial intelligence tools, transcription systems, meeting assistants, or automated note-taking technologies is prohibited during university-related activities unless expressly approved by the university. Students may not allow AI bots or automated meeting assistants to join institutional meetings or classes; upload institutional recordings or discussions into external AI systems; generate transcripts, summaries, notes, or recording through unapproved tools; or shared institutional content with external AI platforms.

Institutional Recording and Approved Accommodations

Certain classes, meetings or events may be officially recorded or distributed by the university using institutionally approved systems managed through Information Technology or other authorized offices. Only recording methods expressly approved, managed, or authorized by KHSU may be used for institutional purposes. Students approved for accommodations related to recording or assistive technology must work through the appropriate accommodation process. Approved accommodations do not permit unrestricted sharing, distribution, storage, or external upload of recordings or transcripts. Faculty, staff, and students may not independently authorize recordings on behalf of the university.

Confidentiality and Professional Expectations

University related activities may involve FERPA protected educational records, HIPAA related or patient sensitive information, confidential student matters, examination or assessment materials, counseling or wellbeing discussions, personnel or institutional business information, and protected education content and intellectual property. Unauthorized recording or transcription may violate university policy, professional conduct expectations, FERPA, HIPAA, confidentiality standards, and applicable laws.

Violations

Failure to comply with policy may result in removal from class or institutional activities, referral to Student Affairs, professionalism or conduct review, and/or disciplinary action under applicable university policies.

Electronic Communication Etiquette

Electronic communication is the posting or exchange of information via email, social media, discussion forums or other online course media, video conferencing, instant messaging, text messaging, phone, fax, and other virtual means. A student is expected to demonstrate professional behavior when communicating electronically and is advised to follow the standards listed below in all interactions with KHSU-KansasCOM community members.

General Standards

- Be respectful, professional, and careful about what is said and how it is said.

- Be aware of the image being projected. As message recipients cannot read nonverbal cues or may not be able to easily interpret the tone of electronic communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor, sarcasm, or similar techniques.
- Be concise and to the point.
- When disagreeing, be professional and collegial.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- Use clear writing and good form, including proper spelling, grammar, and punctuation.
- When someone else errs or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when disagreeing. This is perceived as shouting and considered rude.
- Comply with all copyright laws.
- Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
- Be aware of issues that might arise due to cultural and languages differences.
- Do not violate the privacy of others. Do not send commercial advertisements or SPAM.
- Respect the chain of command when seeking assistance, raising questions, or sharing concerns. A student is encouraged to communicate with their course instructor, faculty mentor, or student support counselor first when trying to obtain information or solve a problem.

E-mail Communication Standards

- Use a meaningful subject, professional greeting, and appropriate closing signature. Start an email with the appropriate salutation to set the tone for communication. Choose a subject that accurately describes the content of the email. A student's signature block should include their name, degree program, and preferred contact information.
- Use a standard structure, font type and size, punctuation, and layout. Generally, writing in short paragraphs and inserting blank lines between each paragraph is appropriate. When making points, number them or mark each point by inserting a bullet in front of each item in a list. Limit the use of exclamation points, question marks, and other special punctuation.
- Avoid using abbreviations, emoticons, emojis, or non-standard characters. The use of such items is not appropriate in professional emails.
- Review an email before sending it to ensure that it is clearly written and error free. Consider asking another person to review the communication before sending, if appropriate. Include the contents of the original email message with a reply. Use the 'Reply All' function only when the message is relevant to all copied parties.
- Avoid discussing confidential information, such as protected health information, personally identifiable information, or privileged information via e-mail.
- Expect that it may take a community member up to one to two business days to respond to an email. References to self-harm, violence, sexual misconduct, or similar matters will be referred to the appropriate school personnel for action.

Instructional Technology

TV carts, laptops, cameras, and other equipment are available for use by a student, staff, and/or a faculty member. Contact the IT Help Desk to inquire about borrowing specialty items. Equipment may be available on a first come, first-served basis but it is not guaranteed. The student is responsible for any lost or damaged equipment.

Use of Computing Resources

The Department of Information Technology (IT) provides access to the school network for students, faculty, and staff. The network consists of an institution-wide backbone network, a wireless network, and many shared computers in addition to personal desktop computers. It provides communication as well as academic and administrative functions.

Technology Related Rights

Members of KHSU-KansasCOM community have certain rights regarding the school's network and its services.

- Intellectual Freedom: The school is a free and open forum for the expression of ideas; the school's network is the same. Opinions may neither be represented as, nor construed as, the views of KHSU-KansasCOM.
- Improper Contact: While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the attention of the Senior Associate Dean for Student Affairs and Strategic Academic Programs. All electronic communications are treated in a similar fashion to voiced or written communications. If the threatening or other inappropriate message was sent by another student, staff or faculty, the Office of Student Affairs should be notified in addition to the Office of Human Resources, should the communication include a faculty or staff member.
- Privacy: Data files and messages traversing the school's network are private. However, a user's privacy is superseded, for example, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of the Information Technology management team. As owner of the network and computers in question, the school reserves the right to examine, log, capture, archive, inspect, and preserve any messages transmitted over the network in all cases, as well as any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Technology Related Responsibilities

Network users are expected to comply with the responsibilities delineated below. A student who violates a network responsibility risks suspension of network access. Depending on the seriousness of the violation, the student could be referred to the Office of Student Affairs. Acts that violate federal, state, or local laws will result in referral to the appropriate legal authority, as well as subject the user to institutional discipline.

The following illustrates the types of responsibilities that a student is expected to uphold regarding network use:

- A student is responsible for the use of their own personal network ID ("user ID") and password. The student may not give anyone else access to the personal user IDs or computer accounts, which includes allowing anyone else access to log in and post, retrieve, download, upload, or copy any content from any KHSU-KansasCOM password-protected domain including, but not limited to, the school's learning management system. A student is prohibited from using a user ID or a KHSU-KansasCOM computer account other than the account assigned. A student may not try to obtain a password for another user's user ID or computer account in any way. The user ID remains the property of the institution.
- A student may not misrepresent themselves or their data on the network.
- A student is responsible for the security of their passwords. This includes not writing them down or sharing passwords with other people. Students are required to make sure no one else knows them.
- A student must not use KHSU-KansasCOM's network resources to gain or attempt to gain unauthorized access to remote computers.

- A student must not deliberately perform an act that will impair the operation of computers, terminals, peripherals, or the network.
- A student must not run, install, or give to another a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself on any of the institution's computer systems, leading to a damaging result or the removal of institutional data from the network.
- A student must not attempt to circumvent data protection schemes or exploit security loopholes.
- A student is encouraged to participate in training programs sent out by IT, including but not limited to training related to phishing and social engineering.
- A student must not change their computer or mobile device's physical or logical addressing with the intent to spoof or circumvent technical or administrative security controls.
- A student must abide by the terms of all software licensing agreements and copyright laws. The student may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- A student must not be wasteful of computing resources or unfairly monopolize resources to the exclusion of other users.
- A student must not attempt to monitor another user's data communications, nor may any student read, copy, change, or delete another user's files or software, without permission of the owner.
- A student who withdraws, is dismissed, or otherwise leaves the institution may not use KHSU-KansasCOM facilities, accounts, access codes, network privileges, or information for which they are not authorized in their new circumstances.
- A student must maintain appropriate technology requirements for the degree program.
- KHSU-KansasCOM may offer software to a student at no cost. While software may be provided at zero cost, it is not free. KHSU-KansasCOM pays for the appropriate licensing in order to provide this software. As such, if a student chooses to install and use such software, the student is responsible for maintaining the integrity of the license by not sharing it or any activation/license key with anyone. By installing the software and the license key provided by KHSU-KansasCOM, the student agrees to this responsibility. If the student does not protect the provided key, the licensing of the software will be at risk for everyone. Violations may make a student ineligible for future software installations provided by KHSU-KansasCOM.
- Computing and networking resources are provided to support the mission of the school. These resources may not be used for commercial purposes. All KHSU-KansasCOM computing and networking facilities are provided for use by faculty, staff, and students solely for relevant academic, research, or administrative use.

Violations of computer regulations policies and information about potential loopholes in the security of any computer system or network at KHSU-KansasCOM should be reported to the Senior Associate Dean for Student Affairs and Strategic Academic Programs. Depending on the nature of any violations, the Senior Associate Dean for Student Affairs and Strategic Academic Programs may consider disciplinary/professionalism charges.

Technology Requirements

A student must have access to and maintain appropriate technology while enrolled at KHSU. Technical training resources are available on the Information Technology website on the community gateway. It is recommended that students use a Windows or Apple MacOS laptop so that they can take advantage of software used throughout the curriculum.

	Minimum	Recommended
Operating System	Microsoft Windows 11 Release 24H2 macOS 14 iPad OS 18**	Microsoft Windows 11 Release 25H2 macOS 26 iPad OS 26**

Architecture	Windows: x64 macOS: x64, ARM64	
Processor	Intel 10th Generation i7, Apple M1	Intel 12th Generation i7, Apple M2
Memory	8GB of RAM	16 GB of RAM
Graphics	Intel Iris Plus	GeForce RTX 30 Series or AMD 5500 Series
Camera	480p Resolution	720p Resolution
Wireless Network	2.4Ghz, 802.11n	5Ghz - 802.11ac or ax
Internet Browser	Edge, Chrome	Chrome
Privacy Screen	Required for testing/privacy purposes	
Wired, non-Bluetooth headphones	Must be compatible with the laptop owned and used by the student. Use: testing	

Students at KHSU-KansasCOM may be required to sit for a remotely delivered exam. It is the student's responsibility to ensure that their WIFI is appropriate to take such an exam. KHSU-KansasCOM does not assume any responsibility for the strength and reliability of students' connections.

Chromebooks and Linux Operating Systems

Google Chromebooks and Linux machines are not sufficient to navigate the curriculum. These systems cannot run some essential software programs that are required for courses.

Professionalism Assessment

Professionalism is one of the pillars of students' training as future physicians, and its presence is critically important as student doctors develop their knowledge and skills. KHSU-KansasCOM expects all KHSU-KansasCOM graduates to demonstrate professionalism in all aspects of their training, as well as when they are outside of the classroom/lab.

Students within KHSU-KansasCOM may be assessed on their level of professionalism term through the completion of a Professionalism "Rubric" (Grade Card), should a professionalism issue arise. Students who demonstrate unprofessionalism will be expected to remediate and improve those behaviors. This professionalism assessment is designed to provide students with a clear understanding of their progress towards meeting professionalism standards, acknowledged nationally as those that student physicians need to meet to transition successfully on to residency.

Students' professionalism assessment will also be considered as part of the Medical School Performance Evaluation (MSPE)/Dean's Letter process, when students have their Dean's letter produced for residency applications. All KHSU-KansasCOM students must exceed all minimum professionalism expectations in order to graduate from the KHSU-KansasCOM. Details about the assessment of student professionalism will be discussed with each KHSU-KansasCOM class annually.

Examples of unprofessional behavior include, but are not limited to, the following: cheating, dishonesty, disrespect, tardiness, abuse (verbal and physical), illegal activity, discrimination, breach of privacy, substance abuse/impairment, unethical behavior, foul language, and disrespectful or unprofessional use of social media will not be tolerated.

Professionalism In Patient Physical Examinations

During clinical clerkships, students are routinely required to see and examine patients. It is necessary that all examinations of patients be appropriately structured, supervised, and consented to in the interests of all parties, including the patient, student, and attending physician. Students must wear their KHSU-KansasCOM picture identification badge and introduce themselves to patients as a medical student.

Patient consent for a student to perform an intimate examination must always be voluntary. Consent for an intimate examination must be either verbal and/or written. Regardless of the gender of the student performing the exam and the patient being examined, a chaperone (defined as another medical professional, preferably the preceptor) is required during all intimate examinations. A chaperone is not an accompanying person (e.g., friend, relative of the patient, another medical student). Students are highly encouraged to record the date, time, and the results of the examination, as well as the name of the chaperone in the medical record.

Social Media

The term "social media" is intentionally broad, and students should consider that fact before interacting in any internet public forum, including, but not limited to, Facebook, Instagram, X, LinkedIn, YouTube, Reddit, TikTok, blogs, comment sections of news sources, and similar online social media or networking sites.

When interacting on social media, students, who are training to be future physicians, are urged to think critically about how they would like to be perceived publicly, or by a broader audience, than they may initially anticipate. Asking questions like, "Would I want my parents, grandparents, friends, co-workers, school administrators, clinical evaluators, program directors, patients, etc. to see this?" before posting is a helpful exercise. Avoid engaging in conduct that could be viewed by others as defamatory, harassing, or an infringement on the rights of others.

Students should use caution when referencing their experiences in or events associated with KHSU-KansasCOM or with patient care. Always be transparent, making clear that your posts are your opinion unless you are authorized to speak on behalf of the medical school. The use of the official KHSU-KansasCOM logo must be approved by KHSU-KansasCOM prior to any post. Furthermore, students must adhere strictly to other policies of the KHSU-KansasCOM, clinics, and hospitals on their social media. It is extremely important to remember the sharing of personal health information is strictly prohibited under the Health Insurance Portability and Accountability Act (HIPAA), including the sharing of any images that are patient-related. Any violations of these guidelines using social media will be handled according to the Professional Code of Conduct.

Student Grievance Policy and Procedures

KHSU-KansasCOM is committed to treating all members of the educational community (administrators, faculty, staff, students, applicants for employment, third-party contractors, and all other persons that participate in KHSU-KansasCOM's academic programs and activities, including third-party visitors on campus) fairly regarding their personal and professional concerns. The student grievance policy ensures that concerns are promptly dealt with and that resolutions are reached in a fair and just manner. KHSU-KansasCOM's grievance procedure enables students to bring complaints and problems to the attention of the institution's administration. KHSU-KansasCOM forbids any retaliatory action against students who present concerns and complaints in good faith.

KHSU-KansasCOM has created multiple avenues for students to informally report concerns. Those include meeting with an administrator or faculty, sending an email expressing a concern, utilizing the Open Door online form, utilizing the appropriate forms via the Guardian App, providing feedback through Student Government Association. If a student feels as if their concerns have not been addressed through these informal avenues the student may engage with the university through this formal grievance process.

Definition

A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by an individual (e.g., student, faculty, staff, administrator) that in any way adversely affects the status, rights, or privileges of a member of the student body.

Such complaints may include, but are not limited to, the following:

- Academic programs or courses
- Accreditation standards or processes
- Discrimination
- Financial aid
- General mistreatment
- Harassment, including sexual violence
- Mentoring
- Privacy of student educational records
- Privacy of student health records
- Parking
- Research
- Security and safety
- Student health

The KHSU-KansasCOM Student Grievance policy strongly encourages students who believe they have a concern/grievance to use all appropriate avenues for informal resolution, before initiating the formal grievance procedure. Students wishing to informally resolve an issue can contact the Office of Student Affairs or any other academic or administrative office on campus, which might appropriately handle said issue. If the office contacted cannot resolve the issue for the student, they will refer the student to the appropriate office and provide the student with a specific faculty/staff member who can assist them. Students can also provide informal concerns through the KHSU-KansasCOM Open Door online form.

Should such an informal resolution be impossible, the student may pursue the following options if they wish to file a formal grievance:

Formal Procedure

Grievances relating to sex discrimination, sexual harassment, or sexual violence fall under the purview of the Anti-Discrimination, Anti-Harassment, and Title IX policy and will be dealt with under separate procedures. For further details on the basis for these kinds of grievances, see the Anti-Discrimination, Anti-Harassment, and Title IX Policy.

All other formal grievances should be submitted in writing to the Office of the Dean. The Dean, acting in their professional capacity, will review all formal grievances, with the goal of attempting to resolve the issue for the student.

Students submitting a formal grievance to the Dean should be as specific as possible regarding the action that precipitated the grievance:

- Date
- Location
- Individuals involved (including witnesses)
- Summary of the incident
- Efforts were made to settle the matter informally
- Remedy sought.

Except as noted above or as otherwise stated in KHSU-KansasCOM's policies, grievances will be evaluated and investigated in accordance with the Student Conduct Procedures. If deemed necessary, the issue will also be referred to Human Resources or other appropriate administrative leadership team member.

A record of all formal grievances, including written findings of fact and any transcripts or audio recordings, will be kept on file in the Office of the Dean and in the student's permanent educational file.

An annual report of formal student complaints will be provided to the leadership team by June 1 of each year. Reports will be provided to KHSU-KansasCOM's leadership team on a more frequent basis if necessary. The College of Osteopathic Medicine uses student complaints in its ongoing performance improvement process.

Filing a Complaint with the Kansas Board of Regents.

If a satisfactory resolution cannot be reached after exhausting KHSU's complaint procedure, students may file a complaint with the Kansas Board of Regents at:

Kansas Board of Regents
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368
Phone: (785) 430-4240
Email: https://www.kansasregents.gov/academic_affairs/private_out_of_state/complaint_process

The filing of this complaint can be done in confidence, without identification.

Filing a Complaint with KHSU-KansasCOM's Accrediting Agencies

The Commission on Osteopathic College Accreditation (COCA) recognizes its responsibility to provide complainants the opportunity to utilize its organization as a vehicle to deal with specific grievances as well as being a mechanism for reviewing and finally resolving complaints. Any party can file a complaint about an issue that affects an accreditation standard directly and in confidence with KHSU-KansasCOM's accreditation agency, COCA, at the location below:

Department of Accreditation American Osteopathic Association
142 East Ontario Street Chicago, IL 60611-2864
1.800.621.1773
Toll-Free 312.202.8200
Email: predoc@osteopathic.org

The COCA's accreditation complaint policies and complaint form can be found at https://osteopathic.org/accreditation/accreditation guidelines/. The filing of this complaint can be done in confidence, without identification.

Vaccinations and Immunizations

A student who cannot provide an official up-to-date immunization record, in accordance with KHSU-KansasCOM requirements, will not be allowed to begin or continue with clinical training and will be referred to the appropriate institutional official for disciplinary action. See Immunization Requirements in the *Admissions* section.

Worker's Compensation Insurance

Medical students are not employees of KHSU-KansasCOM; therefore, KHSU-KansasCOM does not provide worker's compensation insurance. The purchase of required coverage may be offered at the facility where the student might be rotating. Any expense incurred is the student's responsibility.

Student Affairs

Learning Enhancement and Mentoring Services

One of the most challenging parts of the medical school experience is feeling supported academically and adjusting one's study skills and philosophy to a new way of learning. That is why KHSU-KansasCOM has created several academic support services for medical students.

Resources include peer tutoring, professional tutoring, and learning specialists. In addition to these services, students are requested to take assessments like the LASSI (Learning and Student Strategies Inventory) to help them with their academic skills.

Learning Specialists

KHSU-KansasCOM offers academic support including workshops, tutoring, board exam preparations, course remediation, course reviews, and one-on-one academic counseling. Students are encouraged to seek this support proactively to ensure their academic performance is positive.

Mentoring Services

KHSU-KansasCOM connects each student with a faculty mentor starting at the beginning of their first year in order to provide connection and support. In addition to faculty mentors, all entering KHSU-KansasCOM students are assigned a peer mentor, who serves as a mentor throughout their OMS I year in medical school.

Faculty Mentoring

KHSU-KansasCOM believes a critical component of supporting students is to provide each student with a faculty mentor. Because students are all block registered, the faculty mentor plays no role in course registration. Rather, they are here to support students. Whether the student has a personal issue, is struggling with course content, or wants advice on the type of residency to pursue, the faculty mentor is here to assist. Faculty mentors meet with students at regularly scheduled intervals. Faculty mentors play a significant role in crafting portions of students' MSPE (Medical School Performance Evaluation) letters.

Peer Mentoring

Research clearly highlights the importance of medical students having a mentor who can provide advice, support, and guidance. KHSU-KansasCOM is committed to providing a variety of mentors for students. Each student is assigned a peer mentor, who serves in the role of a mentor through the entire OMS I year of medical school. The peer mentor program gives students the opportunity to meet with and receive support from students who have recently finished the OMS I year themselves.

Tutoring

The KHSU-KansasCOM tutoring program provides limited supplemental instruction at no cost to students. Qualified tutors are selected to provide both large and small group tutoring for medical students through the academic year. Both student tutors and professional tutors are available, depending on the student's academic year. All KHSU-KansasCOM students are encouraged to participate in the tutoring program.

Tutors also provide large group review sessions several times throughout the academic year.

Behavioral Intervention Team

Purpose

The Behavioral Intervention Team (BIT) exists to identify, assess, and respond to students of concern whose behavior may pose a risk to themselves, others, or the learning environment. The BIT supports early intervention, coordinated response, and holistic student support while maintaining institutional compliance and community safety.

Scope

The BIT addresses concerns including, but not limited to threatening or disruptive behavior; significant changes in behavior or functioning; mental health concerns impacting safety or performance; concerns of substance abuse or dependency as demonstrated by functions, actions, or expression; reports of self-harm actions or threats, or threats or actions to induce harm to others; patterns of concerning academic or professional behavior; or crisis situations requiring coordinated institutional response. BIT does not address routine academic performance issues (unless escalating behavior is present), standard conduct cases (unless risk indicators emerge), or Title IX cases (coordinated separately, though BIT may be informed as appropriate).

Guiding Principles

The BIT is guided by the following principles: Care + Accountability, Early Intervention, Least Restrictive Response, Confidentiality, Collaboration, and Documentation.

Authority

The BIT is authorized to:

- Receive and review reports of concerning, disruptive, or threatening behavior
- Conduct structured risk assessments using established frameworks (e.g., NaBITA risk rubric)
- Develop and implement intervention strategies, including individualized support and behavioral management plans, referral to state board of health standards for impaired physicians, etc.
- Coordinate cross-functional responses across institutional units (Student Affairs, Academic Affairs, Counseling, Campus Safety, etc.)
- Request relevant information from institutional stakeholders as needed to assess and manage risk, consistent with FERPA and institutional policy
- Recommend actions and referrals, including escalation to Student Conduct, Title IX, Academic Review, or external resources when appropriate
- Monitor ongoing cases and adjust interventions based on evolving risk, including reporting to the state boards of license or health

Authority for Elevated Risk Situations

When a student is assessed as posing a credible risk of harm to self or others, the BIT is authorized to implement immediate and directive interventions to protect the safety of the student and the campus community. These actions may include:

- Requiring a psychological or medical evaluation by a qualified, licensed provider
    - As a condition for continued participation in academic or clinical activities
    - With documentation of fitness for return or continued enrollment
- Implementing interim safety measures, including but not limited to:
    - Temporary removal from campus, classroom, or clinical environments
    - Restrictions on participation in certain activities
    - No-contact directives (non-disciplinary)
    - Increased monitoring or required check-ins
    - Drug and/or alcohol testing
- Coordinating emergency or involuntary response, when warranted, including:
    - Activation of emergency services
    - Wellness checks
    - Hospital transport for evaluation
- Placing conditions on continued enrollment, when necessary to manage risk
    - Including compliance with evaluation, treatment recommendations, or behavioral expectations

All required evaluations and return-to-participation decisions must be conducted by appropriately licensed professionals and be based on the student's ability to safely engage in the academic and clinical setting as required by the COM.

Institutional Expectations

All faculty, staff, and administrators are expected to:

- Report concerning behavior through established channels
- Cooperate with BIT information requests in a timely manner
- Implement agreed-upon intervention strategies within their respective roles

Failure to engage with BIT processes may compromise institutional risk management and student support efforts.

Expectation of Student Compliance

Students are expected to comply with BIT-directed interventions that are implemented to address safety concerns. Failure to comply may result in escalation to the Student Conduct process, administrative action related to enrollment status/promotion/graduation/eligibility, and additional institutional response as appropriate.

Decision-Making Role

The BIT functions as the institution's primary advisory and coordination body for behavioral risk. The BIT does not assign disciplinary sanctions or adjudicate violations of the Student Code of Conduct and Student Handbook and Academic Catalog. The BIT does not replace formal processes such as Student Conduct or Title IX. However, BIT recommendations related to safety planning, behavioral expectations, and support interventions are considered authoritative operational guidance. The BIT Chair (or designee) serves as the institutional point of coordination for behavioral risk cases. Cases involving elevated risk may be escalated to senior leadership for final decision-making when necessary.

Decision Authority in Urgent Situations

In situations requiring immediate action, the BIT Chair (or designee) is authorized to enact interim measures prior to full team review. Actions will be reviewed by the full BIT as soon as practicable.

Limitations of Authority

The BIT does not override legally mandated processes (e.g., Title IX), does not independently impose academic or disciplinary sanctions, and operates within all applicable legal and institutional frameworks.

Team Composition

Members are appointed by the President of KHSU-KansasCOM. Core members may include:

- Student Affairs Dean (Chair)
- Counseling/Wellbeing Representative (advisory role)
- Academic Affairs Representative
- Campus Safety/Security
- Title IX Coordinator (as needed)
- Legal/Compliance/Risk (consultative)

Reporting Process

Concerns may be submitted via online reporting form, faculty/staff referral, self-report or peer report, or emergency channels (if urgent). All reports should include description of behavior/incident, dates/timeline, individuals involved, and supporting documentation (if available).

Risk Assessment & Case Review

The BIT utilizes a structured, consistent process to evaluate both risks and threats of harm to self and harm to others including 1. Intake and Triage, 2. Information Gathering, 3. Risk Assessment, and 4. Action Planning. Possible interventions include:

- Outreach and check-in
- Referral to counseling or support services
- Directed treatment plan
- Behavioral expectations agreement
- Academic or wellness support plan
- Increased monitoring
- Forensic diagnostic evaluation
- Referral to Conduct or Title IX processes

Communication Protocols

Communication is coordinated through the BIT Chair or designee. Students are informed of expectations and support options when appropriate. Only necessary information is shared with involved parties.

Documentation

All cases are documented in a centralized, secure system. Records include report details, risk level, decisions and rationale, interventions and follow-up, etc.

Meetings

Regular meetings occur on a trimester basis. Emergency meetings are convened as needed. Quorum is defined as 50% of membership and is the minimum representation for decision-making. This can be overridden by the Chair if prudent.

Relationship to Other Processes

The BIT operates in coordination with, but distinct from:

- Student Conduct (policy enforcement and sanctions)
- Title IX (sex/gender-based misconduct and legal compliance)
- Academic Review (academic progression decisions)

The BIT may refer cases to these processes, receive referrals from them, and provide contextual behavioral risk information to inform decision-making.

Privacy & Compliance

All BIT activities adhere to FERPA regulations, HIPAA considerations (as applicable), ADA considerations, institutional policies on privacy and records, and applicable state and federal laws.

Assessment & Continuous Improvement

The BIT will review aggregate data annually, identify trends and prevention opportunities, provide training to faculty/staff, and refine processes based on outcomes.

Approval & Review

This charter is approved by the KHSU Cabinet. BIT will be reviewed annually or as needed based on institutional or regulatory changes

Student Support Team

Kansas Health Science University and the Kansas College of Osteopathic Medicine has created myriad resources to support students' academic support. The Student Support Team (SST) is one of the primary resources, analyzing student academic performance and personal/behavioral issues that might place a student at academic risk.

The goal of each SST meeting is to review students' academic performance, and any other external issues that might be contributing to their performance, with the objective of creating a personalized intervention for each student based upon their unique situation and needs.

Team Composition

The Student Support Team (SST) is made up of KHSU-KansasCOM faculty and staff charged with being the primary panel for proactively retaining and identifying at-risk students and developing the interventions to assist students who are struggling. The Team includes representation from the following administrative areas:

- Clinical Education
- Learning Enhancement
- Office of Student Affairs
- Pre-Clinical Curriculum

Team Procedures and Actions

The SST reviews students' academic records as part of their charge. In addition, the team reviews all qualitative and/or quantitative data and information about the student's co-curricular experiences, as well as any information that is available about any personal extenuating circumstances impacting the student's academic success.

As a part of this comprehensive review, the SST will make recommendations, and in some cases, will mandate specific actions designed to bring to bear all KHSU-KansasCOM resources to help the student improve their academic standing. The SST has broad authority to review students' records, decide how best KHSU-KansasCOM can assist the student academically, and can recommend, and in some cases require, a broad number of resources designed to support the student intellectually, emotionally, and professionally.

SST (Student Support Team) is not a disciplinary committee. Its primary function is to serve as KHSU-KansasCOM's primary retention team. SST's meetings are not public, and the team follows all privacy guidelines in accordance with FERPA (Family Educational Rights and Privacy Act) and HIIPA as a part of its processes and procedures.

Minutes of each SST meeting are kept to ensure the appropriate interventions are followed-up on and completed.

SST Data and Metrics

Key data points about students who are discussed will be preserved and analyzed to provide metrics. This data is an important tool in assisting the administration with the ability to track and identify future at-risk students. KHSU-KansasCOM reserves the right to keep and utilize this data for future analysis.

Career Services

For students seeking career support, the Office of Career Services provides a wide variety of resources for students that can assist with their specialty selection, residency application processes, and interview skill development. Each KHSU-KansasCOM student is provided a free subscription to Careers in Medicine during the OMS I year, a career-focused online tool that provides a wealth of medical career information for medical students. KHSU-KansasCOM cannot guarantee employment upon graduation, but KHSU-KansasCOM provides advising for all students on future medical careers, the preparation and competitive aspects of each option or choice. For more assistance students have access to KHSU-KansasCOM's Career Services Specialist, who conducts seminars during the OMS I,II, and III years, as well as hold individual events with students in the late OMS III and early OMS IV years to advise the student.

Orientation

Orientation is required of all new students, in person. This occurs the week before classes begin at KHSU-KansasCOM. The goal of orientation is to help prepare new students for the rigors of medical education and the KHSU-KansasCOM curriculum. OMS II, OMS III, and OMS IV students will have a shortened and required orientation at the start of their respective year to update them on changes that have occurred over the summer, remind them of key policies, and allow them to provide feedback to key members of KHSU-KansasCOM. Additional orientations/re-orientations may be added as needed.

Student Government Association (SGA)

The SGA serves as the primary liaison between the student body and the KHSU-KansasCOM administration. All KHSU-KansasCOM students in good academic standing are allowed to run for positions on the SGA. There are representative and officer positions available for each KHSU-KansasCOM class. An activity fee, paid by each student, financially supports SGA activities and SGA-chartered organizations. SGA members serve on administration and faculty committees and help to bring about changes that benefit the student body as a whole.

The election process for OMS I SGA positions begins in the fall of the OMS I year. For more information, please contact the Office of Student Affairs about the nomination, petition, and election processes.

Student Leadership Requirements

Any KHSU-KansasCOM student who is holding a leadership role in a KHSU-KansasCOM endorsed program or organization (e.g., SGA, executive counsil or senate, student organization President, institutional committee member, executive leadership, student ambassador) or campus employment position (e.g., KHSU-KansasCOM tutor) is expected to maintain professional standards and be in good academic standing. KHSU-KansasCOM student organization president must maintain a failure-free transcript. Presidents who fail a course must discuss the matter with the Assistant Dean of Student Affairs to determine if they remain elibible to retain their role. Student leaders who are not in good standing or are placed on academic probation are highly recommended, or may be required to resign from their leadership or employment position. Students exhibiting unprofessional behavior and/or who are in violation of the Professional Code of Conduct may similarly be required to resign from a leadership or employment position.

Students selected for any professional fellowship program cannot concurrently hold an officer position in an organization during the year of their fellowship.

More information about Student Leadership expectations can be found in the Student Activities Handbook produced by the Office of Student Affairs.

Student Activities, Organizations, and Events

Student Activities

KHSU-KansasCOM recognizes that events and activities outside of the curriculum are critical to the development of well-rounded physicians. KHSU-KansasCOM also recognizes that event frequency must be thoughtful to ensure that conflicts and distractions from coursework and testing are minimized.

The Student Activities Handbook is the ultimate resource for policies and procedures related to Student Activities, Organizations, and Events. The handbook defines the meaning of extracurricular events or activities, details the process for event requests and approvals, provides clarification of expectations, and ensures that such events/activities are in alignment with laws, regulations, and mission relative to KHSU-KansasCOM. The Office of Student Affairs may interpret and apply these policies as necessary to ensure fairness, compliance, and alignment with institutional priorities.

The Student Activities Handbook can be found on the front page of Campus Groups, the primary tool for managing events, activities, and student organizations. The policies and procedures of the handbook apply to all KHSU-KansasCOM employees and students. The following is a partial representation of the total information found in the Student Activities Handbook.

Events

Referring to co-curricular and extracurricular activities, an event is "a gathering of students sponsored by a student club or organization, university office, faculty, or staff member". It is not a part of the curriculum which includes class, simulation, lecture, graded activities, or similar. Examples of co-curricular and extracurricular events include

- Social (social gathering, gathering of the distinct purpose of raising funds for club chosen nonprofit or mission trip, events in which alcohol is served/consumed, auctions, parties, etc.)

- Educational (speakers, practical, training, clinical skills, etc.)
- Recreational (sports, outside events, etc.)
- Meetings

Business meetings that each organization is required to hold each trimester are not included in the definition of "event" for counting purposes. The definition of event does not include groups or meetings established through Counseling Services, tutoring, or group studying. This definition and these policies do not apply to events and activities for faculty and staff such as community engagement, meetings, trainings, all hands meetings, etc.

Events that include any type of clinical skills are required to have a KHSU-KansasCOM subject matter expert present.

Campus Groups

Campus Groups is the official platform used to submit, review, and approve all extracurricular and co-curricular events. All events for students must be submitted through Campus Groups to be considered university sanctioned. Events that are not submitted and approved through Campus Groups will not be recognized as official university events and are not eligible for funding, promotion, or institutional support.

Non-Programming Time Periods

Events are not to be hosted in the 72 hours (approximately 3 days) leading up to an exam.

Event Approval Process

- Student Organization, Club, or Committee Sponsored Events
  Any recognized campus organization may plan an activity. All functions/activities must be approved by the Office of Student Affairs. Event requests must be submitted at least two (2) weeks, or ten (10) business days, in advance of the proposed event date. Additional time to finalize approval may be required depending on the nature and complexity of the event. The Student Activities Specialist will communicate to the organization if there is a cause for delay. Submission of an event request does not guarantee approval. Advisors should review all function approval forms before submission to the Student Activities Specialist. The failure of organizations to submit an event request with the above-mentioned advanced notice may be noted in the annual review. This may lead to the event being cancelled or delayed.

Recognition of Student Organizations

KHSU-KansasCOM recognizes that the student bring to campus a variety of interests and develop new interests as members of the campus community. Therefore, students are free to organize and promote their common ideas.

Students shall have the right to assemble if they do not:

1. violate the civil law or the medical school's professional code of conduct;
2. destroy property;
3. disrupt classes and any other regular and essential operations of the KHSU-KansasCOM; or
4. in any way it infringes upon the rights of other individuals or organizations.

Student organizations endorsed by KHSU-KansasCOM receive certain benefits. These benefits include:

- Privilege to have access to and use of campus facilities.
- Permission to host events, publicize via email notices, and bulletin boards.
- Opportunity to request, through processes determined by Student Affairs, assistance of campus departments (e.g., audio-visual, IT, etc.).
- Inclusion in KHSU-KansasCOM publications and on the website with approval from Student Affairs.
- Limited funding at the discretion of the Student Senate (SGA-chartered organizations only).
- Opportunity to recruit new members at the annual Fall Organization Fair.
- Documentation to satisfy requirements for national affiliation.
- Opportunity to schedule events on the KHSU-KansasCOM calendar.

Recognition Process

A student interest group may petition for official KHSU-KansasCOM recognition if they meet the following criteria:

1. Its purpose is consistent with the KHSU-KansasCOM mission, vision, and values;
2. The group has a special purpose and/or objectives beyond mere affiliation;
3. Membership requirements are clearly defined and documented; and
4. The group meets an area of interest not already served by an existing organization.

Leadership from the student interest group requesting recognition must apply to the Office of Student Affairs, which shall confirm basic eligibility requirements and affirm the group's purpose and objectives. Specific details which should be addressed in this document include, but are not limited to, the following:

- name of organization;
- proposed advisor;
- proposed mission statement;
- proposed dues;
- proposed by-laws including ratification and amendment procedures;
- proposed financial proforma (Details of where funding will come from for the first 12 months of operation);
- statement of national affiliation (If appropriate);
- proposed student leadership (Officer titles, not names of individuals holding office);
- statement of purpose and objectives;
- proposed service projects;
- petition for membership (Signed by a minimum of 10 students)
- and any additional information.

The Student Activities Specialist shall present eligible applications for new student organizations to the Office of Student Affairs and Student Government Association (SGA) leadership for review. Final decisions regarding recognition are made by the Office of Student Affairs, in consultation with SGA and KHSU-KansasCOM leadership. Applications are reviewed during the summer, and new organizations are only added before the beginning of the academic year.

To ensure equitable access to resources and maintain organizational effectiveness, KHSU-KansasCOM may limit the total number of recognized student organizations. Applications for new organizations will be reviewed only when space

is available and will be considered in the order received.

Responsibilities upon Recognition

Once the organization receives recognition approval, the organization must complete the following within two weeks:

- provide a description of duties and responsibilities for each officer;
- provide the required qualifications for officers and a definition of how officers shall remain in good standing;
- outline of election process;
- process for the removal and replacement of officers
- qualifications for membership;
- procedures for amending the organization's constitution and/or by-laws;
- descriptions and responsibilities of any standing committees;
- and formally elect officers

Once the officers are in place, the student organization is free to do the following: Recruit new members, hold meetings, and plan events and service projects.

Good Standing

Organizations must complete the following requirements to be eligible and remain in good standing. These qualities may be used to determine funding allocations.

1. Selection of an Advisor: The organization must ask a full-time member of the KHSU-KansasCOM faculty or staff to serve as an advisor for the organization. The advisor should work with the organization to reinforce scholarship and academic excellence within its mission as well as provide guidance for all efforts of the organization. The Advisor should attend at least one business meeting a trimester, review event requests for those occurring off campus or involve contracts, , and must be present at any events where alcohol is served. Events in the Simulation Center will require a faculty member to be present during the event.
2. Active President Requirement: In order for a student organization to remain in good standing, the organization must maintain an active President. If the President position becomes vacant for any reason, the organization must promptly initiate the process outlined in its constitution to fill the vacancy and restore active leadership.
3. Presence and Participation in the Strategic Planning Process: The organization must participate in the Council of Student Organization Presidents and other major KHSU-KansasCOM initiatives when invited or required to do so, such as the Student Club & Organization Fair.
4. Community Service/Engagement: SGA requires that organizations must conduct at least one community service project open to all members of the organization to be tracked by the Senators for Organizations and Advocacy.
5. Commitment to Community Expectations: The organization should have no chapter violations of KHSU-KansasCOM policies.
6. Regular Reports of Organization Progress: Presidents of all student organizations are required to submit a President Event Summary Form for all events and business meetings recorded on Campus Groups. The End-Of-Year Report is also required to be submitting by the outgoing president by the last day of the trimester.
7. Meet All Deadlines: The organization's leadership is required to submit all paperwork required by the requested deadline.
8. Conduct Elections: Organizations must conduct elections in accordance with the established timeline to ensure leadership transition for the following academic year.

Organizations who fail to uphold these expectations will be recognized as "not in good standing" by the Office of Student Affairs. The Student Activities Specialist will track these components and notify the organization if they are not meeting these expectations. Failure to maintain good standing throughout the year will be considered in the annual review of the organization and may result in suspension of the organization or other sanctions. The Assistant Dean of Student Affairs has the authority to suspend an organization at any time.

Annual Review

All student organizations are subject to annual review by the Office of Student Affairs. Additional reviews may be conducted if concerns arise regarding the organization's activity level, leadership, or adherence to institutional expectations. The End-Of Year report required to be submitted by outgoing presidents will be used to help making determination on whether the student organization continues next year.

Student Health, Wellness, and Safety

Mental Health Services

Our Approach to Wellness

To ensure optimal support for the wellness of our students, KHSU has adopted a Social-Ecological, Population-Health oriented wellness model that is grounded in whole-person care, regular assessment, and multi-level intervention. Our faculty and staff speak frequently to students about personal wellness and a commitment to staying healthy. Students will engage in regular conversations about general wellness, how to assess your own personal wellness, and what concrete steps you can take to maintain personal and professional wellness to perform your best and stay healthy in a high-stress field.

We understand the intense environment and extra stress that medical students experience. Because it is important for students to be emotionally healthy, students are encouraged to utilize the counseling services that are available to them on-campus and in the community.

On-Campus Counseling

KHSU-KansasCOM has a multi-dimensional counseling support network for all our students. We have a licensed counselor on-campus. Students may make appointments in confidence by contacting the counselor directly via email or scheduling through Calendly. The counselor is the only individual with access to these accounts. Students can reach our Counseling Services in room 430 or book an appointment with Andy Bogner

Counseling Services provides immediate support for students on campus through psychotherapy, proactive support programs to assist with the extra stresses associated with medical school and graduate study. We provide additional information and support through the our orientation process. Counseling Services can also assist students who are dealing with any kind of substance abuse or addiction issue.

All counseling referrals and sessions are confidential and are not recorded in the student's educational records.

Off-Campus Counseling

ComPsych is a free and confidential counseling service available to students and their families 24/7 at no cost. ComPsych provides immediate mental health chat options, telehealth counseling, and connection to local therapists. ComPsych is a nation-wide network in all 50 states. For students wishing to be seen by a counselor, psychologist, or psychiatrist off-campus, ComPsych is available at https://www.guidanceresources.com. ComPsych is also an excellent option for students who are on clinical rotations away from campus and in other states. NOTE: The code for students to get set up is TCSPP.

Mental Health America of South Central Kansas is on retainer with KHSU to provide services to students, faculty, and staff. Services are charged to insurance. To schedule services, call (316) 260-2340 or visit their website: https://mhasck.org/. MHA is located at 555 N Woodlawn Blvd #3105, Wichita, KS 67208

Physical Health Services

KHSU-KansasCOM does not provide on-site student health services. A wide range of health services are available to all students within the local community.

KHSU-KansasCOM students may seek health care through a group of off-campus clinical providers in the Wichita, Kansas, area. If one is looking for a provider, please see the Physical Health Services page on the website for recommended providers. All services are provided in accordance with the Health Insurance Portability and Affordability Act (HIPAA) and are strictly confidential. When students are rotating outside of Wichita, one of their first responsibilities is to find a local health care provider, within the community they are rotating, in case they need to be seen.

KHSU-KansasCOM encourages students to establish a health care home with a primary care provider. Becoming an established patient enhances how quickly you can be seen for a problem. If a student requires chronic care or needs to be seen during off-hours, they should contact their own provider. Clinic information is available to students in the Office of Student Affairs. Students need to present their insurance card when seeing any health care provider. All expenses for health services are the responsibility of the student.

Impaired Medical Student

KHSU-KansasCOM's fundamental responsibility is to ensure the health and well-being of its students. Physician burnout and impairment are realities within the medical education world. This impairment, due to the use of alcohol, substance abuse, and/or emotional and mental illness, is often first manifested during medical school.

Medical students are entitled to a safe environment that supports wellness and professional and personal well-being. The educational environment at KHSU-KansasCOM is designed in such a way as to be protective, sensitive, and able to intervene in situations where a student physician needs help and support without jeopardizing the student's right to confidentiality and the successful continuation of their training.

All KHSU-KansasCOM students are strongly encouraged to seek help and assistance for any problems they are experiencing with alcohol, drugs, and/or mental illness that impact their ability to function as a medical student. Students who proactively reach out for support and treatment are much more likely to successfully complete their medical training.

Definition: For the purposes of this policy, "impaired" shall mean under the adverse influence of alcohol or any narcotic or drug; or, mentally unable to reason, communicate or perform medical services in a safe, professionally acceptable manner or carry out any duties, assignments, or requirements of the medical education program and curriculum.

Resources: There are several resources that KHSU-KansasCOM endorses and refers students to in situations where impairment is an issue.

Kansas Medical Society- Professionals' Health Program
623 SW 10th Avenue
Topeka, Kansas 66612
(800) 332-0156
www.fsphp.org/kansas

Carolyn Westgate, MS, LCPC, Program Director
Acumen Institute
4321 W. 6th Street
Lawrence, Kansas 66049
(785) 856-0473
www.acumeninstitute.org

Professional Renewal Center
1421 Research Park Dr., #3B
Lawrence, Kansas 66049
(877) 978-4772
www.prckansas.org

Impairment Process and Procedures: Impairment within a medical student is often subtle and difficult to detect. It is most often discovered as a significant and persistent change in behavior. Such changes in behavior may be manifested in any or all of the physical, emotional, family, social, educational, or clinical domains of functioning. In the event a faculty or staff member notices behavioral changes that are concerning, the resulting process will be followed:

1. The Office of Student Affairs will reach out to the students and request a meeting. The behavioral concerns will be shared with the student.
2. When a student recognizes an issue with alcohol, substance abuse, and/or emotional difficulties, the student will receive information about the resources available for treatment and support. Additionally, the Office of Student Affairs will engage in a discussion with the student regarding how time away for treatment can be

managed by KHSU-KansasCOM. Every effort will be made to facilitate the student's return to their academic program once they have received clearance to resume their studies.

3. Should the student deny a problem with alcohol, substance abuse, and/or emotional problems, KHSU-KansasCOM reserves the right to test all students for impairment. The cost of the testing, in this situation, is assigned to the student. Testing includes, but is not limited to, alcohol/narcotic testing, and/or psychological assessment. Students refusing to submit to an alcohol/narcotic test and/or psychological assessment may face disciplinary action. (See the Code of Professional Conduct for details.)

Should the student require an intervention including inpatient treatment, they will be placed on a medical leave of absence. The Office of Student Affairs will communicate with the students about how the medical leave will be handled and what requirements will be a part of said leave. The expectation will be that the student adheres to all conditions of their treatment plan, medical leave of absence, and any follow-up conditions for return. Failure to comply may result in disciplinary action and the student not being allowed to return from their leave. KHSU-Kansas COM reserves the right to require any student who is impaired to work directly with the Kansas Medical Society and follow all required conditions of that relationship.

Random and Reasonable Suspicion Drug Screening

As mentioned in the section on Drug Screening. KHSU-KansasCOM reserves the right to require additional drug screening either randomly or for reasonable suspicion. For random drug screening of the student body, the Dean or their designee will determine the dates and number of students to participate in random drug screening and will be randomly selected from the student body by the Senior Associate Dean for Student Affairs. Students may also be individually screened based upon reasonable suspicion. Causes for reasonable suspicion may include but are not limited to the following:

- A positive drug screen without supporting documentation (i.e. a prescription)
- Observable physical signs such as:
    - Slurred/incoherent speech
    - Unsteady gait or impaired coordination
    - Odor of alcohol or drugs
    - Excessive drowsiness or sudden unexplained changes in alertness
- Behavioral or professionalism concerns such as:
    - Significant decline in academic or clinical performance
    - Frequent absenteeism, tardiness, or unexplained time away from academic or clinical responsibilities
    - Uncharacteristic irritability, agitation or erratic behavior
    - Difficulty following instructions or maintaining patient safety
- Environmental or circumstantial concerns such as:
    - Discovery or possession of drug paraphernalia in a school or clinical environment
    - Credible reports from faculty, students, or clinical personnel supported by observable facts
    - Evidence suggesting diversion or misuse of controlled substance
    - Excessively diluted urine reported on any prior drug screening
    - Engagement or enrollment in a drug monitoring program

A positive test without supporting documentation or therapeutic reason may result in one or more of the following:

- Referral for professional evaluation or treatment
- Required participation in a monitoring or recovery program
- Action ranging from temporary suspension to dismissal from academic or clinical studies
- Remediation, disciplinary action, or other requirements set forth by the SPC
- Dismissal in cases involving safety risks, repeated violations, or refusal to comply with policy or procedures.

Substance Abuse

Students who present with high degree of signs or symptoms consistent with impairment or substance abuse may be required to submit a drug or alcohol specimen. Students with a positive drug screen and no valid medical prescription will be referred to SPC for professionalism concerns. If not dismissed from the program SPC may require the student to become enrolled in an impaired physician program, including counselling, monitoring including random drug screens to be performed consistent with the impaired physicians' requirements of the Kansas Medical Licensing board. Repeated positive screenings will be grounds for dismissal from the COM without opportunity for appeal considering potential danger to the public or patients that might be encountered.

Health Insurance Requirement

KHSU-KansasCOM requires its students to meet certain health-related requirements including a requirement to be fully insured with personal health insurance and to be fully vaccinated according to CDC guidelines. Please refer to the KHSU-KansasCOM Health Requirements section of the Admissions for full requirements.

Exposure to Bodily Fluids

Students are expected to use universal precautions whenever they may be exposed to blood or other potentially infectious materials. Occupational exposures include, but are not limited to, needle sticks, cuts from contaminated sharps, and splashes of blood of other potentially infectious materials to the eyes, nose, mouth, or non-intact skin.

Students who experience an occupational exposure must immediately perform appropriate first aid (e.g., wash affected skin with soap and water or flush exposed mucous membranes with water), report the incident to their supervising faculty member or clinical preceptor, follow the exposure control policy and procedures of the clinical site where the incident occurred, and complete an incident report within Guardian. Timely reporting is essential, as delays in evaluation and initiation of post-exposure prophylaxis (PEP) may reduce its effectiveness.

The student should report to the clinical site's Occupational Health department or Emergency Department, as appropriate, for evaluation and management. Baseline laboratory testing should be performed in accordance with the clinical site's protocols and current CDC institution's recommendations. When appropriate and legally permissible, the clinical site should evaluate the source patient in accordance with its policies, applicable law, and current CDC recommendations to guide post-exposure management.

When clinically indicated, post-exposure prophylaxis (PEP) should be initiated as soon as possible in accordance with current treatment recommendations. Students are expected to complete all recommended follow-up medical evaluations, laboratory testing, counseling, and treatment as directed by the treating healthcare provider.

Responsibility for costs associated with post-exposure evaluation and treatment will be determined in accordance with the policies of the clinical site, applicable law, and the student's health insurance coverage.

Students are required to and must comply with all reporting, documentation, and -follow-up requirements of the clinical site in addition to KHSU-KansasCOM requirements. The student must complete an incident report in Guardian within 24 hours of the incident, or as soon as they are physically able to do so. For incidents occurring on the KHSU-KansasCOM campus, students must also comply with the Injuries Occurring on Campus Policy.

Information related an occupational exposure will be maintained in accordance with applicable privacy laws and institutional policies.

Training on universal precautions, prevention of occupational exposures, needle stick protocol, and exposure response protocols is provided by KHSU-KansasCOM during orientation and as part of the Physicianship curriculum. Completion of this training is required. Questions regarding exposure prevention or post-exposure management should

be directed to the supervising faculty member, clinical preceptor, Office of Clinical Education, or the student's treating healthcare provider as soon as possible.

Immunizations

All matriculating students at KHSU-KansasCOM are required to be vaccinated in accordance with the Centers for Disease Control and Prevention (CDC) immunization guidelines. These guidelines change and are updated periodically, and applicants and students are expected to be knowledgeable regarding the current CDC guidelines for health care workers found on: www.cdc.gov. See Immunization Requirements in the *Immunizations* section.

Students who fail to meet these guidelines may jeopardize their eligibility for continued enrollment.

Medical Treatment of Students by KHSU-KansasCOM and Affiliated Faculty

KHSU-KansasCOM wants to avoid all conflicts of interest related to the medical treatment of its students. KHSU-KansasCOM faculty, including clinical clerkship preceptors, will not provide medical treatment of or medical advice to KHSU-KansasCOM students. Students must seek health care advice and/or treatment off-campus from a non-KHSU-KansasCOM related source. See KHSU-KansasCOM's website for a list of recommended healthcare providers in the Wichita area, who do not have a conflict of interest and are available to see and treat students.

Although not encouraged, in the event a KHSU-KansasCOM faculty member must provide medical treatment for a student, such as in an emergency medical situation, they are required per policy, to recuse themselves from all situations where they may have to assess, grade, and/or provide professional feedback for that particular student.

This includes clinical clerkship preceptors, who have a direct assessment and grading responsibility for assigned KHSU-KansasCOM students. Students who are on rotations should always avoid seeking medical treatment/advice from their clerkship preceptor.

Should a student have difficulty in finding medical treatment/advice, they can contact the staff in the Office of Student Affairs for a referral to an appropriate local physician.

Campus Safety, Security, and Facilities

Security and Safety On-Campus

KHSU-KansasCOM is located within a metropolitan area. KHSU-KansasCOM has instituted certain security measures for student safety, including the utilization of a card access system for all building entrances. Students are encouraged to remain alert and cautious when on-campus, keep personal items out of sight, and keep their vehicles locked at all times.

KHSU-KansasCOM security officers patrol the interior and exterior of campus to prevent and deter crime. They are readily available to help in emergencies, provide security escorts, and render assistance to KHSU-KansasCOM students, faculty, and staff. The department serves as a repository for lost and found items. Campus Security can be reached at 316-249-8755.

Automated External Defibrillators (AED) are strategically placed on campus and include mobile devices carried by security officers. The security department is charged with the maintenance and care of the defibrillators.

For more information regarding safety procedures, please refer to the Campus Security webpage.

Timely Warnings

Timely warnings are notifications to the campus community providing timely and relevant information when certain crimes have occurred in a certain geography. Such warnings are posted any time a situation poses a serious or on-going threat to the campus community. These communications enable members of the community to protect themselves and include information that promotes safety and aids in the prevention of unsafe circumstances. This warning will include pertinent information about the crime that triggered the warning.

Timely warnings will be issued for all reportable Clery Act crimes when:

1. The crime occurs within KHSU-KansasCOM's Clery Act geography; and/or
2. The crime is reported to campus security authorities or local police agencies; and
3. The crime is considered to represent a serious or continuing threat to the campus community.

Clery Act Crimes

Clery Act crimes include the following: murder and non-negligent manslaughter, negligent manslaughter, aggravated assault, hazing, arson, burglary, robbery, motor vehicle theft, rape, fondling, incest, statutory rape, liquor law violations, weapons possession, drug abuse violations, hate crimes, domestic violence, and stalking.

Emergency Communication and Notices

Depending on the incident and nature of the threat, KHSU-KansasCOM will use mass notification methods to provide emergency notifications to the campus community.

These methods include the following, but this list is not exhaustive:

- Emails to KHSU-KansasCOM.org accounts;
- RAVE text alerts to cell phones; (Please Note: Student must enter their cell phone information to receive text message notifications.)
- Posting information to the KHSU-KansasCOM website; and/or
- Other methods as appropriate (e.g., media, handouts, phone calls, etc.).

Annual Clery Act Reporting Requirements

In accordance with the Jeanne Clery Campus Safety Act and the U.S. Department of Education regulations applicable to institutions of higher education participating in federal financial aid programs, KHSU-KansasCOM shall annually publish a security report containing KHSU-KansasCOM's policies related to safety and security and required crime statistics and distribute the report to all current students and employees. The annual report will be archived with the Chief Financial Officer.

Annual Security Report

In compliance with regulations of the U.S. Department of Education, KHSU-KansasCOM security publishes an annual security report and distributes the document to all students, faculty, and staff. The Jeanne Cleary Campus Safety Act requires all institutions of higher education to:

- Publish an annual report by October 1, each year, that contains three years of campus crime statistics and certain campus security policy statements.
- Disclose crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities and remote classrooms.
- The statistics must be gathered from Campus Security, local law enforcement, and other KHSU-KansasCOM officials who have "significant responsibility for students and campus activities."
- Provide "timely warning" notices of those crimes that have occurred and pose an on-going "threat to students and employees".
- Disclose in a public crime log "any crime that occurred on-campus or within the patrol jurisdiction of Campus Security and is reported to Campus Security." This log is available upon request in the security office.

Animals On-Campus

Only pre-approved service animals are allowed on-campus. All other animals are not allowed to enter the KHSU-KansasCOM building. Emotional Support Animals are not allowed on-campus unless preapproved. See the Accommodations Policy for more information on service and emotional support animals.

Building Hours and Services

Typical building hours of operation will be:

- Monday through Thursday 7:00 AM - 10:00 PM
- Friday 7:00 AM - 9:00 PM
- Saturday 9:00 AM - 9:00 PM
- Sunday 9:00 AM - 10:00 PM

Time changes will be communicated directly to students via their KHSU-KansasCOM email.

Building Evacuation Plan

In the event of an emergency requiring evacuation, designated campus officials will begin a floor-by-floor evacuation of each affected building. Students, faculty, staff, and visitors are instructed to leave personal belongings and evacuate the building quickly.

General evacuation guidelines and best practices are outlined below:

- Building management will provide information and instructions via the emergency alert system throughout the building.
- Do not use elevators.
- Do not bring food or drink with you and/or into any stairwell.
- Leave personal items behind.
- Do not break windows.
- Always stay to the right within the stairwell to allow emergency personnel to pass.
- If applicable, fire escapes should be used as a last resort.

- Please review the KHSU-KansasCom Building Evacuation Policy.

Persons Requiring Assistance with Evacuation Procedures

In the event of a building or campus evacuation, trained personnel are authorized to provide physical evacuation assistance to individuals with mobility impairment. In the event danger is imminent and there is no time to wait for municipal personnel, KHSU-KansasCOM suggests the following evacuation options for students, faculty, staff and visitors with such impairments:

- Horizontal Evacuation Option: Move a safe distance away from the area of imminent danger to another space of the building or the opposite end of the corridor.
- Stay in Place Evacuation Option: Unless danger is imminent, remain in a room with an exterior window, and if possible, a closed door. If possible, dial 9-1-1. The individual calling emergency personnel should be prepared to tell the 9-1-1 operator their name, location, and the nature of the emergency.
- "Buddy System" Evacuation Option: Individuals with a mobility impairment should make prior arrangements with a student, staff, and/or faculty acquaintance (a "Buddy") of the need for special assistance in the event of a fire alarm or any other situation which may require evacuation. During an evacuation, the "Buddy" should make sure of the individual's location, then go outside and inform emergency personnel of a person in a specific location who needs assistance in leaving the building.
- Seek the assistance of a Foor Captain, identified in an orange vest, to assist with KHSU-KansasCOM's "stair chairs/stairwell evacuation device" located on the 4th floor stair wells.

Most areas on campus are equipped with fire alarm horns/strobes that sound an alarm and flash strobe lights. However, persons with hearing and/or vision impairments may not immediately notice or hear emergency alarms and may need to be alerted to emergency situations. Some people may need to be alerted to the situation by gestures or by turning the light switch on and off repeatedly.

Emergency instructions can also be communicated by verbalizing, mouthing, or by short, explicit written notes. KHSU-KansasCOM employees are encouraged to offer such assistance, as appropriate.

KHSU-/KansasCOM has a trained medical emergency response team (MERT) that can assist with emergent medical needs during an evacuation.

Campus Visitors

Visitors are defined as any individual who is not part of the KHSU-KansasCOM or building staff, a current KHSU-KansasCOM student, or other personnel who has already been granted recurring access to the campus. Anticipated visitors include:

- Applicants
- Suppliers or Vendors
- Contractors
- Patients
- Accreditation Representatives
- General Public
- Community Representatives
- Partner Institution Staff or Faculty
- Family and Friends

Visitor Procedures

Visitors must comply with the following guidelines:

- Regular visiting hours are 8 am - 5 pm Monday-Friday (excluding holidays).
- All visitors are required to check in with the security desk upon entry, scan a QR code provided by security, and complete the accompanying form.
- All visitors must be accompanied by a KHSU-KansasCOM employee or student.
- The employee or student is responsible for the visitor until they are checked out and leave campus.
- All visitors will be issued a visitation badge that should be always be worn and visible.
- Visitors without appropriate authorization will be refused entry.
- Visitors without an appropriate badge will be escorted by security off the premises.
- Certain areas may be restricted to visitors.

Fire Prevention

Fire prevention is a community-wide priority. In the interest of fire prevention and safety, faculty, staff, and students must maintain an awareness of various potential building hazards in their respective areas. Always remove clutter; properly dispose of old papers, books, boxes, etc.; keep corridors and hallways clear; and safely store flammable substances appropriately.

All KHSU-KansasCOM personnel should also make an effort to familiarize themselves with the locations of stairwells, fire escapes, and emergency equipment, such as fire extinguishers and hoses, in and around the areas of campus they frequent.

How to Use a Fire Extinguisher
P - Pull the pin without squeezing the handles together.
A - Aim at the flames from 10-12 feet.
S - Squeeze the handles together; do not release until the fire is completely extinguished.
S - Sweep from edge to edge of the area on fire.

Stop Campus Hazing Act Policy

KHSU-KansasCOM strictly prohibits hazing in any form. Hazing includes any intentional, knowing, or reckless act committed in connection with initiation, affiliation, or continued membership in a student organization or group that causes or is likely to cause physical injury, mental harm, or degradation, regardless of a student's willingness to participate. This prohibition applies to conduct occurring on campus, off campus, or on public property.

All students, student organizations, and student committees are subject to this policy. Faculty and staff are also subject to the policy when acting in connection with student organizations or university-sponsored student activities.

All members of the KHSU-KansasCOM community are expected to take an active role in preventing and reporting hazing. Students, faculty, staff, and administrators who become aware of suspected hazing are required to report the concern to the Office of Student Affairs or Campus Security. Reports may be made directly or anonymously. In situations involving immediate danger, emergency services should be contacted.

Reported incidents are promptly assessed and, when appropriate, formally investigated. Confirmed violations may result in disciplinary action in accordance with the Student Code of Conduct or applicable employee policies, and may also carry legal consequences.

KHSU-KansasCOM provides ongoing hazing prevention education and complies with all federal reporting requirements, including those under the Stop Campus Hazing Act and the Clery Act. For the complete Hazing Policy, including definitions, reporting options, investigation procedures and disciplinary processes, students should refer to the full policy available on the Campus Safety page of the KHSU-KansasCOM public website.

Identification and Building Access Cards

KHSU-KansasCOM utilizes a card access system on all building entrances. Access cards are issued by security to incoming students, free of charge, during orientation week. Access cards also serve as student identification badges and, in accordance with the dress code, are required to be prominently displayed by students above the waist, preferably on the upper torso region, and visible from the front. ID badges/access cards must be presented when requested by any member of the KHSU-KansasCOM administration, staff, or faculty.

Students are prohibited from transferring access cards to other individuals, allowing others to use their access cards, or granting access to non-KHSU-KansasCOM personnel. Students are expected to keep their ID badges/access cards during their entire educational career at KHSU-KansasCOM but must return it to the Office of Student Affairs or Campus Security upon termination of student status. For all lost, stolen, or misplaced ID badges/access cards, students may receive a replacement at the Security Office. Replacement cards are subject to a replacement fee. Students no longer enrolled at KHSU-KansasCOM must return their ID badge, lockers keys, and parking card.

Inclement Weather

KHSU-KansasCOM President and/or designee of KHSU-KansasCOM may declare KHSU-KansasCOM closed or delay opening due to inclement weather. In the event this should occur, a decision will be made no later than 7 am and announced to the campus community.

Electronic announcements will be sent to all students, faculty, and staff via email and other electronic announcement systems. If an announcement is not made regarding the closing or delay of opening of KHSU-KansasCOM, students should assume that KHSU-KansasCOM is open and attend class at the regularly scheduled times.

When on clinical rotations in the case of inclement weather, students are expected to follow the protocol established by the hosting institution. Students must use extreme caution and their best judgment. If a student cannot report to the clinical site due to climate conditions, they must immediately contact their preceptor of record and inform them of the circumstances.

Injuries Occurring On-Campus

If a student experiences an accident or injury on campus, university personnel, if present at the time, will apply first aid and stabilization, but not treatment. The student should report the incident to Campus Security and the Office of Student Affairs immediately if they are available, but as soon as possible within the next, 24 hours after the occurrence. If KHSU-KansasCOM offices are closed at the time of the incident, the incident should be reported the next business day. A member of Campus Security will complete an accident/injury report. The Executive Director of Facilities and Security will assign the incident report for investigation.

A preliminary review, if warranted, will gather additional information while it is fresh and accurate in the minds of those involved or who may have witnessed the incident. Recommendations for any corrective action will be submitted to the Chief Administrative Officer.

Reportable events may include but are not limited to the following:

- Any injury to a student occurring on KHSU-KansasCOM property or in connection with KHSU-KansasCOM business.
- A condition presenting a safety hazard.
- Damage to KHSU-KansasCOM property.

Lost and Found

Lost and found is at the main entrance reception desk. If you have lost something, please contact the main entrance reception or Campus Security. Should you lose something on-campus, you can reach out to Security or the Office of Student Affairs to notify KSHC-KansasCOM of the lost item.

Motor Vehicles and Parking

KHSU-KansasCOM provides limited student parking through an opt-in system. Parking is not automatically made available to students and must be requested each trimester. The cost for student parking is $240 per trimester, and parking access is not offered on a first-come, first-served basis.

Students who opt in will be assigned a designated parking garage and are only permitted to park in their assigned location. Parking in "reserved," "visitor," or unauthorized areas is strictly prohibited and may result in fines or revocation of parking privileges.

Students may only opt in or out of parking at the end of each trimester during the designated opt-in/out period. If a student fails to meet the deadline, they will be charged for the upcoming trimester, and no reversals or refunds will be granted.

KHSU-KansasCOM assumes no responsibility for personal belongings left in vehicles, or for any loss or damage to vehicles due to theft, fire, vandalism, trespassing, weather, or other causes. Students who are no longer enrolled at KHSU-KansasCOM are required to return their parking access card immediately.

Security Escorts

KHSU-KansasCOM security offers an on-campus security escort if requested. This service is available during building hours, throughout the year, except for when the campus building is closed. A Campus Security officer will walk students to buildings and/or vehicles parked in and around KHSU-KansasCOM parking lots. Those interested in a security escort should contact Campus Security at 316-249-8755.

Smoking and Tobacco Use

KHSU-KansasCOM is a tobacco- and nicotine-free campus. This policy prohibits the use of all tobacco and nicotine products on university-owned or leased property, including but not limited to cigarettes, cigars, pipes, smokeless tobacco, chewing tobacco, snuff, electronic cigarettes (e-cigarettes), vape pens, vaporizers, nicotine pouches, and any other smoking or nicotine delivery devices.

The use of tobacco or nicotine products is prohibited in all campus buildings, facilities, vehicles, parking lots, outdoor spaces, and at university-sponsored events, whether held on or off campus. Students are expected to comply with this policy at all times and to dispose of tobacco- and nicotine-related products responsibly. Violations of this policy may result in corrective action through the student conduct process

Student Lockers

KHSU-KansasCOM provides lockers for students located within the campus building. Students can place personal items within the locker. Lockers are assigned by the Office of Student Affairs. The Office of Student Affairs will communicate the locker reservation process to students during KHSU-KansasCOM orientation.

Lockers are reserved for the entire academic year. Locks for the lockers are provided to each student by the Office of Student Affairs. Should a student lose or damage their lock, there is a replacement charge.

At the end of the academic year, students are responsible for removing all personal content in accordance with the deadline communicated by the Office of Student Affairs. All unclaimed locker contents will be disposed of after 90 days (about 3 months) from that deadline. Campus Security has the authority to gain access to each locker, should that be necessary. Students who are no longer enrolled at KHSU-KansasCOM must return their locker key during check-out.

Anti-Discrimination, Anti-Harassment, and Title IX - Summary

*The text below is a summary of KHSU's Anti-Discrimination, Anti-Harassment and Title IX Policy ("Policy"). For the full policy, click HERE.

Introduction

KHSU-KansasCOM acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus complies with all applicable laws and directives regarding nondiscrimination and equality of opportunity. As required by Title VI, Title IX, Section 504 and all other applicable federal and state laws, KHSU-KansasCOM does not discriminate and prohibits discrimination and harassment against its employees, students, and applicants based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national origin or ancestry, sexual orientation, physical or mental disability, marital or parental status, pregnancy, military or veteran status, political activities/affiliations, or any other impermissible reason in its programs and activities ("Protected Category" or "Protected Categories").

KHSU-KansasCOM is committed to creating and maintaining a safe learning and working environment that is free from unlawful discrimination, harassment, and retaliation. The Policy prohibits discrimination, harassment, and Sexual Misconduct, which includes Sexual Harassment, and all other forms of discrimination and harassment based on membership in any Protected Category. The Policy also prohibits retaliation against anyone who exercises their rights under the Policy.

The Policy applies to all employees, students, and other KHSU-KansasCOM community members. KHSU-KansasCOM has the authority to investigate conduct occurring on KHSU-KansasCOM's campus, in connection with its educational programs, activities, and services, or that puts KHSU-KansasCOM community members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

Discrimination

Discrimination is an adverse action taken against or harassment of an individual based on membership in any Protected Category.

Harassment

Harassment refers to unwelcome behavior based on membership in any Protected Category. Harassment becomes impermissible where 1) enduring the offensive conduct becomes a condition for any academic-related purpose, or 2) the conduct is severe or pervasive enough to create an academic environment that a reasonable prudent person would consider intimidating, hostile, or abusive.

Sexual Harassment, as an umbrella category, includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

- Conduct based on sex that satisfies one or more of the following: quid pro quo, sexual harassment, sexual assault, dating violence, domestic violence, stalking as defined in the full Policy. Sexual Harassment may fall within or outside of the Title IX definition of Sexual Harassment found in Appendix B of the full Policy.

Petty slights, annoyances, and isolated incidents will not rise to the level of violation of a KHSU-KansasCOM policy or rule. To be considered a violation, the conduct must create an environment that would be intimidating, hostile, or offensive to a reasonable person.

Offensive conduct may include jokes, slurs, epithets, or name-calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, or interference with academic performance.

When discriminatory harassment rises to the level of creating a hostile environment, KHSU-KansasCOM may also impose sanctions on the Respondent through the application of the appropriate grievance process set forth in the Policy.

The Policy includes a prohibition of online and cyber manifestations of any of the behaviors prohibited through this policy when those behaviors occur in or influence KHSU-KansasCOM's education program and activities or use KHSU-KansasCOM networks, technology, or equipment.

Retaliation

KHSU-KansasCOM also bars retaliation against any person who exercises their rights under the Policy, including filing a good faith report of discrimination or harassment, participating in the complaint resolution procedures relating to the same, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

Reporting Complaints of Discrimination, Harassment or Retaliation

A student who believes they have been subject to unlawful discrimination, harassment, or retaliation based on a Protected Category, whether by faculty members, employees, training supervisors, visitors, or other students, should report such matters to the Associate Dean of Student Affairs and/or Title IX Coordinator. Preparation of a written complaint may be required depending on the complaint's basis. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

Response to Complaints - Resolution Processes

When the Senior Associate Dean for Student Affairs and Strategic Academic Programs and/or Title IX Coordinator receives a complaint, they will take prompt and appropriate action. The process used to address the complaint will depend on the subject matter of the complaint. For complaints of Title IX Sexual Harassment, the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other complaints, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used. In some instances, an informal resolution process may be used, if deemed appropriate. Complaints and investigations will be handled on a confidential basis, to the extent possible, with regard to the rights of Complainants and Respondents. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

Other Reporting Options

Students may also decide to report to law enforcement, if applicable, although they are not required to do so. Reporting of sexual assault, domestic violence, dating violence, and stalking to the police does not commit the Complainant to further legal action. However, the earlier an incident is reported, the easier it will be for the police to investigate if the Complainant decides to proceed with criminal charges. Early reporting makes it more likely that the police will be able to gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful victim/witness services.

In addition, students may contact a professional counselor, domestic violence counselor, or pastoral counselor, not connected to KHSU-KansasCOM, either through ComPsych (KHSU-KansasCOM's online counseling services provider) or through other agencies or resources. Information about Student Solutions and other resources is available in the Student Handbook and available online via the KHSU-KansasCOM intranet. KHSU-KansasCOM encourages community members who have experienced sexual misconduct to immediately report the incident to the local police department or another area law enforcement agency.

KHSU-KansasCOM employs a full-time, licensed mental health counselor who is deemed a confidential resource and therefore is not required to disclose a report of sexual harassment allegations (or dating violence, domestic violence, or stalking) to the Title IX Coordinator unless the individual making the report requests the disclosure.

Supportive Measures

Complainants and Respondents may request supportive measures, including but not limited to; academic support, extensions of academic deadlines, class schedule modifications, withdrawals, leaves of absence, no-contact order, student financial aid counseling and referral to counseling, medical or other health care services and visa and immigration assistance, which shall be provided, as deemed appropriate, in accordance with the Policy. Supportive measures are non-disciplinary, non-punitive individualized services offered as applicable, as reasonably available, and without fee or charge to the parties to restore or preserve access to KHSU-KansasCOM's Education Program or Activity, including measures designed to protect the safety of all parties or KHSU-KansasCOM's educational environment, and/or deter harassment, discrimination, and/or retaliation.

KHSU-KansasCOM will maintain the privacy of the supportive measures if privacy does not impair KHSU-KansasCOM's ability to provide supportive measures. KHSU-KansasCOM will act to ensure as minimal an academic impact on the parties as possible. KHSU-KansasCOM will implement measures in a way that does not unreasonably burden any party.

Emergency Removal

In certain circumstances, the Title IX Coordinator and/or Senior Associate Dean for Student Affairs and Strategic Academic Programs may determine that an emergency removal is appropriate. If that decision is made, the Respondent will be notified of the decision and be given the option to meet with the Title IX Coordinator and/or Senior Associate Dean for Student Affairs and Strategic Academic Programs prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified.

Title IX Advisors

The Complainant and Respondent are entitled to have a Title IX Advisor of their choosing accompany them to any meeting or proceeding within the Title IX Formal Grievance process if they choose. The parties may select whoever they wish to serve as their Title IX Advisor if the Title IX Advisor is eligible and available. At the hearing, cross-examination is required and must be conducted by the parties' Title IX Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have a Title IX Advisor for a hearing, KHSU-KansasCOM will appoint a trained Title IX Advisor for the limited purpose of conducting any cross-examination during the hearing. Contact the Title IX Coordinator to obtain a list of those individuals available to serve as a Title IX Advisor.

Sanctions and Remedial Action

If KHSU-KansasCOM determines that the Policy was violated, sanctions may be imposed, and effective remedial action will be taken. Individuals who violate the Policy will be subject to disciplinary action, up to and including removal from KHSU-KansasCOM. In addition, appropriate action will be taken to deter any future unlawful discrimination, harassment, or retaliation.

For students, the sanctions that may be imposed include:

- Formal written warning;
- Learning and Professionalism Contract (a plan intended to require reflection and remediation of behavior found to be in violation of this policy);
- No contact order pertaining to certain KHSU-KansasCOM community members or physical locations;
- Withholding of degree conferral and/or issuance of a diploma;
- Referral to counseling services and/or ComPsych for the Respondent;
- Required training or education; and/or
- Dismissal from KHSU-KansasCOM.

Appeals

The parties have the right to appeal a decision made in certain circumstances. The details of the appeals process depend on the subject matter of the complaint. For appeals resulting from a report of Title IX Sexual Harassment, the Appeals process contained within the Title IX Grievance Process, as described in Section C of the Policy, will be used. For all other appeals, the General Discrimination, Harassment and Retaliation Resolution Process, as described in Section B of the Policy, will be used.

For the Full Anti-Discrimination, Anti-Harassment and Title IX Policy, please click here.

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Please refer to the KHSU-KansasCOM Faculty Director for the most current information at: https://kansascom.kansashsc.org/faculty/.

Course Catalog

ANES 801 - Anesthesiology

Course Description: The Anesthesiology Clerkship is a surgery subspecialty experience under the umbrella of a surgical subspecialty rotation. Students will gain clinical exposure primarily in an operating theater to the critical aspects of anesthesia care. Techniques of local anesthesia and general anesthesia will be introduced. **Credits:** 5

ANES 802 - Pain Management

Course Description: The Pain Management Clerkship is a surgery subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pain management. Students will witness medical management of pain, including the judicious use of opioids, and the use of various pain blocks. **Credits:** 5

ANES 901e - Anesthesiology(e)

Course Description: The Anesthesiology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of anesthesia. Students will gain clinical exposure primarily in an operating theater to the critical aspects of anesthesia care. Techniques of local anesthesia and general anesthesia will be introduced. **Credits:** 2-15

ANES 901s - Anesthesiology(s)

Course Description: The Anesthesiology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. Students will gain clinical exposure primarily in an operating theater to the critical aspects of anesthesia care. Techniques of local anesthesia and general anesthesia will be introduced. **Credits:** 2-15

ANES 902e - Pain Management(e)

Course Description: The Pain Management 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students with clinical exposure, observation, and training to

further their understanding within the field of pain management. Students will witness medical management of pain, including the judicious use of opioids, and the use of various pain blocks. **Credits:** 2-15

ANES 902s - Pain Management(s)

Course Description: The Pain Management 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pain management. Students will witness medical management of pain, including the judicious use of opioids, and the use of various pain blocks. **Credits:** 2-15

ANT 601 - Integrated Anatomical Sciences I

COM2026 only
Course Description: This is the first course in a two-year longitudinal comprehensive program focused on the disciplines of Gross Anatomy, Developmental Anatomy (Embryology), Microscopic Anatomy (Histology), and Neuroanatomy. In Anatomy I, students will examine the development of humans from single cells to the embryo, study the structures that constitute a cell, explore the components of tissues, and survey the structure and organization of the human body. This course integrates clinical imaging (ultrasound, plain film x-ray, computed tomography, and magnetic resonance imaging), virtual dissection, virtual microscopy, and practical exercises. **Credits:** 4

ANT 602 - Integrated Anatomical Sciences II

COM2026 only
Course Description: Students will study the detailed structure and organization of the thorax (chest) and abdomen focused on the heart and vascular system, pulmonary system, and gastrointestinal system. The heart and vascular system including the development, neural control, and histological features of the heart and blood vessels throughout the body. The pulmonary system includes the trachea, larynx, lungs, and the structures that subserve respiration and speech. The gastrointestinal system includes the oral cavity, pharynx, esophagus, stomach, intestines, and associated organs that subserve eating, digestion, and elimination. These systems are studied from an integrated anatomical approach using virtual dissection, clinical imaging, virtual microscopy, and practical exercises. **Credits:** 4

ANT 603 - Integrated Anatomical Sciences III

COM2026 only
Course Description: Students will study the detailed structure and organization of the renal system including the kidneys, urinary bladder, and mechanisms of fluid elimination, the endocrine system including all of the endocrine organs, their structure, function, and mechanisms of neural control. Students will also focus on the musculoskeletal system including the vertebral system, skull, and appendicular skeleton, the skeletal muscular system, joints, and movements. These systems are studied from an integrated anatomical approach using virtual dissection, clinical imaging, virtual microscopy, and practical exercises. **Credits:** 4

ANT 901e - Anatomy (e)

Course Description: The focused anatomy elective in the fourth year provides an opportunity to do cadaveric dissection of a region of interest upon approval by the Director of the Integrated Anatomical Sciences track. This dissection opportunity is self-directed. A faculty member of the Integrated Anatomical Sciences track will provide guidance on a weekly basis. An option for students in this elective is to assist in teaching in the Integrated Anatomical Sciences course as a Teaching Assistant. These electives are four weeks in length. **Credits:** 2-15

CLIN 811e - Clinical Independent Study I (e)

Course Description: This Independent Study course is designed to provide students with additional content for examination board preparation. Students will be provided with Kaplan board preparation resources and will have all faculty available to them for individual instruction during designated office hours. **Credits:** 2-12

CLIN 900e - Clinical Distinction: Military Medicine

Course Description: Clinical Distinction empowers students to step into the role of educational leader. Students will select an area of study that best supports their medical aspirations. Possible topics include military officer/medical training, leadership, artificial intelligence, entrepreneurship, or a clinical experience not included in the current catalog. Learning outcomes, educational activities, assessments, and timelines will be developed in collaboration with a faculty mentor and must be approved by the Assistant/Associate Dean of Clinical Education. This course may be repeated for up to 12 credits. Prerequisite: OMS III or IV student in good standing, and approval of Faculty Mentor and Assistant/Associate Dean of Clinical Education. **Credits:** 2-15

CLIN 901e - Clinical Distinction: Independent Study

Course Description: Clinical Distinction empowers students to step into the role of educational leader. Students will select an area of study that best supports their medical aspirations. Possible topics include military officer/medical training, leadership, artificial intelligence, entrepreneurship, or a clinical experience not included in the current catalog. Learning outcomes, educational activities, assessments, and timelines will be developed in collaboration with a faculty mentor and must be approved by the Assistant/Associate Dean of Clinical Education. This course may be repeated for up to 12 credits. Prerequisite: OMS III or IV student in good standing, and approval of Faculty Mentor and Assistant/Associate Dean of Clinical Education. **Credits:** 2-12

CLIN 911e - Clinical Independent Study II (e)

Course Description: This Independent Study course is designed to provide students with additional content for examination board preparation. Students will be provided with Kaplan board preparation resources and will have all faculty available to them for individual instruction during designated office hours. **Credits:** 2-12

CLIN 999 - Transition to Residency

Course Description: The Transition to Residency (TTR) Course is a mandatory capstone experience designed to prepare graduating KHSU students for the transition from medical school to residency. Through a combination of hands-on training, simulation-based learning, small group workshops, and expert-led discussions, this course provides critical preparation for the challenges of residency.
Students will be grouped by their anticipated specialty to ensure focused, specialty-specific training. Throughout the week, students will engage in simulation sessions covering high-yield clinical scenarios,
hands-on procedural skills training, and workshops focused on effective communication and documentation. The course also includes lectures on key residency topics such as radiology, surgery, and on-call responsibilities, as well as small group projects to foster teamwork and peer collaboration. Additionally, students will participate in panel discussions and plenary sessions with experienced physicians and residents, offering valuable insights into the realities of residency life.

This intensive boot camp bridges the gap between medical school and residency, ensuring that KHSU graduates are confident, competent, and ready to thrive in their next stage of training. **Credits:** 1

EMED 800 - Emergency Medicine

Course Description: The Emergency Medicine Clerkship is a core clerkship designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute

problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. Students will also engage in didactic experiences through virtual case presentations. **Credits:** 5

EMED 900e - Emergency Medicine (e)

Course Description: The Emergency Medicine 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. The rotation is designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. **Credits:** 2-15

EMED 900s - Emergency Medicine (s)

Course Description: The Emergency Medicine 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation is designed to expose students to the fundamentals of emergency care of patients of all ages. Students will focus on caring for a host of acute and sub-acute problems some of which may be life-threatening. Students will learn how to stabilize and triage patients with minor maladies and critical illnesses. **Credits:** 2-15

EMED 901e - Wound Care & Hyperbaric Medicine(e)

Course Description: To provide medical and surgical experience to the treatment of complex non-healing wounds. This is including but not limited to the treatment of wounds of various etiologies such as diabetic, surgical, venous, arterial, and pressure wounds. Also, instruction is provided related specifically to debridement, skin substitutes, biopsies, as well as the use of wound healing modalities and negative pressure wound therapy. **Credits:** 2-15

EMED 901s - Wound Care & Hyperbaric Medicine(s)

Course Description: To provide medical and surgical experience to the treatment of complex non-healing wounds. This is including but not limited to the treatment of wounds of various etiologies such as diabetic, surgical, venous, arterial, and pressure wounds. Also, instruction is provided related specifically to debridement, skin substitutes, biopsies, as well as the use of wound healing modalities and negative pressure wound therapy. **Credits:** 2-15

EMED 902e - Emergency Medical Services(e)

Course Description: Emergency Medical Services (EMS) is a fourth-year elective designed to provide medical students with hands-on experience in the medical oversight of emergency medical systems and the integration of EMS with hospital-based emergency care. During this rotation, students will engage with professionals who manage paramedics, emergency medical technicians (EMTs), and other healthcare providers in both field and hospital settings. Students will gain insight into the critical decision-making processes involved in EMS operations, including the management of systems, personnel, and research. Additionally, students will be exposed to the logistical, organizational, and regulatory aspects of EMS systems, as well as the challenges and protocols for inter-hospital transfers, disaster response, and mass casualty incidents. **Credits:** 2

FMED 800 - Family Medicine

Course Description: The Family Medicine Clerkship is a core clerkship experience during which students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common

chronic medical problems such as diabetes, hypertension, depression, and other common ailments. Students will also engage in didactic experiences. **Credits:** 5

FMED 900e - Family Medicine (e)

Course Description: The Family Medicine 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. During this rotation students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. **Credits:** 2-15

FMED 900s - Family Medicine (s)

Course Description: The Family Medicine 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. During this rotation students spend time in ambulatory clinic settings caring for patients from the newborn to geriatric populations. Students, under the guidance of family medicine physicians, will take histories, perform physical examinations, and counsel patients on common chronic medical problems such as diabetes, hypertension, depression, and other common ailments. **Credits:** 2-15

FMED 901e - Sports Medicine(e)

Course Description: The elective clinical rotation in primary care sports medicine is a course of study in the medical school curriculum under the direct supervision of a physician certified by either the AOA or ACGME in the specialty of Primary Care Sports Medicine. Students will be introduced to the concepts of the sports medicine approach and the methods by which patients are expeditiously diagnosed, managed, rehabilitated, and returned to play/work with little or no risk of reinjury. **Credits:** 2-12

FMED 901s - Sports Medicine(s)

Course Description: The elective clinical rotation in primary care sports medicine is a course of study in the medical school curriculum under the direct supervision of a physician certified by either the AOA or ACGME in the specialty of Primary Care Sports Medicine. Students will be introduced to the concepts of the sports medicine approach and the methods by which patients are expeditiously diagnosed, managed, rehabilitated, and returned to play/work with little or no risk of reinjury. **Credits:** 2-15

FMED 902e - Community Medicine(e)

Course Description: The Community Medicine elective provides medical students with a comprehensive understanding of the social determinants of health, preventive care, and population-based approaches to healthcare delivery. This rotation emphasizes the integration of clinical practice with community health initiatives, focusing on the health needs of diverse populations. Students will engage in various activities, including health screenings, community outreach, program development, and interdisciplinary collaboration. Through exposure to public health policies and practices, students will learn to assess and address health disparities and implement strategies for health promotion and disease prevention within community settings. **Credits:** 2-12

FMED 903e - Geriatric Medicine(e)

Course Description: The Geriatric Medicine elective provides medical students with specialized training in the unique healthcare needs of older adults. This rotation emphasizes the principles of aging, comprehensive geriatric assessments, and the management of chronic diseases common in the elderly population. Students will engage with patients in

various settings, including outpatient clinics, inpatient wards, and long-term care facilities. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide compassionate, patient-centered care to older adults, while addressing their physical, emotional, and social needs. **Credits:** 2-12

FMED 903s - Geriatric Medicine(s)

Course Description: The Geriatric Medicine Sub-I provides medical students with specialized training in the unique healthcare needs of older adults. This rotation emphasizes the principles of aging, comprehensive geriatric assessments, and the management of chronic diseases common in the elderly population. Students will engage with patients in various settings, including outpatient clinics, inpatient wards, and long-term care facilities. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide compassionate, patient-centered care to older adults, while addressing their physical, emotional, and social needs. **Credits:** 2-15

FMED 904e - Physical Medicine and Rehabilitation(e)

Course Description: The Physical Medicine and Rehabilitation (PM&R) elective provides medical students with a comprehensive understanding of the principles, practices, and management strategies involved in rehabilitation medicine. This rotation emphasizes the assessment and treatment of patients with physical impairments, disabilities, and functional limitations. Students will engage in direct patient care, participate in rehabilitation evaluations, and observe various therapeutic interventions in both inpatient and outpatient settings. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective rehabilitative care. **Credits:** 2-12

FMED 904s - Physical Medicine and Rehabilitation(s)

Course Description: The Physical Medicine and Rehabilitation (PM&R) Sub-I provides medical students with a comprehensive understanding of the principles, practices, and management strategies involved in rehabilitation medicine. This rotation emphasizes the assessment and treatment of patients with physical impairments, disabilities, and functional limitations. Students will engage in direct patient care, participate in rehabilitation evaluations, and observe various therapeutic interventions in both inpatient and outpatient settings. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective rehabilitative care. **Credits:** 2-15

FMED 905e - Rural/Underserved Primary Care(e)

Course Description: The Rural and Underserved Primary Care elective offers medical students a unique opportunity to explore the challenges and rewards of providing healthcare in rural and underserved communities. This rotation emphasizes the principles of primary care, community health, and the social determinants of health that impact these populations. Students will engage in direct patient care, participate in community outreach programs, and observe the integration of public health initiatives in primary care settings. Through hands-on experiences, case discussions, and collaboration with healthcare professionals, students will develop the skills necessary to deliver effective and compassionate care in diverse environments. **Credits:** 2-12

FMED 906e - Travel Medicine(e)

Course Description: The Travel Medicine elective offers medical students a comprehensive understanding of the principles and practices involved in providing healthcare for travelers. This rotation emphasizes pre-travel assessment, the prevention and management of travel-related illnesses, and the unique health challenges faced by travelers in various global regions. Students will engage in patient consultations, participate in educational outreach, and observe

various preventive measures and interventions. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective travel health advice and care. **Credits:** 2-12

FMED 907e - Street Medicine(e)

Course Description: The Street Medicine elective offers medical students a unique opportunity to understand and address the healthcare needs of individuals experiencing homelessness and other marginalized populations. This rotation emphasizes the principles of outreach, patient-centered care, and the social determinants of health that impact these communities. Students will engage in direct patient care, participate in outreach efforts, and observe interdisciplinary collaboration in community settings. Through hands-on experiences, case discussions, and advocacy work, students will develop the skills necessary to provide compassionate and effective care in street medicine. **Credits:** 2-12

HSS 601 - Health Systems Sciences I

Course Description: This is the first course in a two-year series of courses. Students are re-introduced to the main concepts in evidence-based osteopathic medicine. Students will apply their undergraduate coursework and community engagement to medical contexts and encounter epidemiology, statistics, research methods, and the socio-cultural-environmental effects upon health. This course prepares students for Physicianship in the domains of knowledge for practice, practice-based learning and improvement, systems-based practice, interprofessional collaboration, and professional development. Students will be able to express and analyze the integration and importance of prevention health care as it pertains to populations and patients. **Credits:** 2

HSS 601.1 - Introduction to Healing

Course Description: Introduction to Healing offers students an essential foundation for understanding osteopathic medicine as a holistic, systems-oriented profession. Grounded in the tenets that view the patient as an integrated unity of mind, body, and spirit, this course introduces learners to the philosophies, models, and perspectives that illuminate how health and disease emerge within broader social, environmental, and institutional contexts. Through this lens, HSS becomes a mechanism by which osteopathic holism is made practical, teachable, and assessable. This course challenges students to engage uncertainty and ambiguity with equanimity and humility to navigate complex clinical situations with clarity, compassion, and principled discernment. **Credits:** 2

HSS 602 - Health Systems Sciences II

Course Description: Population Health and Evidence-Based Medicine II- This is the second course in a two-year series of courses. Students will expand their knowledge and application of key concepts in health systems science and leadership, while continuing to apply the principles of research and research systems to real-world health care challenges. Through participation in this course, students will actively work to develop evidence of their own, as a future physician seeking residency placement through research, career development, and health systems science integrations. **Credits:** 2

HSS 602.1 - Evidence-based Medicine

Course Description: Evidence-Based Medicine is an introduction to the language and methods of scientific discovery and rigor. This course equips future physicians with the knowledge, skills, and intellectual frameworks needed to evaluate evidence and reason under uncertainty. To this end, this course introduces and integrates epistemology, biostatistics, and epidemiology, and elaborates their clinical application in holistic care. **Credits:** 2

HSS 603 - Health Systems Sciences III

Course Description: Population Health and Evidence-Based Medicine III- This is the third course in a two-year series of courses. In this course, students will begin to engage in early contextual learning experiences, serving in health care locations caring for underserved populations. Students will begin to work toward creating a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will also apply and analyze new concepts in health systems science, leadership, health care informatics, genomics, and artificial intelligence in health care. Ultimately, students will build on their value proposition as future residents through career development activities. **Credits:** 2

HSS 603.1 - Health Care Delivery Systems

Course Description: Health Care Delivery Systems explores the impact of social values and societal systems on the health of individuals and populations. Students are oriented to the current state of the American health care system, its origins, transitions, and evolving organization, and will appreciate the impact of structure on function. This course will describe the legal, economic, and political challenges for improving the quality of efficient and effective care. Additionally, this course offers an introduction to the tools, resources, processes, and ethics for the conduct of research- in general and as a medical student at KansasCOM. **Credits:** 2

HSS 704 - Health Systems Sciences IV

[COM 2027, COM2028 Only]
Course Description: [COM 2027 and, COM2028 Only]
This is the fourth course in a two-year series of courses. Students will begin substantially developing their value proposition as future residents through achieving specific career readiness milestones and delivering early-stage research. Students will continue to experience early contextual learning, applying and analyzing their knowledge of health care systems. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of medicine as a business and the reciprocal economic influences on medicine. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 2

HSS 704.1 - Systems-based Practice

Course Description: Systems-Based Practice will examine contemporary health care delivery challenges from a sociotechnical systems perspective, with particular attention to (healthcare) culture, quality, and safety. Students will be introduced to the domains of human factors, industrial engineering, and clinical informatics as a new way of analyzing systems to effectuate positive change. Methods and tools for assessing quality and value will be discussed as well as processes for improvement. Additionally, this course explores the impact of social context and societal systems on the health of individuals and populations through the lens of the biopsychosocial model of health and the new science of stress biology. **Credits:** 2

HSS 705 - Health Systems Sciences V

[COM 2026 and COM 2027 Only]
Course Description: This is the fifth course in a two-year series of courses. Students will develop their career strategy for their clerkships and residencies. Students will create a needs assessment for a community agency, which will contribute to improving one or more social determinants of health. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of health care entrepreneurship. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 2

HSS 706 - Health Systems Sciences VI

[COM 2026 and COM 2027 Only]
Course Description: This is the final course in a two-year series of courses. Students will spend focused time with faculty leaders and student teams reviewing and applying principles of evidence-based medicine in readiness for their Level I Exam. In addition, students will apply the principles of evidence-based medicine and value-based care in preparation for clerkships. **Credits:** 2

IBS 601 - Integrated Biomedical Sciences I

Course Description: This is the first course in a two-year series of courses taken by OMS I and OMS II students. Students participate in an intensive introduction to the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness . Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. In this trimester, the biomedical sciences focus on the fundamentals of health and disease. Anatomy examines the development of humans from single cells to the embryo, studies the structures that constitute a cell, explores the components of tissues, and surveys the structure and organization of the human body. **Credits:** 14

IBS 602 - Integrated Biomedical Sciences II

Course Description: This is the second course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. **Credits:** 14

IBS 603 - Integrated Biomedical Sciences III

Course Description: This is the third course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. **Credits:** 14

IBS 704 - Integrated Biomedical Sciences IV

Course Description: This is the fourth course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. **Credits:** 14

IBS 705 - Integrated Biomedical Sciences V

Course Description: This is the fifth course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. **Credits:** 14

IBS 706 - Integrated Biomedical Sciences IV

Course Description: This is the sixth course in a two-year series of courses taken by OMS I and OMS II students. Students apply the foundational sciences in medicine, including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schemas, all within the framework of osteopathic medicine. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice. This trimester focuses on Introduction to the Clinical Experience and a review for taking the COMLEX Level 1 exam. **Credits:** 14

IMED 800 - Internal Medicine

Course Description: The Internal Medicine Clerkship is a core clerkship experience focusing on inpatient and/or outpatient settings. In an inpatient setting, students will be on a hospitalist service where they will be admitting and following patients who are acutely ill. In an outpatient setting, students will work with general internists on a range of diagnoses common to Internal Medicine. Students will also participate in a range of didactic session including case presentations and simulations. **Credits:** 5

IMED 803 - Cardiology

Course Description: The Cardiology Clerkship is an internal medicine subspecialty experience designed to provide students with clinical exposure, observation, and training in the field of cardiology. Students will gain exposure to outpatient cardiology, cardiac catheterization, angioplasty, electrophysiology, and inpatient cardiac care. The knowledge gained in this rotation will complement that gained in the internal medicine clerkship. **Credits:** 5

IMED 806 - Endocrinology

Course Description: The Endocrinology Clerkship is an internal medicine subspecialty experience designed to provide students with exposure to the management of diabetes and a host of other endocrinology disorders. Clinical management will be emphasized. There will be significant exposure to and management of end-organ damage. **Credits:** 5

IMED 807 - Gastroenterology

Course Description: The Gastroenterology Clerkship is an internal medicine subspecialty experience designed to provide students with exposure to outpatient gastrointestinal illnesses, colonoscopies, and other advanced endoscopic interventions. Inpatient consultations will be part of the clinical experience. **Credits:** 5

IMED 808 - Hematology/Oncology

Course Description: The Hematology/Oncology Clerkship is an internal medicine subspecialty experience designed to provide students with exposure to a broad range of oncological processes as well as chemotherapy regimens, outpatient and inpatient management of the cancer patient, and clinical trials. **Credits:** 5

IMED 811 - Nephrology

Course Description: The Nephrology Clerkship is an internal medicine subspecialty experience designed to provide students with an outpatient and inpatient exposure to disease processes affecting the kidneys. This rotation will involve complex disease management pulling together many aspects of internal medicine. **Credits:** 5

IMED 812 - Neurology

Course Description: The Neurology Clerkship is an internal medicine subspecialty outpatient experience whereby the students will gain exposure to an assortment of neurological disease processes and treatments. It is intended to enhance the experience gained in the core rotations. It can also serve to provide experience to those students who may be interested in a neurology training program. **Credits:** 5

IMED 815 - Rheumatology

Course Description: The Rheumatology Clerkship is an internal medicine subspecialty experience designed to provide students primarily with an outpatient experience dealing with rheumatological and autoimmune diseases. The student will observe and/or participate in diagnostic procedures. The student will also gain exposure to inpatient consultations. **Credits:** 5

IMED 816 - Critical Care

Course Description: The Critical Care Clerkship is an internal medicine subspecialty experience under the umbrella of an internal medicine subspecialty rotation. Students will gain exposure to the appropriate management of patients in the ICU setting. Students will learn to determine appropriate tests and procedures pertinent to the ICU setting and identify the most common diagnoses that require ICU care. **Credits:** 5

IMED 817 - Infectious Disease

Course Description: The Infectious Disease Clerkship is an internal medicine subspecialty experience under the umbrella of an internal medicine subspecialty rotation. Students will gain exposure to human-host pathogen interactions and microbial pathogenesis. Students will have opportunities to recognize the immune response to infectious diseases with conventional and alternative antimicrobial treatment. The student will also gain exposure to inpatient consultation. **Credits:** 5

IMED 818 - Pulmonology

Course Description: The Pulmonology Clerkship is an internal medicine subspecialty experience under the umbrella of an internal medicine subspecialty rotation. Students will gain exposure in all domains of pulmonary medicine. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 5

IMED 901e - Internal Medicine - Inpatient (e)

Course Description: The Internal Medicine 4th Year Rotation Elective provides a more thorough and in-depth exposure to the hospitalist field. This rotation will be more focused on inpatient management. In an inpatient setting,

students will be on a hospitalist service where they will be admitting and following patients who are acutely ill and need hospital-based care. This rotation provides a unique opportunity to follow many patients across the entirety of their hospital stay from admission to discharge. **Credits:** 2-15

IMED 901s - Internal Medicine - Inpatient (s)

Course Description: The Internal Medicine 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation will be more focused on inpatient management. In an inpatient setting, students will be on a hospitalist service where they will be admitting and following patients who are acutely ill and need hospital-based care. This rotation provides a unique opportunity to follow many patients across the entirety of their hospital stay from admission to discharge. **Credits:** 2-15

IMED 902e - Internal Medicine - Outpatient

Course Description: Outpatient elective provides fourth-year medical students with an in-depth, patient-centered experience in the ambulatory care setting. Students will work closely with attending physicians and other members of the healthcare team to evaluate and manage adult patients with a wide range of acute and chronic medical conditions. Emphasis is placed on developing strong clinical reasoning, preventive care strategies, chronic disease management, and effective patient communication. **Credits:** 2-15

IMED 903e - Cardiology (e)

Course Description: The Cardiology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. The rotation is designed to provide students with clinical exposure, observation, and training in the field of cardiology. Students will gain exposure to outpatient cardiology, cardiac catheterization, angioplasty, electrophysiology, and inpatient cardiac care. The knowledge gained in this rotation will complement that gained in the internal medicine clerkship. **Credits:** 2-15

IMED 903s - Cardiology (s)

Course Description: The Cardiology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation is designed to provide students with clinical exposure, observation, and training in the field of cardiology. Students will gain exposure to outpatient cardiology, cardiac catheterization, angioplasty, electrophysiology, and inpatient cardiac care. The knowledge gained in this rotation will complement that gained in the internal medicine clerkship. **Credits:** 2-15

IMED 906e - Endocrinology (e)

Course Description: The Endocrinology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. The rotation is designed to provide students with exposure to the management of diabetes and a host of other endocrinology disorders. Clinical management will be emphasized. There will be significant exposure to and management of end-organ damage. **Credits:** 2-15

IMED 906s - Endocrinology (s)

Course Description: The Endocrinology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation is designed to provide students with exposure to the management of diabetes and a host of other endocrinology disorders. Clinical management will be emphasized. There will be significant exposure to and management of end-organ damage. **Credits:** 2-15

IMED 907e - Gastroenterology (e)

Course Description: The Gastroenterology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. The rotation is designed to provide students with exposure to outpatient gastrointestinal illnesses, colonoscopies, and other advanced endoscopic interventions. Inpatient consultations will be part of the clinical experience. **Credits:** 2-15

IMED 907s - Gastroenterology (s)

Course Description: The Gastroenterology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation is designed to provide students with exposure to outpatient gastrointestinal illnesses, colonoscopies, and other advanced endoscopic interventions. Inpatient consultations will be part of the clinical experience. **Credits:** 2-15

IMED 908e - Hematology/Oncology (e)

Course Description: The Hematology/Oncology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students with exposure to a broad range of oncological processes as well as chemotherapy regimens, outpatient and inpatient management of the cancer patient, and clinical trials. **Credits:** 2-15

IMED 908s - Hematology/Oncology (s)

Course Description: The Hematology/Oncology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with exposure to a broad range of oncological processes as well as chemotherapy regimens, outpatient and inpatient management of the cancer patient, and clinical trials. **Credits:** 2-15

IMED 911e - Nephrology (e)

Course Description: The Nephrology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students an outpatient and inpatient exposure to disease processes affecting the kidneys. The exposure will involve complex disease management pulling together many aspects of internal medicine. **Credits:** 2-15

IMED 911s - Nephrology (s)

Course Description: The Nephrology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students an outpatient and inpatient exposure to disease processes affecting the kidneys. The exposure will involve complex disease management pulling together many aspects of internal medicine. **Credits:** 2-15

IMED 912e - Neurology (e)

Course Description: The Neurology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. During this rotation students will gain exposure to an assortment of neurological disease processes and treatments. Stroke management, Parkinson's disease, Alzheimer's disease, and multiple sclerosis are but a few of the myriad conditions that will be encountered during this experience. **Credits:** 2-15

IMED 912s - Neurology (s)

Course Description: The Neurology 4th Year sub-internship provides a more thorough and in-depth exposure to the field. During this rotation students will gain exposure to an assortment of neurological disease processes and treatments. Stroke management, Parkinson's disease, Alzheimer's disease, and multiple sclerosis are but a few of the myriad conditions that will be encountered during this experience. **Credits:** 2-15

IMED 913e - Medical Genetics(e)

Course Description: The Medical Genetics elective provides medical students with a comprehensive understanding of the principles and practices of medical genetics. This rotation focuses on the evaluation, diagnosis, and management of genetic disorders, including inherited conditions, chromosomal abnormalities, and congenital anomalies. Students will engage in patient assessments, genetic counseling, and the interpretation of genetic testing results. Through direct patient interactions, case discussions, and hands-on experiences, students will develop the skills necessary to integrate genetic information into patient care and counseling. **Credits:** 2-12

IMED 914e - Sleep Medicine(e)

Course Description: The Sleep Medicine elective offers medical students a comprehensive understanding of the diagnosis, treatment, and management of sleep disorders. This rotation emphasizes the clinical evaluation of sleep-related issues, the role of sleep in overall health, and the latest advancements in sleep medicine. Students will engage in direct patient care, participate in sleep studies, and observe therapeutic interventions. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care for patients with sleep disorders. **Credits:** 2-12

IMED 915e - Rheumatology (e)

Course Description: The Rheumatology 4th Year Rotation Elective provides a more in-depth exposure to the field. The rotation provides students primarily with an outpatient experience dealing with rheumatological and autoimmune diseases. The student will observe and/or participate in diagnostic procedures. The student will also gain exposure to inpatient consultations. **Credits:** 2-15

IMED 915s - Rheumatology (s)

Course Description: The Rheumatology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation provides students primarily with an outpatient experience dealing with rheumatological and autoimmune diseases. The student will observe and/or participate in diagnostic procedures. The student will also gain exposure to inpatient consultations. **Credits:** 2-15

IMED 916e - Critical Care(e)

Course Description: The Critical Care 4th sub-internship provides students an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. Students will gain exposure to the appropriate management of patients in the ICU. Students will learn to determine appropriate tests and procedures pertinent to the ICU setting and identify the most common diagnoses that require ICU care. **Credits:** 2-15

IMED 916s - Critical Care(s)

Course Description: The Critical Care 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of Critical Care. Students will gain exposure to the appropriate management of patients in the ICU setting. Students will learn to determine appropriate tests and procedures pertinent to the ICU setting and identify the most common diagnoses that require ICU care. **Credits:** 2-15

IMED 917e - Infectious Disease(e)

Course Description: The Infectious Disease 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of infectious disease. Students will gain exposure to human-host pathogen interactions and microbial pathogenesis. Students will have opportunities to recognize the immune response to infectious diseases with conventional and alternative antimicrobial treatment. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

IMED 917s - Infectious Disease(s)

Course Description: The Infectious Disease 4th sub-internship provides students an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. Students will gain exposure to human-host pathogen interactions and microbial pathogenesis. Students will have opportunities to recognize the immune response to infectious diseases with conventional and alternative antimicrobial treatment. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

IMED 918e - Pulmonology(e)

Course Description: The Pulmonology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of pulmonology. Students will gain exposure in all domains of pulmonary medicine. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

IMED 918s - Pulmonology(s)

Course Description: The Pulmonology 4th sub-internship provides students an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. Students will gain exposure in all domains of pulmonary medicine. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

IMED 919e - Hospice & Palliative Care(e)

Course Description: Palliative medicine is the study and management of patients with active, progressive life-limiting illness who have elected to focus their care on improving their remaining quality of life rather than prolonging life. The emphasis is on advanced planning and continuous care rather than diagnosis and treatment. Care is directed toward addressing suffering, both in the form of treating the patient's physical symptoms as well as meeting the psychosocial and spiritual needs of the patient and family. Care often takes place at home, involving an intimate interaction with both patient and family caregivers. **Credits:** 2-12

IMED 919s - Hospice & Palliative Care(s)

Course Description: Palliative medicine is the study and management of patients with active, progressive life-limiting illness who have elected to focus their care on improving their remaining quality of life rather than prolonging life. The emphasis is on advanced planning and continuous care rather than diagnosis and treatment. Care is directed toward addressing suffering, both in the form of treating the patient's physical symptoms as well as meeting the psychosocial and spiritual needs of the patient and family. Care often takes place at home, involving an intimate interaction with both patient and family caregivers. **Credits:** 2-15

IMED 920e - Dermatology(e)

Course Description: This Dermatology course is intended to provide students with a broad introduction to the specialty, basic knowledge and skills development in the area of history taking, physical exam, clinical reasoning, procedures, and foundational pathophysiology and pharmacology for core diagnoses and presentations of the specialty. Students will be assigned to preceptors/care teams on a daily basis and should take initiative to interact directly with patients at a clinical curriculum medical student level. **Credits:** 2-15

IMED 920s - Dermatology(s)

Course Description: This Dermatology course is intended to provide students with a broad introduction to the specialty, basic knowledge and skills development in the area of history taking, physical exam, clinical reasoning, procedures, and foundational pathophysiology and pharmacology for core diagnoses and presentations of the specialty. Students will be assigned to preceptors/care teams on a daily basis and should take initiative to interact directly with patients at a clinical curriculum medical student level. **Credits:** 2-15

IMED 921e - Allergy/Immunology(e)

Course Description: The Allergy/Immunology elective is designed to immerse medical students in the principles and practices of diagnosing and managing allergic and immunological disorders. This rotation emphasizes a comprehensive understanding of immune system function, allergic reactions, and the diverse range of immunological conditions. Students will engage in clinical practice, including patient assessments, diagnostic testing, and the development of treatment plans. The curriculum integrates didactic lectures, case discussions, and hands-on learning to equip students with the skills necessary for effective patient care. Emphasis will be placed on common conditions such as asthma, allergic rhinitis, food allergies, and autoimmune disorders, as well as emerging therapies in the field. **Credits:** 2-12

IMED 921s - Allergy/Immunology(s)

Course Description: The Allergy/Immunology Sub-I is designed to immerse medical students in the principles and practices of diagnosing and managing allergic and immunological disorders. This rotation emphasizes a comprehensive understanding of immune system function, allergic reactions, and the diverse range of immunological conditions. Students will engage in clinical practice, including patient assessments, diagnostic testing, and the development of treatment plans. The curriculum integrates didactic lectures, case discussions, and hands-on learning to equip students with the skills necessary for effective patient care. Emphasis will be placed on common conditions such as asthma, allergic rhinitis, food allergies, and autoimmune disorders, as well as emerging therapies in the field. **Credits:** 2-15

IMED 999e - Medicine Subspecialty(e)

Course Description: The Medicine Subspecialty elective provides medical students with an opportunity to explore a specific area of primary care medicine, allowing for a deeper understanding of the complexities and nuances of medical practice. Students will gain exposure to expand their experience in primary care medicine. This rotation emphasizes clinical decision-making, advanced diagnostic techniques, and patient management strategies. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to pursue careers in medicine. **Credits:** 2-12

MEDE 600 - Foundations of Health and Disease

[COM2028 Only]
Course Description: The Foundations of Health & Disease course is an intensive trans-disciplinary course that incorporates foundational aspects of cell biology, molecular biology, biochemistry, embryology, gross anatomy and histology. The course is presented using lecture, interactive case-based clinical correlation, clinical scenario, and assigned self-directed study. The main objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal structure and function at the cellular and sub-cellular level, as

well as to provide a foundation for understanding functional defects and disease processes. The course is structured based on levels of cell and tissue organization, and on cellular and molecular events that can cause dysfunction. **Credits:** 10

MEDE 600.1 - Foundations of Health and Disease

[COM 2029 Only]
Course Description: The Foundations of Health & Disease course is an intensive trans-disciplinary course that incorporates foundational aspects of cell biology, molecular biology, biochemistry, embryology, gross anatomy and histology. The course is presented using lecture, interactive case-based clinical correlation, clinical scenario, and assigned self-directed study. The main objective of the course is to promote student learning of the biochemical, molecular, and cellular mechanisms underlying normal structure and function at the cellular and sub-cellular level, as well as to provide a foundation for understanding functional defects and disease processes. The course is structured based on levels of cell and tissue organization, and on cellular and molecular events that can cause dysfunction. **Credits:** 9

MEDE 600.2 - Foundations of Health and Disease

Course Description: Foundations of Health and Disease is an intensive, trans-disciplinary course that integrates principles of human anatomy and physiology, biochemistry, cell and molecular biology, genetics, pathology, pharmacology, and nutrition to build a comprehensive understanding of the biomedical basis of human health. Using a mechanistic approach, this course explores how processes occurring at the molecular and cellular levels drive systemic, whole-body function and examines how disruptions in these processes contribute to dysfunction and disease. **Credits:** 7

MEDE 605 - Immunology, Hematology, and Lymphatic

[COM 2028 Only]
Course Description: The Immunology, Hematology, and Lymphatics System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 4

MEDE 605.1 - Immunology, Hematology, and Lymphatic

[COM 2029 Only]
Course Description: The Immunology, Hematology, and Lymphatics System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 5

MEDE 605.2 - Immunology, Hematology, and Lymphatic

Course Description: The Immunology, Hematology, and Lymphatic System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of hematopoiesis, hemostasis, and the immune system. It is designed to provide the student with an overview of these systems, including the aberrant processes that lead to hematopathology and immunopathology. **Credits:** 6

MEDE 610 - Musculoskeletal and Skin Systems

[COM 2028 Only]
Course Description: Within the OMS I level courses students acquire knowledge and understanding of the foundational sciences in Medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Musculoskeletal System and Integument. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic Medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Musculoskeletal System and Integument, as well as their systemic complications. **Credits:** 8.50

MEDE 610.1 - Musculoskeletal and Skin Systems

Course Description: Within the OMS I level courses students acquire knowledge and understanding of the foundational sciences in Medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Musculoskeletal System and Integument. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic Medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Musculoskeletal System and Integument, as well as their systemic complications. **Credits:** 9

MEDE 615 - Renal System

[COM 2028 Only]
Course Description: This is a course in a two-year series of courses taken by OMS I and OMS II students. Students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Kidney and Renal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the kidney and renal system, as well as their systemic complications. **Credits:** 5.5

MEDE 615.1 - Renal System

[COM 2029 Only]
Course Description: This is a course in a two-year series of courses taken by OMS I and OMS II students. Students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology and pathology of the Kidney and Renal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the kidney and renal system, as well as their systemic complications. **Credits:** 5

MEDE 615.2 - Renal System

Course Description: The Renal System course provides a foundational overview of the kidney and urinary organs. The course integrates anatomy, embryology, physiology, biochemistry, pharmacology, and pathology, with a focus on common diseases and conditions. Students will examine the differences between health and disease, symptoms, and

causative or diagnostic schema, to prepare themselves to apply this understanding to make informed decisions about the diagnosis and treatment of common or life-threatening disorders of the renal system and their systemic complications. **Credits:** 5

MEDE 620 - Respiratory System

[COM 2028 Only]
Course Description: Within this first-year level course students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the respiratory system. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the respiratory system, as well as their systemic complications. **Credits:** 6.50

MEDE 620.1 - Respiratory System

Course Description: Within this first-year level course students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the respiratory system. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the respiratory system, as well as their systemic complications. **Credits:** 6

MEDE 625 - Cardiovascular System

[COM 2028 Only]
Course Description: Cardiovascular System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of the Cardiovascular System. The course is presented using lectures, interactive case-based clinical correlation, clinical scenarios, and assigned self-directed study. It is designed to provide the student with an overview of the cardiovascular system, including the aberrant processes that lead to cardiovascular functional defects and disease processes. **Credits:** 7.50

MEDE 625.1 - Cardiovascular System

Course Description: Cardiovascular System Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand the normal function of the Cardiovascular System. The course is presented using lectures, interactive case-based clinical correlation, clinical scenarios, and assigned self-directed study. It is designed to provide the student with an overview of the cardiovascular system, including the aberrant processes that lead to cardiovascular functional defects and disease processes. **Credits:** 8

MEDE 631 - Lifestyle Medicine I

Course Description: Lifestyle Medicine I explores the biopsychosocial foundations of the six components of Lifestyle Medicine-optimal nutrition, physical activity and exercise, stress management and mind-body practices, sleep hygiene, social connection, and avoidance of risky health behaviors-and their application to health promotion, disease prevention, and the restoration of balance in the body. The pathophysiology of common chronic conditions including obesity, hypertension, musculoskeletal disorders, and systemic inflammation is integrated with evidence-based

interventions across nutrition, exercise, stress management, and social connection domains to promote long-term wellness. Practices to support incorporation of Lifestyle Medicine into clinical practice and the delivery of patient-centered, preventive and therapeutic strategies that empower individuals to optimize their health and self-healing capacities are presented. **Credits:** 1

MEDE 700.1 - Gastrointestinal System

[COM 2027 Only]
Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal system, as well as their systemic complications. **Credits:** 4

MEDE 700.1 - Gastrointestinal System

Course Description: Within this second-year level course, students acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Gastrointestinal System. The patient presentation model guides students in making connections between the structural and functional foundations of health and wellness. Students examine the differences between health and disease, symptoms, and causative or diagnostic schema, all within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the Gastrointestinal, as well as their systemic complications. **Credits:** 4.5

MEDE 705 - Endocrine System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4

MEDE 705.1 - Endocrine System

[COM 2028 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Endocrine System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Endocrine System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the endocrine system, as well as their systemic complications. **Credits:** 4.5

MEDE 705.2 - Endocrine System

Course Description: The Endocrine System course is part of an integrated two-year curriculum for OMS 1 and OMS 2 students, which combines foundational medical sciences such as anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, histology, cell biology, genetics, and pathology. This course provides a comprehensive understanding of the normal functions and regulatory mechanisms of the endocrine system and develops the skills necessary to identify, evaluate, and manage endocrine disorders. Building on foundational concepts introduced earlier in the curriculum, students examine the endocrine system in health and disease within the framework of osteopathic medicine. Instruction emphasizes active learning through flipped classroom sessions, case-based discussions, self-directed assignments, didactic lectures, and interactive clinical correlations. Students are expected to complete the assigned pre-class materials to fully engage in learning activities. The primary goal of the course is to cultivate essential knowledge of structure-function relationships, enabling students to differentiate health from disease in patients with endocrine disorders and develop clinical reasoning skills essential for patient care. **Credits:** 4.5

MEDE 710 - Reproductive System

[COM 2027 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 6

MEDE 710.1 - Reproductive System

[COM 2028 Only]
Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 5

MEDE 710.2 - Reproductive System

Course Description: In this second-year level systems course, students will acquire knowledge and understanding of the foundational sciences in medicine, including anatomy, embryology, physiology, microbiology, immunology, biochemistry, pharmacology, and pathology of the Reproductive System. The patient presentation model will guide students in making connections between the structural and functional foundations of health and wellness. Students will examine the differences between health and disease, symptoms, and causative or diagnostic schema of the Reproductive System, all within the framework of osteopathic medicine. This course will prepare students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the reproductive system, as well as their systemic complications. **Credits:** 5

MEDE 715 - Neuroscience

[COM 2027 and COM 2028 Only]
Course Description: This course provides a foundation in the anatomy and physiology of the human nervous system needed to understand the signs and symptoms of neurological injury and disease and to localize injuries within the nervous system. Students will study the human spinal cord, brain stem, cranial nerves, and cerebrum in the laboratory with an emphasis on clinical concepts. They will study sensory and motor systems, as well as cerebral fiber systems, blood supply and the ventricular system. Other important topics will include the anatomy and function of the thalamus, hypothalamus, and limbic system, with particular attention devoted to higher cortical functions. Students will engage in clinical reasoning for resulting conditions, such as spinal cord syndromes and neurological diseases. In sum, the course covers the structural and functional features of the nervous system essential for understanding neurological conditions and their pharmacological management. **Credits:** 9

MEDE 715.1 - Neuroscience

Course Description: This integrative course provides osteopathic medical students with a comprehensive foundation in the structure, function, and clinical relevance of the nervous system. Through a systems-based approach, students will explore the anatomical, molecular, and physiological principles needed to understand the signs and symptoms of neurological disease and to localize injuries within the nervous system. Emphasis is placed on understanding the pathophysiology of common and clinically significant neurological disorders, enabling students to construct differential diagnoses, formulate evidence-based treatment plans, and evaluate non-pharmacological strategies-including lifestyle modifications, procedural options, patient education, and preventive care. The course also fosters interdisciplinary reasoning by integrating biomedical, epidemiological, and clinical science perspectives to interpret patient presentations. By the end of the course, students will be equipped to approach neurologic conditions with diagnostic precision, therapeutic insight, and a holistic, patient-centered mindset aligned with osteopathic principles. **Credits:** 9

MEDE 720 - Special Senses

[COM2027 Only]
Course Description: The purpose of this course is to help students assimilate foundational knowledge of the special senses, especially the visual and auditory senses. As these senses are so disproportionately important to our daily lives, understanding how to recognize, treat, and possibly prevent diseases of these senses has incredible implications for our quality of life. The connections to the neurological and autonomic systems will be highlighted. **Credits:** 2.5

MEDE 720.1 - Special Senses

[COM 2028 Only]
Course Description: The purpose of this course is to help students assimilate foundational knowledge of the special senses, especially the visual and auditory senses. As these senses are so disproportionately important to our daily lives, understanding how to recognize, treat, and possibly prevent diseases of these senses has incredible implications for our quality of life. The connections to the neurological and autonomic systems will be highlighted. **Credits:** 2

MEDE 725 - Behavioral Medicine

[COM2027 Only]
Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the

historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2.5

MEDE 725.1 - Behavioral Medicine

Course Description: Discover the intricate world of behavioral medicine in this advanced course that delves deep into the diagnosis and treatment of a wide spectrum of psychiatric and behavioral disorders. This second-year level course equips students with the knowledge to accurately identify and differentiate psychiatric conditions using the latest DSM-5 criteria, encompassing neurodevelopmental, mood, anxiety, personality, and dissociative disorders in both adult and pediatric populations.
Students will gain an understanding of the multifaceted factors contributing to mental health, including genetics, environment, and psychosocial influences. They will learn to apply the appropriate pharmacologic treatment to patients by applying evidence-based interventions tailored to individual patient needs. The course also addresses specialized areas such as addiction, psychiatric emergencies, and psychotherapy techniques. Moreover, students will explore the historical development of psychiatry, comparing established theories with alternative perspectives. Throughout, an emphasis is placed on the holistic approach to mental health, recognizing the intricate interplay between psychological, biological, social, and cultural elements. This course nurtures the skills required to excel in the complex world of behavioral medicine and prepares students to provide patient-centered, cross-disciplinary care to those with mental health challenges. **Credits:** 2

MEDE 730 - Pediatrics

[COM 2027 and COM 2028 Only]
Course Description: This course will address the practice of medicine for pediatric patients ages birth through 21 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 4

MEDE 730.1 - Pediatrics

Course Description: This course will address the practice of medicine for pediatric patients with ages ranging from birth through 18 years, with an emphasis on Osteopathic principles. The student will discuss the economics of children's health care, including pediatric ethics, the basics of child growth and development, evaluating common childhood illnesses and disorders, pediatric history, and physical exam skills. Students will learn decision-making skills and begin formulating differential diagnoses. The course uses a case-based approach and includes small-group learning, large-group case presentation, team-based learning, and self-study. Previous systems course information and basic science will be incorporated into the learning modules. **Credits:** 3

MEDE 731 - Lifestyle Medicine II

Course Description: Lifestyle Medicine II integrates biological, behavioral, psychosocial, and environmental determinants of health with evidence-based lifestyle strategies to support healthy living and the prevention and management of chronic disease. This course explores sleep hygiene and restorative sleep, risky substance use and behavioral health, nutritional interventions to promote glycemic regulation and recognize the importance of the gut microbiome to systemic function, and the effects of regular exercise upon mental health, cognitive function, and metabolic health. The impact of environmental hazards on health and disease is also examined. **Credits:** 1

MEDE 735 - Clinical On-Ramp

[COM 2027, COM2028]
Course Description: The Clinical On Ramp is a dynamic medical school course designed to equip second-year students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical science and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. With a strong emphasis on evidence-based management planning, students will critically evaluate medical literature and other authoritative resources to ensure a holistic approach to patient care. The program also prepares students for clerkship experiences by fostering professionalism, solid medical knowledge, adherence to osteopathic principles, effective patient care, cultural competency, and interpersonal communication skills. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 10

MEDE 735.1 - Foundations for COMLEX Success

[COM 2028 Only]
Course Description: This course is designed to equip students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Students enroll in this course each academic term during the COMLEX preparation phase until all requirements are fulfilled, including approval to sit for the COMLEX exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical sciences and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 10

MEDE 735.2 - Foundations for COMLEX Success

Course Description: This course is designed to equip students with the skills and knowledge essential for success in their upcoming COMLEX Level 1 licensure exam. Students enroll in this course each academic term during the COMLEX preparation phase until all requirements are fulfilled, including approval to sit for the COMLEX exam. Through faculty lectures, review sessions, and guided study, students will integrate and apply foundational biomedical sciences and clinical principles acquired in their first two years, with a specific focus on understanding and analyzing patient presentations in diseases. The course emphasizes a comprehensive grasp of disease pathophysiology, enabling students to develop accurate differential diagnoses, final diagnoses, and treatment plans. In anticipation of the COMLEX Level 1 exam, students will showcase readiness through extensive review, effective test-taking strategies, and completion of practice exams, ensuring both intellectual and emotional preparedness for the challenging 8-hour examination. **Credits:** 6

MEDE 801 - Colloquy in Medical Education

[COM 2026 and COM 2027]
Course Description: This course is designed to provide students training in Diversity in Medicine both for the learner and in caring for patients; Financial Planning during education and upon entering residency and medical practice; and Careers in Medicine designed to assist students in selecting a medical career based on their individual talents and interests. **Credits:** 0.5

OBGYN 800 - Obstetrics & Gynecology

Course Description: The Obstetrics and Gynecology Clerkship is a core clerkship in which students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. Students will also participate in a didactic curriculum focused on the health care needs of women. **Credits:** 5

OBGYN 900e - General Obstetrics(e)

Course Description: The General Obstetrics elective provides medical students with a comprehensive overview of obstetric care, emphasizing the management of pregnancy, labor, and delivery. This rotation focuses on the clinical skills and knowledge necessary for the safe and effective care of pregnant individuals and their newborns. Students will engage in hands-on experiences, participate in the delivery process, and learn about the various complications that can arise during pregnancy and childbirth. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will gain the skills needed to provide high-quality obstetric care in both outpatient and inpatient settings. **Credits:** 2-12

OBGYN 900s - General Obstetrics(s)

Course Description: The General Obstetrics Sub-I provides medical students with a comprehensive overview of obstetric care, emphasizing the management of pregnancy, labor, and delivery. This rotation focuses on the clinical skills and knowledge necessary for the safe and effective care of pregnant individuals and their newborns. Students will engage in hands-on experiences, participate in the delivery process, and learn about the various complications that can arise during pregnancy and childbirth. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will gain the skills needed to provide high-quality obstetric care in both outpatient and inpatient settings. **Credits:** 2-15

OBGYN 901e - Gynecologic Oncology(e)

Course Description: The Gynecologic Oncology elective provides medical students with an in-depth understanding of the diagnosis, treatment, and management of cancers affecting the female reproductive system, including ovarian, uterine, cervical, and vulvar cancers. This rotation emphasizes the interdisciplinary approach to patient care, integrating surgical, medical, and supportive therapies. Students will engage in clinical practice, participate in surgical procedures, and learn about the latest advancements in gynecologic oncology. Through direct patient interactions and case discussions, students will develop the skills necessary to provide compassionate, comprehensive care to women with gynecologic malignancies. **Credits:** 2-12

OBGYN 901s - Gynecologic Oncology(s)

Course Description: The Gynecologic Oncology Sub-I provides medical students with an in-depth understanding of the diagnosis, treatment, and management of cancers affecting the female reproductive system, including ovarian, uterine, cervical, and vulvar cancers. This rotation emphasizes the interdisciplinary approach to patient care, integrating surgical, medical, and supportive therapies. Students will engage in clinical practice, participate in surgical procedures, and learn about the latest advancements in gynecologic oncology. Through direct patient interactions and case discussions, students will develop the skills necessary to provide compassionate, comprehensive care to women with gynecologic malignancies. **Credits:** 2-15

OBGYN 902e - Maternal Fetal Medicine(e)

Course Description: The Maternal-Fetal Medicine elective provides medical students with a comprehensive understanding of the complexities of high-risk pregnancy and the specialized care required for expectant mothers and their fetuses. This rotation focuses on prenatal diagnosis, management of maternal and fetal complications, and advanced imaging techniques. Students will engage in clinical practice, participate in outpatient consultations, and observe inpatient care in a multidisciplinary setting. Through direct patient interactions, case discussions, and hands-on

experience, students will develop the skills necessary to provide high-quality care in maternal-fetal medicine. **Credits:** 2-12

OBGYN 902s - Maternal Fetal Medicine(s)

Course Description: The Maternal-Fetal Medicine Sub-I provides medical students with a comprehensive understanding of the complexities of high-risk pregnancy and the specialized care required for expectant mothers and their fetuses. This rotation focuses on prenatal diagnosis, management of maternal and fetal complications, and advanced imaging techniques. Students will engage in clinical practice, participate in outpatient consultations, and observe inpatient care in a multidisciplinary setting. Through direct patient interactions, case discussions, and hands-on experience, students will develop the skills necessary to provide high-quality care in maternal-fetal medicine. **Credits:** 2-12

OBGYN 903e - Obstetrics & Gynecology (e)

Course Description: The Obstetrics and Gynecology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. During this rotation students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. The rotation will include both outpatient and inpatient experiences. **Credits:** 2-12

OBGYN 903s - Obstetrics & Gynecology (s)

Course Description: The Obstetrics and Gynecology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. During this rotation students will be exposed to a host of conditions from routine childbirth to medical and surgical gynecological processes. The rotation will include both outpatient and inpatient experiences. **Credits:** 2-15

OBGYN 904e - Reproductive Endocrine(e)

Course Description: The Reproductive Endocrinology elective provides medical students with an in-depth understanding of the diagnosis and management of disorders related to reproductive hormones and fertility. This rotation emphasizes the complex interplay of endocrinology and reproductive health, including conditions affecting both men and women. Students will engage in direct patient care, participate in clinical evaluations, and observe various diagnostic and therapeutic procedures. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective reproductive healthcare. **Credits:** 2-12

OBGYN 904s - Reproductive Endocrine(s)

Course Description: The Reproductive Endocrinology Sub-I provides medical students with an in-depth understanding of the diagnosis and management of disorders related to reproductive hormones and fertility. This rotation emphasizes the complex interplay of endocrinology and reproductive health, including conditions affecting both men and women. Students will engage in direct patient care, participate in clinical evaluations, and observe various diagnostic and therapeutic procedures. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective reproductive healthcare. **Credits:** 2-15

OMM 601 - Foundations of Osteopathic Manipulative Medicine I

[COM 2026 only]
Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most

of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 4

OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I

Course Description: This is the first in a four-year series of courses. Osteopathic principles, practices, and philosophies are the foundation of Osteopathic Medicine and will create the lens through which patients will be viewed throughout your career. In the Foundations of Osteopathic Manipulative Medicine (OMM) course, we will spend most of the first year focused on the musculoskeletal system, but that is only an avenue for teaching the fundamentals of palpation, patient evaluation, and osteopathic manipulation. With practice, you learn how to apply the skills learned to the visceral systems and the entire nervous system, affecting the whole person, body, mind, and spirit. As a cumulative course, each trimester will build upon the foundation of the previous course material and treatment methods: exploring the theory of the mechanism of action, indications, contraindications, and treatment techniques. **Credits:** 2

OMM 602 - Foundations of Osteopathic Manipulative Medicine II

[COM 2026 only]
Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 4

OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II

Course Description: This is the second in a four-year series of courses. In OMM II students will build upon the foundation established in OMMI. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 603 - Foundations of Osteopathic Manipulative Medicine III

[COM 2026 only]
Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 4

OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III

Course Description: This is the third course in a four-year series of courses and the final OMM course in year one of the curriculum. In OMM III students will build upon the foundation established in OMM I and II. As a cumulative course, students will need a solid understanding of the previous material and treatment methods. Students will continue exploring the theory of mechanism of action, indications, contraindications, and treatment techniques of additional treatment methods. **Credits:** 2

OMM 704 - Foundations of Osteopathic Manipulative Medicine IV

Course Description: In OMM IV we will continue to build upon the foundation established in OMM I-III. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will explore the theory of the mechanism of action, indications, contraindications, and treatment techniques of the remaining primary treatment methods. **Credits:** 2

OMM 705 - Foundations of Osteopathic Manipulative Medicine V

Course Description: In OMM V we will build upon the foundation established in OMM I-IV. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to screening and evaluating a patient to determine where to begin treatment. With the aid of Osteopathic Clinical Application Modules (OCAM), we will begin to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 706 - Foundations of Osteopathic Manipulative Medicine VI

Course Description: In OMM VI, we will build upon the foundation established in OMM I-V. As a cumulative course, you will need a solid understanding of the previous material and treatment methods. We will begin to apply the prior knowledge to the integration of Osteopathic Manipulation in clinical rotations under the supervision of a clinical preceptor. With the aid of Osteopathic Clinical Application Modules (OCAM), we will continue to study specific patient populations as seen through the lens of the Five-Models of Osteopathy. **Credits:** 2

OMM 800 - Clinical Osteopathic Manipulative Medicine

Course Description: This course provides didactic and clinical instruction in Osteopathic Manipulative Medicine (OMM), emphasizing the integration of osteopathic principles and practice into patient care. Through the utilization of a variety of learning platforms, students will review foundational knowledge of osteopathic philosophy, biomechanics, anatomy, somatic dysfunction, patient assessment and evidence-informed treatment approaches. Clinical experiences allow students to apply these concepts in supervised patient encounters, performing osteopathic structural examinations, formulating osteopathic diagnoses and implementing appropriate osteopathic manipulative treatment (OMT) plans while producing accurate clinical documentation for each patient encounter. The course emphasizes clinical reasoning, patient centered care, professionalism, documentation, and the safe and effective use of OMT across a variety of patient presentations. **Credits:** 1.5 **Credits:** 1.5

OMM 807a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 807c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 900e - Osteopathic Manipulation (e)

Course Description: The Osteopathic Manipulative Medicine 4th Year Clerkship Elective provides in-depth exposure to the application of Osteopathic principles, practice, and philosophy; this is a "hands-on" experience. Students spend time in an ambulatory clinic and potentially in an inpatient setting during this rotation, caring for patients of all ages. Under the guidance of physicians who utilize Osteopathic Manipulative Treatment, students will take histories, perform structural examinations, and assist in treating patients with common chronic medical problems and structural dysfunctions. While on this clerkship, students will complete a procedure log. **Credits:** 2-15

OMM 900s - Osteopathic Manipulation (s)

Course Description: The Osteopathic Manipulative Medicine 4th Year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation provides in-depth exposure to the application of Osteopathic principles, practice, and philosophy; this is a "hands-on" experience. Students spend time in an ambulatory clinic and potentially in an inpatient setting during this rotation, caring for patients of all ages. Under the guidance of physicians who utilize Osteopathic Manipulative Treatment, students will take histories, perform structural examinations, and assist in treating patients with common chronic medical problems and structural dysfunctions. While on this clerkship, students will complete a procedure log. **Credits:** 2-15

OMM 908a - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908b - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 1

OMM 908c - Advanced Osteopathic Manipulative Medicine

Course Description: The Advanced OMM course focuses on the integration of Osteopathic Principles and Practice (OPP), including osteopathic manipulative treatment (OMT), into clinical problem solving and patient care. The

clinical conditions covered each trimester will be based on the top diagnoses coded nationally for each covered organ-system or specialty. Particular emphasis will be placed on the top outpatient clinical diagnoses coded by osteopathic physicians, as documented by the National Ambulatory Center Database and those diagnoses that respond well to adjunctive OMT. **Credits:** 0.5

PATH 900e - Clinical Pathology(e)

Course Description: The Clinical Pathology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of Pathology. The rotation is designed to provide students with exposure, observation, and training in the field of pathology. Students will learn to evaluate clinical specimens from many different tissue categories and disease processes. The critical importance of this field to making the correct diagnosis and initiating the appropriate treatment plan will be emphasized. **Credits:** 2-15

PATH 900s - Clinical Pathology(s)

Course Description: The Clinical Pathology 4th Year Sub-Internship provides a more thorough and in-depth exposure to the field of Pathology functioning with internship-like responsibilities. The rotation is designed to provide students with exposure, observation, and training in the field of pathology. Students will learn to evaluate clinical specimens from many different tissue categories and disease processes. The critical importance of this field to making the correct diagnosis and initiating the appropriate treatment plan will be emphasized. **Credits:** 2-15

PATH 901e - Anatomic Pathology(e)

Course Description: The Anatomic Pathology elective offers medical students an in-depth experience in the study and interpretation of pathological specimens. This rotation focuses on the diagnosis of disease through the examination of tissue samples, including histopathology, cytopathology, and autopsy pathology. Students will engage in clinical discussions, participate in gross and microscopic examinations, and learn to integrate laboratory findings with clinical data to formulate diagnostic conclusions. Emphasizing a collaborative approach, students will work closely with pathologists and other healthcare professionals, gaining insights into the critical role of pathology in patient care, disease prevention, and management. **Credits:** 2-12

PATH 902e - Blood Banking(e)

Course Description: The Blood Banking elective offers medical students an immersive experience in the field of transfusion medicine and blood banking. This rotation focuses on the principles of blood component preparation, testing, and transfusion, as well as the management of blood products and their use in clinical practice. Students will engage with various aspects of blood banking, including donor screening, blood collection, laboratory testing, and the safe and effective administration of blood products. Emphasis will be placed on understanding the immunological basis of transfusion, managing transfusion reactions, and adhering to regulatory standards. Through hands-on experience and collaboration with experienced blood bank staff, students will develop the skills necessary to contribute to safe transfusion practices in patient care. **Credits:** 2-12

PATH 903e - Forensic Pathology(e)

Course Description: The Forensic Pathology elective clerkship provides medical students with a unique opportunity to explore the intersection of medicine and law through the lens of forensic pathology. This rotation emphasizes the role of pathologists in determining the cause and manner of death in cases involving sudden, unexplained, or suspicious circumstances. Students will engage in hands-on experiences with autopsy procedures, witness the investigation of crime scenes, and learn about the legal implications of forensic findings. Through case studies, interdisciplinary collaboration, and exposure to forensic investigations, students will develop a thorough understanding of the principles and practices that underpin forensic pathology. **Credits:** 2-12

PATH 904e - Hematopathology(e)

Course Description: The Hematopathology elective provides medical students with an in-depth understanding of the diagnosis and management of hematologic diseases through the lens of pathology. This rotation focuses on the study of blood, bone marrow, and lymphatic tissues, including conditions such as anemia, leukemias, lymphomas, and clotting disorders. Students will engage in diagnostic processes, including histological examinations, flow cytometry, and molecular techniques, while learning to correlate laboratory findings with clinical presentations. Through direct observation and participation in laboratory and clinical settings, students will develop the skills necessary to diagnose hematologic disorders and contribute to patient care. **Credits:** 2-12

PATH 905e - Toxicology(e)

Course Description: The Toxicology elective provides medical students with a comprehensive understanding of the principles and practices of clinical toxicology. This rotation emphasizes the identification, management, and prevention of toxic exposures and poisonings. Students will engage in direct patient care, participate in toxicology consultations, and observe various diagnostic and therapeutic interventions. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to manage patients with toxicological conditions effectively. **Credits:** 2-12

PEDS 800 - Pediatrics

Course Description: The Pediatric Clerkship is a core clerkship experience in which students will care for children in an inpatient and/or outpatient setting. Students will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. In addition, students will participate in didactic sessions throughout the clerkship. **Credits:** 5

PEDS 900e - Pediatrics(e)

Course Description: The Pediatrics 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. Students will care for children in an inpatient and/or outpatient setting and will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. **Credits:** 2-12

PEDS 900s - Pediatrics(s)

Course Description: The Pediatrics 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. Students will care for children in an inpatient and/or outpatient setting and will be expected to take histories, perform physicals, and interact with patients and their families. Students will be involved in providing acute, chronic, and preventive care. **Credits:** 2-15

PEDS 901e - Adolescent Medicine(e)

Course Description: The Adolescent Medicine elective provides medical students with a focused exploration of the unique health care needs of adolescents. This rotation emphasizes the physical, emotional, and social development of young people, equipping students with the knowledge and skills to provide comprehensive care in various settings. Students will engage in clinical rotations that include preventive care, chronic illness management, and addressing mental health issues. Emphasizing a holistic approach, the curriculum will incorporate topics such as sexual and reproductive health, substance use, and the impact of social determinants on adolescent health. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop competencies necessary for effectively caring for this vulnerable population. **Credits:** 2-12

PEDS 901s - Adolescent Medicine(s)

Course Description: The Adolescent Medicine Sub-I provides medical students with a focused exploration of the unique health care needs of adolescents. This rotation emphasizes the physical, emotional, and social development of young people, equipping students with the knowledge and skills to provide comprehensive care in various settings. Students will engage in clinical rotations that include preventive care, chronic illness management, and addressing mental health issues. Emphasizing a holistic approach, the curriculum will incorporate topics such as sexual and reproductive health, substance use, and the impact of social determinants on adolescent health. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop competencies necessary for effectively caring for this vulnerable population. **Credits:** 15

PEDS 902e - Community Pediatrics/Inpatient(e)

Course Description: The Community Pediatrics/Inpatient elective provides medical students with a comprehensive exposure to the practice of pediatric medicine in both community and inpatient settings. This rotation focuses on the unique healthcare needs of children and adolescents, emphasizing the importance of preventative care, developmental health, and family-centered approaches. Students will engage with diverse patient populations, participate in interdisciplinary team meetings, and contribute to the management of acute and chronic pediatric conditions. The curriculum integrates community health resources, public health initiatives, and strategies for addressing social determinants of health as they relate to pediatric populations. **Credits:** 2-12

PEDS 902s - Community Pediatrics/Inpatient(s)

Course Description: The Community Pediatrics/Inpatient Sub-I provides medical students with a comprehensive exposure to the practice of pediatric medicine in both community and inpatient settings. This rotation focuses on the unique healthcare needs of children and adolescents, emphasizing the importance of preventative care, developmental health, and family-centered approaches. Students will engage with diverse patient populations, participate in interdisciplinary team meetings, and contribute to the management of acute and chronic pediatric conditions. The curriculum integrates community health resources, public health initiatives, and strategies for addressing social determinants of health as they relate to pediatric populations. **Credits:** 2-15

PEDS 903e - General Pediatrics Outpatient(e)

Course Description: The General Pediatrics Outpatient elective provides medical students with comprehensive exposure to the outpatient management of pediatric patients. This rotation focuses on the health care needs of infants, children, and adolescents, emphasizing preventive care, developmental assessments, and the diagnosis and management of common pediatric conditions. Students will participate in routine well-child visits, acute care consultations, and chronic disease management in a community setting. Through direct patient interactions, interdisciplinary collaboration, and family-centered care approaches, students will develop the skills necessary to provide high-quality outpatient pediatric care. **Credits:** 2-12

PEDS 903s - General Pediatrics Outpatient(s)

Course Description: The General Pediatrics Outpatient Sub-I provides medical students with comprehensive exposure to the outpatient management of pediatric patients. This rotation focuses on the health care needs of infants, children, and adolescents, emphasizing preventive care, developmental assessments, and the diagnosis and management of common pediatric conditions. Students will participate in routine well-child visits, acute care consultations, and chronic disease management in a community setting. Through direct patient interactions, interdisciplinary collaboration, and family-centered care approaches, students will develop the skills necessary to provide high-quality outpatient pediatric care. **Credits:** 2-12

PEDS 904e - Neonatology(e)

Course Description: The Neonatology elective offers medical students a comprehensive understanding of the care and management of newborns, particularly those who are ill or require specialized medical attention. This rotation emphasizes the principles of neonatal physiology, the diagnosis and treatment of common neonatal conditions, and the management of premature and high-risk infants. Students will engage in direct patient care, participate in rounds, and observe procedures in a neonatal intensive care unit (NICU). Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care for newborns and support their families. **Credits:** 2-12

PEDS 904s - Neonatology(s)

Course Description: The Neonatology Sub-I offers medical students a comprehensive understanding of the care and management of newborns, particularly those who are ill or require specialized medical attention. This rotation emphasizes the principles of neonatal physiology, the diagnosis and treatment of common neonatal conditions, and the management of premature and high-risk infants. Students will engage in direct patient care, participate in rounds, and observe procedures in a neonatal intensive care unit (NICU). Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care for newborns and support their families. **Credits:** 2-15

PEDS 905e - Pediatric Cardiology(e)

Course Description: The Pediatric Cardiology elective provides medical students with a comprehensive understanding of the diagnosis and management of congenital and acquired heart diseases in children. This rotation emphasizes the unique cardiovascular physiology of pediatric patients and the various imaging and therapeutic modalities used in pediatric cardiology. Students will engage in clinical practice, participate in patient evaluations, and observe diagnostic and therapeutic procedures in both outpatient and inpatient settings. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care for pediatric patients with cardiac conditions. **Credits:** 2-12

PEDS 905s - Pediatric Cardiology(s)

Course Description: The Pediatric Cardiology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of congenital and acquired heart diseases in children. This rotation emphasizes the unique cardiovascular physiology of pediatric patients and the various imaging and therapeutic modalities used in pediatric cardiology. Students will engage in clinical practice, participate in patient evaluations, and observe diagnostic and therapeutic procedures in both outpatient and inpatient settings. Through direct patient interactions, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care for pediatric patients with cardiac conditions. **Credits:** 2-15

PEDS 906e - Pediatric Critical Care Medicine(e)

Course Description: The Pediatric Critical Care Medicine elective provides medical students with a comprehensive understanding of the principles and practices of managing critically ill children. This rotation emphasizes the evaluation, diagnosis, and treatment of acute and complex conditions in the pediatric population, including respiratory failure, septic shock, and trauma. Students will engage in direct patient care in a Pediatric Intensive Care Unit (PICU), participate in multidisciplinary rounds, and observe advanced monitoring and therapeutic interventions. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care to critically ill pediatric patients. **Credits:** 2-12

PEDS 906s - Pediatric Critical Care Medicine(s)

Course Description: The Pediatric Critical Care Medicine Sub-I provides medical students with a comprehensive understanding of the principles and practices of managing critically ill children. This rotation emphasizes the evaluation, diagnosis, and treatment of acute and complex conditions in the pediatric population, including respiratory failure, septic shock, and trauma. Students will engage in direct patient care in a Pediatric Intensive Care Unit (PICU), participate in multidisciplinary rounds, and observe advanced monitoring and therapeutic interventions. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide high-quality care to critically ill pediatric patients. **Credits:** 2-12

PEDS 907e - Pediatric Dermatology(e)

Course Description: The Pediatric Dermatology elective provides medical students with a comprehensive understanding of dermatological conditions in infants, children, and adolescents. This rotation emphasizes the unique presentations of skin disorders in the pediatric population, including congenital conditions, infectious diseases, and inflammatory disorders. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric dermatology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective dermatological care to pediatric patients. **Credits:** 2-12

PEDS 907s - Pediatric Dermatology(s)

Course Description: The Pediatric Dermatology Sub-I provides medical students with a comprehensive understanding of dermatological conditions in infants, children, and adolescents. This rotation emphasizes the unique presentations of skin disorders in the pediatric population, including congenital conditions, infectious diseases, and inflammatory disorders. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric dermatology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective dermatological care to pediatric patients. **Credits:** 2-15

PEDS 908e - Pediatric Emergency Medicine(e)

Course Description: The Pediatric Emergency Medicine elective provides medical students with an in-depth understanding of the diagnosis and management of acute illnesses and injuries in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric emergency care, including assessment, treatment protocols, and the use of advanced diagnostic tools. Students will engage in direct patient care in a Pediatric Emergency Department (PED), participate in critical decision-making, and observe emergency procedures. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective emergency care to pediatric patients. **Credits:** 2-12

PEDS 908s - Pediatric Emergency Medicine(s)

Course Description: The Pediatric Emergency Medicine Sub-I provides medical students with an in-depth understanding of the diagnosis and management of acute illnesses and injuries in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric emergency care, including assessment, treatment protocols, and the use of advanced diagnostic tools. Students will engage in direct patient care in a Pediatric Emergency Department (PED), participate in critical decision-making, and observe emergency procedures. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective emergency care to pediatric patients. **Credits:** 2-15

PEDS 909e - Pediatric Endocrinology(e)

Course Description: The Pediatric Endocrinology elective provides medical students with a comprehensive understanding of the diagnosis and management of hormonal disorders in children and adolescents. This rotation emphasizes the unique aspects of pediatric endocrinology, including growth and development, metabolic disorders, and the management of endocrine diseases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric endocrinology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective endocrine care to pediatric patients. **Credits:** 2-12

PEDS 909s - Pediatric Endocrinology(s)

Course Description: The Pediatric Endocrinology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of hormonal disorders in children and adolescents. This rotation emphasizes the unique aspects of pediatric endocrinology, including growth and development, metabolic disorders, and the management of endocrine diseases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric endocrinology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective endocrine care to pediatric patients. **Credits:** 2-15

PEDS 910e - Pediatric Gastroenterology(e)

Course Description: The Pediatric Gastroenterology elective offers medical students a comprehensive understanding of the diagnosis and management of gastrointestinal disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of gastrointestinal conditions in the pediatric population, including functional disorders, inflammatory diseases, and nutritional issues. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric gastroenterology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective gastroenterological care to pediatric patients. **Credits:** 2-12

PEDS 910s - Pediatric Gastroenterology(s)

Course Description: The Pediatric Gastroenterology Sub-I offers medical students a comprehensive understanding of the diagnosis and management of gastrointestinal disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of gastrointestinal conditions in the pediatric population, including functional disorders, inflammatory diseases, and nutritional issues. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric gastroenterology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective gastroenterological care to pediatric patients. **Credits:** 2-15

PEDS 911e - Pediatric Hematology/Oncology(e)

Course Description: The Pediatric Hematology/Oncology elective provides medical students with a comprehensive understanding of the diagnosis and management of blood disorders and cancers in infants, children, and adolescents. This rotation emphasizes the unique aspects of hematological and oncological conditions in the pediatric population, including their presentations, treatment protocols, and the impact on patients and families. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric hematology/oncology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care to pediatric patients with hematologic and oncologic conditions. **Credits:** 2-12

PEDS 911s - Pediatric Hematology/Oncology(s)

Course Description: The Pediatric Hematology/Oncology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of blood disorders and cancers in infants, children, and adolescents. This rotation emphasizes the unique aspects of hematological and oncological conditions in the pediatric population, including their presentations, treatment protocols, and the impact on patients and families. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric hematology/oncology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care to pediatric patients with hematologic and oncologic conditions. **Credits:** 2-15

PEDS 912e - Pediatric Infectious Diseases(e)

Course Description: The Pediatric Hematology/Oncology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of blood disorders and cancers in infants, children, and adolescents. This rotation emphasizes the unique aspects of hematological and oncological conditions in the pediatric population, including their presentations, treatment protocols, and the impact on patients and families. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric hematology/oncology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care to pediatric patients with hematologic and oncologic conditions. **Credits:** 2-15

PEDS 912e - Pediatric Infectious Diseases(e)

Course Description: The Pediatric Infectious Diseases elective provides medical students with a thorough understanding of the diagnosis, management, and prevention of infectious diseases in infants, children, and adolescents. This rotation emphasizes the unique clinical presentations of infections in the pediatric population, including both common and complex cases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric infectious diseases setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care to pediatric patients with infectious conditions. **Credits:** 2-12

PEDS 912s - Pediatric Infectious Diseases(s)

Course Description: The Pediatric Infectious Diseases Sub-I provides medical students with a thorough understanding of the diagnosis, management, and prevention of infectious diseases in infants, children, and adolescents. This rotation emphasizes the unique clinical presentations of infections in the pediatric population, including both common and complex cases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric infectious diseases setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care to pediatric patients with infectious conditions. **Credits:** 2-15

PEDS 913e - Pediatric Nephrology(e)

Course Description: The Pediatric Nephrology elective offers medical students a comprehensive understanding of the diagnosis and management of kidney and urinary tract disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of nephrological conditions in the pediatric population, including acute and chronic kidney diseases, electrolyte imbalances, and hypertension. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric nephrology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective nephrological care to pediatric patients. **Credits:** 2-12

PEDS 913s - Pediatric Nephrology(s)

Course Description: The Pediatric Nephrology Sub-I offers medical students a comprehensive understanding of the diagnosis and management of kidney and urinary tract disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of nephrological conditions in the pediatric population, including acute and chronic kidney diseases, electrolyte imbalances, and hypertension. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric nephrology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective nephrological care to pediatric patients. **Credits:** 2-15

PEDS 914e - Pediatric Ophthalmology(e)

Course Description: The Pediatric Ophthalmology elective provides medical students with a comprehensive understanding of the diagnosis and management of eye disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of ophthalmic conditions in the pediatric population, including congenital anomalies, refractive errors, and strabismus. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric ophthalmology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective ophthalmic care to pediatric patients. **Credits:** 2-12

PEDS 914s - Pediatric Ophthalmology(s)

Course Description: The Pediatric Ophthalmology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of eye disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of ophthalmic conditions in the pediatric population, including congenital anomalies, refractive errors, and strabismus. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric ophthalmology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective ophthalmic care to pediatric patients. **Credits:** 2-15

PEDS 915e - Pediatric Psychiatry(e)

Course Description: The Pediatric Psychiatry elective provides medical students with a comprehensive understanding of the diagnosis and management of psychiatric disorders in children and adolescents. This rotation emphasizes the unique presentations of mental health conditions in the pediatric population, including anxiety disorders, depression, and attention-deficit/hyperactivity disorder (ADHD). Students will engage in direct patient care, participate in clinical evaluations, and observe therapeutic interventions in a pediatric psychiatry setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective mental health care to pediatric patients. **Credits:** 2-12

PEDS 915s - Pediatric Psychiatry(s)

Course Description: The Pediatric Psychiatry Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of psychiatric disorders in children and adolescents. This rotation emphasizes the unique presentations of mental health conditions in the pediatric population, including anxiety disorders, depression, and attention-deficit/hyperactivity disorder (ADHD). Students will engage in direct patient care, participate in clinical evaluations, and observe therapeutic interventions in a pediatric psychiatry setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective mental health care to pediatric patients. **Credits:** 2-15

PEDS 916e - Pediatric Pulmonology(e)

Course Description: The Pediatric Pulmonology elective provides medical students with a comprehensive understanding of the diagnosis and management of respiratory disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of pulmonary conditions in the pediatric population, including asthma, cystic fibrosis, and sleep-related breathing disorders. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric pulmonology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective pulmonary care to pediatric patients. **Credits:** 2-12

PEDS 916s - Pediatric Pulmonology(s)

Course Description: The Pediatric Pulmonology Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of respiratory disorders in infants, children, and adolescents. This rotation emphasizes the unique presentations of pulmonary conditions in the pediatric population, including asthma, cystic fibrosis, and sleep-related breathing disorders. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric pulmonology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective pulmonary care to pediatric patients. **Credits:** 2-15

PEDS 917e - Pediatric Radiology(e)

Course Description: The Pediatric Radiology elective provides medical students with a comprehensive understanding of imaging techniques and their applications in diagnosing and managing conditions in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric imaging, including radiation safety, age-specific protocols, and the interpretation of radiological findings. Students will engage in direct patient care, participate in imaging studies, and observe diagnostic procedures in a pediatric radiology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective radiological care to pediatric patients. **Credits:** 2-12

PEDS 917s - Pediatric Radiology(s)

Course Description: The Pediatric Radiology Sub-I provides medical students with a comprehensive understanding of imaging techniques and their applications in diagnosing and managing conditions in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric imaging, including radiation safety, age-specific protocols, and the interpretation of radiological findings. Students will engage in direct patient care, participate in imaging studies, and observe diagnostic procedures in a pediatric radiology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective radiological care to pediatric patients. **Credits:** 2-15

PEDS 918e - Pediatric Rheumatology(e)

Course Description: The Pediatric Rheumatology elective provides medical students with an in-depth understanding of the diagnosis and management of rheumatologic disorders in children and adolescents. This rotation emphasizes the unique presentations of autoimmune and inflammatory conditions in the pediatric population, including juvenile idiopathic arthritis, lupus, and other connective tissue diseases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric rheumatology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective rheumatologic care to pediatric patients. **Credits:** 2-12

PEDS 918s - Pediatric Rheumatology(s)

Course Description: The Pediatric Rheumatology Sub-I provides medical students with an in-depth understanding of the diagnosis and management of rheumatologic disorders in children and adolescents. This rotation emphasizes the unique presentations of autoimmune and inflammatory conditions in the pediatric population, including juvenile idiopathic arthritis, lupus, and other connective tissue diseases. Students will engage in direct patient care, participate in clinical evaluations, and observe diagnostic and therapeutic procedures in a pediatric rheumatology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective rheumatologic care to pediatric patients. **Credits:** 2-15

PEDS 919e - Pediatric Wound Care(e)

Course Description: The Pediatric Wound Care elective provides medical students with a comprehensive understanding of the assessment, management, and treatment of wounds in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric wound care, including healing processes, wound types, and pediatric-specific challenges. Students will engage in direct patient care, participate in wound assessments, and observe various wound care procedures in a pediatric setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective wound care for pediatric patients. **Credits:** 2-12

PEDS 919s - Pediatric Wound Care(s)

Course Description: The Pediatric Wound Care Sub-I provides medical students with a comprehensive understanding of the assessment, management, and treatment of wounds in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric wound care, including healing processes, wound types, and pediatric-specific challenges. Students will engage in direct patient care, participate in wound assessments, and observe various wound care procedures in a pediatric setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective wound care for pediatric patients. **Credits:** 2-15

PHY 601 - Physicianship I

[COM 2026 only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ-systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced as well.
This course will also introduce students to the structure and function of the health care system and will create a foundation for establishing lifelong learning. The course will include topics in health policy, professionalism, research, and physician-patient relationships. Topics included are population health, interprofessional education, evidence-based medicine, research ethics, global health, epidemiology, and public health. The course will include an introduction to universal precautions and disease prevention. Basic elements of medical jurisprudence and medical informatics will be introduced. **Credits:** 4

PHY 601.1 - Physicianship I

[COM 2027 and COM 2028 Only]
Course Description: This is the first in a two-year series of courses. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical

medicine. Critical thinking concepts will be introduced as well. The course will include topics in health policy, professionalism, and physician-patient relationships. **Credits:** 2

PHY 601.2 - Physicianship I

Course Description: Students are introduced to the foundational skills of history-taking, the clinical setting, and the basics of patient care. Emphasis is placed on the osteopathic approach to patients, including the consideration of social determinants of health. Point-of-care ultrasound (POCUS) is introduced, aligned with MEDE topics, to begin building diagnostic proficiency. **Credits:** 2

PHY 602 - Physicianship II

[COM 2026 only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with these systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. This course will also introduce students to the structure and function of the health care system and will create a foundation for establishing lifelong learning. The course will include topics in health policy, professionalism, research, and physician-patient relationships. Topics included are population health, interprofessional education, evidence-based medicine, research ethics, global health, epidemiology, and public health. The course will include an introduction to universal precautions and disease prevention. Basic elements of medical jurisprudence and medical informatics will be introduced. **Credits:** 4

PHY 602.1 - Physicianship II

[COM 2027 and COM 2028 Only]
Course Description: This is the second in a two-year series of courses delivered in OMS I and OMS II. During Physicianship I & II, basic history and physical examination skills are taught using an organ- systems based approach. This is accomplished through a multifaceted approach of didactic instruction, hands-on instruction, and simulated patient encounters. The learner is introduced to features of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Throughout these courses, emphasis is placed on the osteopathic patient-centered approach to clinical medicine. Critical thinking concepts will be introduced during this course. **Credits:** 2

PHY 602.2 - Physicianship II

Course Description: Students build upon their foundational history-taking skills while progressively developing physical examination techniques and documentation abilities, including SOAP notes. Oral case presentation skills and POCUS applications are further explored, with content integrated to complement MEDE systems. **Credits:** 2

PHY 603 - Physicianship III

[COM 2026 only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the organ system evaluations are revisited in conjunction with the system being covered in the clinical curriculum. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings.

This course will also introduce students to the structure and function of the health care system and will create a foundation for establishing lifelong learning. The course will include topics in health policy, professionalism, research, and physician-patient relationships. Topics included are population health, interprofessional education, evidence-based medicine, research ethics, global health, epidemiology, and public health. The course will include an introduction to universal precautions and disease prevention. Basic elements of medical jurisprudence and medical informatics will be introduced. **Credits:** 4

PHY 603.1 - Physicianship III

[COM 2027 and COM 2028 Only]
Course Description: This is the third in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. Similar modalities employed throughout the first year are utilized here. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 603.2 - Physicianship III

Course Description: History-taking and physical examination skills continue to evolve, with an emphasis on applying these techniques to organ system pathology and clinical reasoning. Students build upon foundational procedural skills, practicing them with increasing complexity. Documentation and oral case presentation skills are further refined, and POCUS training is integrated to align with system-specific MEDE content. **Credits:** 2

PHY 704 - Physicianship IV

[COM2026 and COM2027 Only]
Course Description: This is the fourth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship III and IV, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning.. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced through the introduction of advanced techniques incorporating the learners' developing recognition of physical findings. **Credits:** 2

PHY 704.1 - Physicianship IV

Course Description: Clinical skills deepen as students refine history-taking, physical exams, SOAP note documentation, oral case presentations, and procedural techniques. Simulations and OSCEs are integrated with MEDE systems, emphasizing clinical application, radiologic interpretation, and patient management strategies. **Credits:** 2

PHY 705 - Physicianship V

[COM2026 and COM2027 Only]
Course Description: This is the fifth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship V, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced by introducing advanced techniques incorporating the learners developing recognition of physical findings and the introduction of diagnostic and procedural skills. **Credits:** 2

PHY 705.1 - Physicianship V

Course Description: Students continue to integrate and advance their clinical skills in preparation for rotations, focusing on comprehensive differential diagnoses, head-to-toe physical exams, documentation, and oral case presentations. Procedural competencies are further developed, and simulations and OSCEs provide opportunities to practice and consolidate skills in progressively complex scenarios under faculty supervision. **Credits:** 4

PHY 706 - Physicianship VI

[COM2026 and COM2027 Only]
Course Description: This is the sixth in a two-year series of courses delivered in OMS I and OMS II. During Physicianship VI, the learner continues to apply knowledge of common pathologic conditions associated with organ systems to bring relevance to early clinical learning. The learner will demonstrate proficiency with modalities employed in the first year. History-taking and physical examination skills are enhanced by introducing advanced techniques incorporating the learners' developing recognition of physical findings and the introduction of diagnostic and procedural skills. Preparing students for clinical rotations is an underlying theme of this course. **Credits:** 2

PHY 706.1 - Physicianship VI

Course Description: This trimester emphasizes readiness for clinical rotations. Students demonstrate mastery in history-taking, physical exams, oral case presentations, and patient management. Certification in Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) is achieved, and procedural training culminates with advanced skills in alignment with clinical requirements. **Credits:** 4

PMED 900e - General Preventative Medicine(e)

Course Description: The General Preventive Medicine elective offers medical students a comprehensive understanding of the principles and practices of preventive medicine. This rotation focuses on strategies to promote health, prevent disease, and enhance the well-being of populations. Students will explore topics such as screening, immunization, lifestyle interventions, and public health initiatives. Through direct engagement with patients, community health assessments, and interdisciplinary collaboration, students will develop the skills necessary to implement effective preventive measures in various healthcare settings. **Credits:** 2-12

PMED 900s - General Preventative Medicine(s)

Course Description: The General Preventive Medicine Sub-I offers medical students a comprehensive understanding of the principles and practices of preventive medicine. This rotation focuses on strategies to promote health, prevent disease, and enhance the well-being of populations. Students will explore topics such as screening, immunization, lifestyle interventions, and public health initiatives. Through direct engagement with patients, community health assessments, and interdisciplinary collaboration, students will develop the skills necessary to implement effective preventive measures in various healthcare settings. **Credits:** 2-15

PMED 901e - Occupational Medicine(e)

Course Description: The Occupational Medicine elective provides medical students with a comprehensive understanding of the health issues related to the workplace and the principles of preventing and managing occupational injuries and illnesses. This rotation focuses on the evaluation of work-related conditions, the role of occupational health in promoting worker safety, and the impact of environmental factors on health. Students will engage in clinical practice, participate in workplace assessments, and learn about health promotion and disease prevention strategies. Through direct patient care, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective occupational health services. **Credits:** 2-12

PMED 901s - Occupational Medicine(s)

Course Description: The Occupational Medicine Sub-I provides medical students with a comprehensive understanding of the health issues related to the workplace and the principles of preventing and managing occupational injuries and illnesses. This rotation focuses on the evaluation of work-related conditions, the role of occupational health in promoting worker safety, and the impact of environmental factors on health. Students will engage in clinical practice, participate in workplace assessments, and learn about health promotion and disease prevention strategies. Through direct patient care, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective occupational health services. **Credits:** 2-15

PMED 902e - Public Health(e)

Course Description: The Public Health elective provides medical students with a comprehensive understanding of public health principles, practices, and policies that affect community health. This rotation emphasizes the role of public health in disease prevention, health promotion, and addressing health disparities across populations. Students will engage in community assessments, participate in health initiatives, and observe the implementation of public health programs. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to contribute effectively to public health efforts. **Credits:** 2-12

PMED 902s - Public Health(s)

Course Description: The Public Health Sub-I provides medical students with a comprehensive understanding of public health principles, practices, and policies that affect community health. This rotation emphasizes the role of public health in disease prevention, health promotion, and addressing health disparities across populations. Students will engage in community assessments, participate in health initiatives, and observe the implementation of public health programs. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to contribute effectively to public health efforts. **Credits:** 2-15

POP 601 - Population Health and Evidence Based Medicine I

[COM 2026 only]
Course Description: This is the first course in a two-year series of courses. Students are re-introduced to the main concepts in evidence-based osteopathic medicine. Students will apply their undergraduate coursework and community engagement to medical contexts and encounter epidemiology, statistics, research methods, and the socio-cultural-environmental effects upon health. This course prepares students for Physicianship in the domains of knowledge for practice, practice-based learning and improvement, systems-based practice, interprofessional collaboration, and professional development. Students will be able to express and analyze the integration and importance of preventive health care as it pertains to populations and patients. **Credits:** 4

POP 602 - Population Health and Evidence-Based Medicine II

[COM 2026 only]
Course Description: Population Health and Evidence-Based Medicine II- This is the second course in a two-year series of courses. Students will expand their knowledge and application of key concepts in health systems science and leadership, while continuing to apply the principles of research and research systems to real-world health care challenges. Through participation in this course, students will actively work to develop evidence of their own, as a future physician seeking residency placement through research, career development, and health systems science integrations. **Credits:** 4

POP 704 - Population Health and Evidence-Based Medicine IV

[COM 2026 only]
Course Description: This is the fourth course in a two-year series of courses. Students will begin substantially

developing their value proposition as future residents through achieving specific career readiness milestones and delivering early-stage research. Students will continue to experience early contextual learning, applying and analyzing their knowledge of health care systems. Students will continue to explore innovation in medicine through new and emerging science and technologies and grow their understanding of medicine as a business and the reciprocal economic influences on medicine. As future residents, students will synthesize health systems science principles and evaluate the role of physician leaders. **Credits:** 4

PPT 601 - Patient Presentation

[COM 2026 only]
Course Description: This is the first course in a two-year series of courses. The patient presentation model is designed to allow students to make meaningful connections between the structural and functional foundations of health and wellness. Each progressive course covers new and additional organ systems and patient presentations and cases, all building on the knowledge acquired in earlier terms to prepare students for competent entry to practice.
For the first 8 weeks of this course, students will participate in an intensive introduction to the foundational sciences in medicine including anatomy, physiology, microbiology, immunology, pharmacology, embryology, biochemistry, and pathology. In the later 4 weeks of the course, students begin to engage in a patient presentation model combined with team-based learning to acquire, analyze, and apply knowledge of the foundational medical sciences strongly rooted in clinical medicine. Students will work through a series of modules that cover the structure and function of the human body through a series of organ systems, examining the differences between health and disease through patient cases, symptoms, and causative or diagnostic schemas all within the framework of osteopathic medicine. In Term I, the Patient Presentation Model will focus on the hematologic system. **Credits:** 4

PPT 602 - Patient Presentation II

[COM 2026 only]
Course Description: This course will serve as a continuation of the Patient Presentations Track and will build upon the fundamentals set forward during the first trimester. The course will be divided into three modules: Gastrointestinal, Cardiovascular, and Respiratory. The GI Module will concentrate on four primary topics: Abdominal pain, Diarrheal diseases, GI neoplasms, and Abnormal liver enzymes. The CV Module will concentrate on Arrhythmias, Heart failure, Hypertension, and Cardiovascular chest discomfort. The four topics for the Respiratory system will be: Dyspnea, Cough, Noncardiac chest discomfort, and Lung nodules.
The basic science concepts will include normal and abnormal physiologic principles, key biochemistry, microbiology, immunology, and pharmacology principles related to these topics. Concomitant clinical concepts related to each topic will be presented using Team-Based Learning methods, assigned pre-readings, audio-visual presentations of topic-related materials, mini-lectures, possible guest expert presentations, and other teaching methods (TBD). In addition, a list of Independent Study topics not covered during the modules, including appropriate references will be provided to the student(s). **Credits:** 4

PPT 603 - Patient Presentation III

[COM 2026 only]
Course Description: This course consists of 3 modules focusing on the musculoskeletal system, the renal system, and the endocrine system. Each 4-week module emphasizes the biomedical sciences (biochemistry, physiology, microbiology, pharmacology, and pathophysiology) and the essential molecular and cellular processes that differentiate normal from abnormal function of these organ systems.
The course uses the patient presentations model to establish and reinforce connections between structural and functional foundations of health and illness. Working as individuals and in teams, students relate the biomedical sciences to medical practice through patient cases with chief complaints, signs, symptoms, and causative or diagnostic schemas, within the framework of osteopathic medicine. This course prepares students to apply their understanding of biomedical sciences to make informative deductions about the diagnosis and treatment of common or life-threatening disorders of the musculoskeletal, renal, and endocrine systems, as well as their systemic complications. **Credits:** 4

PSYC 800 - Psychiatry and Behavioral Health

Course Description: The Psychiatry Clerkship is a core clerkship experience focusing on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. Clinical exposure will be supplemented with didactic resources. **Credits:** 5

PSYC 901e - General Psychiatry (e)

Course Description: The Psychiatry 4th Year Rotation Elective provides a more in-depth exposure to the field. The rotation will focus on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. **Credits:** 2-15

PSYC 901s - General Psychiatry (s)

Course Description: The Psychiatry 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. The rotation will focus on diagnosis, treatment, and medical management of patients with various psychiatric disorders. Students will be under the guidance of psychiatrists, psychologists, and other behavioral health professionals. Students will be exposed to adolescent and adult psychiatric problems including but not limited to depression, schizophrenia, addiction, and other illnesses. **Credits:** 2-15

PSYC 902e - Addiction Medicine(e)

Course Description: This elective in Addiction Medicine provides medical students with a comprehensive understanding of substance use disorders and their management. Through a combination of clinical experiences, didactic sessions, and hands-on learning, students will gain insights into the biological, psychological, and sociocultural factors influencing addiction. The rotation emphasizes evidence-based practices in assessment, treatment, and prevention of substance use disorders, as well as the development of skills necessary for effective patient communication and interprofessional collaboration. Students will engage with a diverse patient population and participate in multidisciplinary teams to enhance their clinical competence in addiction medicine. **Credits:** 2-12

PSYC 902s - Addiction Medicine(s)

Course Description: This Sub-I in Addiction Medicine provides medical students with a comprehensive understanding of substance use disorders and their management. Through a combination of clinical experiences, didactic sessions, and hands-on learning, students will gain insights into the biological, psychological, and sociocultural factors influencing addiction. The rotation emphasizes evidence-based practices in assessment, treatment, and prevention of substance use disorders, as well as the development of skills necessary for effective patient communication and interprofessional collaboration. Students will engage with a diverse patient population and participate in multidisciplinary teams to enhance their clinical competence in addiction medicine. **Credits:** 2-15

PSYC 903e - Pediatric Psychiatry(e)

Course Description: The Pediatric Psychiatry elective provides medical students with a comprehensive understanding of the diagnosis and management of psychiatric disorders in children and adolescents. This rotation emphasizes the unique presentations of mental health conditions in the pediatric population, including anxiety disorders, depression, and attention-deficit/hyperactivity disorder (ADHD). Students will engage in direct patient care, participate in clinical

evaluations, and observe therapeutic interventions in a pediatric psychiatry setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective mental health care to pediatric patients. **Credits:** 2-12

PSYC 903s - Pediatric Psychiatry(s)

Course Description: The Pediatric Psychiatry Sub-I provides medical students with a comprehensive understanding of the diagnosis and management of psychiatric disorders in children and adolescents. This rotation emphasizes the unique presentations of mental health conditions in the pediatric population, including anxiety disorders, depression, and attention-deficit/hyperactivity disorder (ADHD). Students will engage in direct patient care, participate in clinical evaluations, and observe therapeutic interventions in a pediatric psychiatry setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective mental health care to pediatric patients. **Credits:** 2-15

RADI 801 - Radiology

Course Description: The Radiology Clerkship is an internal medicine subspecialty outpatient experience whereby the students will gain exposure to an assortment of imaging studies and diagnostic/therapeutic interventions. It is intended to enhance the experience gained in other rotations as imaging has become a cornerstone of diagnosis. This rotation will build upon the radiology experience gained during the Anatomy course. **Credits:** 5

RADI 900e - General Radiology(e)

Course Description: The Radiology 4th Year Rotation Elective provides a more in-depth exposure to the field. Students will gain exposure to an assortment of imaging studies and diagnostic/therapeutic interventions. It is intended to enhance the experience gained in other rotations as imaging has become a cornerstone of diagnosis. This rotation will serve to immerse students who may be seeking a radiology residency. **Credits:** 2-15

RADI 900s - General Radiology (s)

Course Description: The Radiology 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. Students will gain exposure to an assortment of imaging studies and diagnostic/therapeutic interventions. It is intended to enhance the experience gained in other rotations as imaging has become a cornerstone of diagnosis. This rotation will serve to immerse students who may be seeking a radiology residency. **Credits:** 2-15

RADI 901e - Interventional Radiology(e)

Course Description: The Interventional Radiology elective provides medical students with a comprehensive understanding of the principles and practices of interventional radiology (IR). This rotation emphasizes the use of imaging techniques to guide minimally invasive procedures for diagnosis and treatment. Students will gain hands-on experience in various IR procedures, such as catheter placements, biopsies, and ablative therapies, while learning about the integration of imaging modalities such as ultrasound, CT, and fluoroscopy. Through direct patient interaction, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care in the field of interventional radiology. **Credits:** 2-12

RADI 901s - Interventional Radiology(s)

Course Description: The Interventional Radiology Sub-I provides medical students with a comprehensive understanding of the principles and practices of interventional radiology (IR). This rotation emphasizes the use of imaging techniques to guide minimally invasive procedures for diagnosis and treatment. Students will gain hands-on

experience in various IR procedures, such as catheter placements, biopsies, and ablative therapies, while learning about the integration of imaging modalities such as ultrasound, CT, and fluoroscopy. Through direct patient interaction, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care in the field of interventional radiology. **Credits:** 2-15

RADI 902e - Nuclear Medicine(e)

Course Description: The Nuclear Medicine elective provides medical students with a comprehensive understanding of the principles and practices of nuclear medicine. This rotation focuses on the use of radioactive materials for diagnosis, treatment, and research in various medical conditions. Students will learn about imaging techniques such as PET and SPECT, radiopharmaceuticals, and their applications in patient care. Through direct observation and participation in procedures, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to apply nuclear medicine principles in clinical practice. **Credits:** 2-12

RADI 902s - Nuclear Medicine(s)

Course Description: The Nuclear Medicine Sub-I provides medical students with a comprehensive understanding of the principles and practices of nuclear medicine. This rotation focuses on the use of radioactive materials for diagnosis, treatment, and research in various medical conditions. Students will learn about imaging techniques such as PET and SPECT, radiopharmaceuticals, and their applications in patient care. Through direct observation and participation in procedures, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to apply nuclear medicine principles in clinical practice. **Credits:** 2-15

RADI 903e - Pediatric Radiology(e)

Course Description: The Pediatric Radiology elective provides medical students with a comprehensive understanding of imaging techniques and their applications in diagnosing and managing conditions in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric imaging, including radiation safety, age-specific protocols, and the interpretation of radiological findings. Students will engage in direct patient care, participate in imaging studies, and observe diagnostic procedures in a pediatric radiology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective radiological care to pediatric patients. **Credits:** 2-12

RADI 903s - Pediatric Radiology(s)

Course Description: The Pediatric Radiology Sub-I provides medical students with a comprehensive understanding of imaging techniques and their applications in diagnosing and managing conditions in infants, children, and adolescents. This rotation emphasizes the unique considerations in pediatric imaging, including radiation safety, age-specific protocols, and the interpretation of radiological findings. Students will engage in direct patient care, participate in imaging studies, and observe diagnostic procedures in a pediatric radiology setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective radiological care to pediatric patients. **Credits:** 2-15

RADI 904e - Radiation Oncology(e)

Course Description: The Radiation Oncology elective provides medical students with a comprehensive understanding of the principles, techniques, and clinical practices involved in the treatment of cancer using radiation therapy. This rotation emphasizes the scientific basis of radiation oncology, patient management, treatment planning, and the multidisciplinary approach to cancer care. Students will engage in direct patient care, participate in treatment planning sessions, and observe radiation therapy procedures. Through hands-on experiences, case discussions, and collaboration

with various healthcare professionals, students will develop the skills necessary to provide effective oncological care. **Credits:** 2-12

RADI 904s - Radiation Oncology(s)

Course Description: The Radiation Oncology Sub-I provides medical students with a comprehensive understanding of the principles, techniques, and clinical practices involved in the treatment of cancer using radiation therapy. This rotation emphasizes the scientific basis of radiation oncology, patient management, treatment planning, and the multidisciplinary approach to cancer care. Students will engage in direct patient care, participate in treatment planning sessions, and observe radiation therapy procedures. Through hands-on experiences, case discussions, and collaboration with various healthcare professionals, students will develop the skills necessary to provide effective oncological care. **Credits:** 2-15

RRL 600 - Immersion Experience in Rural/Underserved Medicine

Course Description: An immersion in a rural (or underserved) medical setting affording KansasCOM students the opportunity to gain first-hand experience with the challenges and opportunities of practicing medicine in a rural (or underserved) community. The experience will include engagement activities with local community leaders, touring healthcare facilities, shadowing local physicians, and participating in a service project. **Credits:** 0.5

RSCH 901e - Research Elective (e)

Course Description: The 4th-year research elective provides opportunities for students to work on research projects under the supervision of a faculty mentor. The project must be approved by the Director of Research or designee and have all required approvals for the project (IRB, Biosafety, etc.) before beginning the project. Examples of approved research includes but are not limited to case reports, literature reviews, participation in ongoing research projects, qualitative research, and clinical trials. The rotation is variable in length depending on the project, usually from 4 to 8 weeks. **Credits:** 2-15

SURG 800 - Surgery

Course Description: The Surgery Clerkship is a core clerkship experience in which students spend time both in an inpatient and outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. Students will also spend time in a didactic session focused on case presentations. **Credits:** 5

SURG 801 - Cardiothoracic Surgery

Course Description: The Cardiovascular/Thoracic Surgery Clerkship is a surgery subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding in this highly specialized field. These experiences will include a combination of office-based care and hospital/operative exposure. **Credits:** 5

SURG 802 - Neurosurgery

Course Description: The Neurosurgery Clerkship is a surgery subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurosurgery. These experiences will take place in a clinical office and hospital/operative setting. Both spine surgery and intracranial surgery make up the bulk of the clinical experience. **Credits:** 5

SURG 803 - Orthopedic Surgery

Course Description: The Orthopedic Surgery Clerkship is a surgery subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding within the field of orthopedic surgery. A combination of office and surgical settings will be part of the experience. The student will witness ample joint replacements and other surgical interventions. **Credits:** 5

SURG 806 - Plastic & Reconstructive Surgery

Course Description: The Plastic Surgery Clerkship is a surgery subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of functional and cosmetic plastic surgery. These experiences will take place in a clinical office and hospital/operative setting. **Credits:** 5

SURG 810 - Vascular Surgery

Course Description: The Vascular Surgery Clerkship is a surgical subspecialty experience designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of vascular surgery. Significant operative exposure will supplement the outpatient experience. Students will be exposed to carotid surgery, management of aneurysms, as well as lower extremity revascularization procedures. **Credits:** 5

SURG 811 - Ophthalmology

Course Description: The Ophthalmology Clerkship is a surgery subspecialty experience combining an experience in office-based practice and ambulatory surgical exposure. The student will learn practical skills of slit lamp and funduscopic examination. The experience will include time with the many subspecialties within the field including retina, neuro, cornea, cataract, pediatrics, and glaucoma. **Credits:** 5

SURG 812 - Otolaryngology

Course Description: The Otolaryngology Clerkship is a surgery subspecialty experience under the umbrella of a surgical subspecialty rotation. Students will gain exposure to the evaluation and management of diseases of the head and neck. Students will have opportunities to recognize common diagnoses in ENT practice, and inpatient consultations will be part of the clinical experience. **Credits:** 5

SURG 813 - Urology

Course Description: The Urology Clerkship is a surgery subspecialty experience under the umbrella of a surgical subspecialty rotation. Students will gain exposure to all domains of urology and urologic conditions. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 5

SURG 900e - General Surgery(e)

Course Description: The General Surgery 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. During the rotation students spend time both in an inpatient and an outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. **Credits:** 2-15

SURG 900s - General Surgery(s)

Course Description: The General Surgery 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. During the rotation students spend time both in an inpatient and an outpatient setting focusing on the surgical management of disease. Students will round with the surgery team on inpatients and will be assigned to an outpatient surgical attending preceptor where students will assist in the outpatient management of surgical disease. **Credits:** 2-15

SURG 901e - Cardiothoracic Surgery(e)

Course Description: The Cardiothoracic Surgery 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. The rotation is designed to provide students with clinical exposure, observation, and training to further their understanding in this highly specialized field. Cardiac revascularization and valve surgery comprise a large portion of the experience. These experiences will include a combination of office-based care and hospital/operative exposure. **Credits:** 2-15

SURG 901s - Cardiothoracic Surgery(s)

Course Description: The Cardiothoracic Surgery 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. The rotation is designed to provide students with clinical exposure, observation, and training to further their understanding in this highly specialized field. Cardiac revascularization and valve surgery comprise a large portion of the experience. These experiences will include a combination of office-based care and hospital/operative exposure. **Credits:** 2-15

SURG 902e - Neurosurgery(e)

Course Description: The Neurosurgery 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurosurgery. These experiences will take place in a clinical office and hospital/operative setting. Both spine surgery and intracranial surgery make up the bulk of the clinical experience. **Credits:** 2-15

SURG 902s - Neurosurgery(s)

Course Description: The Neurosurgery 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding withing the field of neurosurgery. These experiences will take place in a clinical office and hospital/operative setting. Both spine surgery and intracranial surgery make up the bulk of the clinical experience. **Credits:** 2-15

SURG 903e - Orthopedic Surgery(e)

Course Description: The Orthopedic Surgery 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding withing the field of orthopedic surgery. A combination of office and surgical settings will be part of the experience. The student will witness ample joint replacements and other surgical interventions. **Credits:** 2-15

SURG 903s - Orthopedic Surgery(s)

Course Description: The Orthopedic Surgery 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding withing the field of

orthopedic surgery. A combination of office and surgical settings will be part of the experience. The student will witness ample joint replacements and other surgical interventions. **Credits:** 2-15

SURG 906e - Plastic & Reconstructive Surgery(e)

Course Description: The Plastic Surgery 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of functional and cosmetic plastic surgery. These experiences will take place in a clinical office and hospital/operative setting. **Credits:** 2-15

SURG 906s - Plastic & Reconstructive Surgery(s)

Course Description: The Plastic Surgery 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of functional and cosmetic plastic surgery. These experiences will take place in a clinical office and hospital/operative setting. **Credits:** 2-15

SURG 910e - Vascular Surgery(e)

Course Description: The Vascular Surgery 4th Year Rotation Elective provides a more in-depth exposure to the field. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of vascular surgery. Significant operative exposure will supplement the outpatient experience. Students will be exposed to carotid surgery, management of aneurysms, as well as lower extremity revascularization procedures. **Credits:** 2-15

SURG 910s - Vascular Surgery(s)

Course Description: The Vascular Surgery 4th year sub-internship provides students an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the fields of vascular surgery. Significant operative exposure will supplement the outpatient experience. Students will be exposed to carotid surgery, management of aneurysms, as well as lower extremity revascularization procedures. **Credits:** 2-15

SURG 911e - Ophthalmology (e)

Course Description: The Ophthalmology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field. This rotation combines experiences in an office-based practice with ambulatory surgical exposure. The student will learn practical skills of slit lamp and funduscopic examination. The experience will include time with the many subspecialties within the field including retina, neuro, cornea, cataract, pediatrics, and glaucoma. **Credits:** 2-15

SURG 911s - Ophthalmology (s)

Course Description: The Ophthalmology 4th year sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care, with internship-like responsibilities. This rotation combines experiences in an office-based practice with ambulatory surgical exposure. The student will learn practical skills of slit lamp and funduscopic examination. The experience will include time with the many subspecialties within the field including retina, neuro, cornea, cataract, pediatrics, and glaucoma. **Credits:** 2-15

SURG 912e - Otolaryngology(e)

Course Description: The Otolaryngology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of Otolaryngology. Students will gain exposure to the evaluation and management of diseases of the head and neck. Students will have opportunities to recognize common diagnoses in ENT practice, and inpatient consultations will be part of the clinical experience. **Credits:** 2-15

SURG 912s - Otolaryngology(s)

Course Description: The Otolaryngology 4th sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. Students will gain exposure to the evaluation and management of diseases of the head and neck. Students will have opportunities to recognize common diagnoses in ENT practice, and inpatient consultations will be part of the clinical experience. **Credits:** 2-15

SURG 913e - Urology(e)

Course Description: The Urology 4th Year Rotation Elective provides a more thorough and in-depth exposure to the field of urology. Students will gain exposure to all domains of urology and urologic conditions. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

SURG 913s - Urology(s)

Course Description: The Urology 4th sub-internship provides students with an opportunity to broaden their professional education by providing direct patient care with internship-like responsibilities. Students will gain exposure to all domains of urology and urologic conditions. The student will observe and or participate in diagnostic procedures. The student will also gain exposure to inpatient consultation. **Credits:** 2-15

SURG 914e - Podiatry(e)

Course Description: Students will develop a basic understanding of common podiatric conditions and injuries, diagnose common podiatric conditions and injuries by examination and/or radiographic images and develop skills to refer common podiatric injuries. **Credits:** 2-12

SURG 914s - Podiatry(s)

Course Description: Students will develop a basic understanding of common podiatric conditions and injuries, diagnose common podiatric conditions and injuries by examination and/or radiographic images and develop skills to refer common podiatric injuries. **Credits:** 2-15

SURG 915e - Pediatric Surgery(e)

Course Description: The Pediatric Surgery elective offers medical students a comprehensive understanding of the surgical management of conditions affecting infants, children, and adolescents. This rotation emphasizes the unique anatomical, physiological, and developmental considerations in pediatric surgery, including congenital anomalies, trauma, and surgical interventions for acquired conditions. Students will engage in direct patient care, participate in pre-operative and post-operative evaluations, and observe a variety of surgical procedures in a pediatric surgical setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective surgical care to pediatric patients. **Credits:** 2-12

SURG 915s - Pediatric Surgery(s)

Course Description: The Pediatric Surgery Sub-I offers medical students a comprehensive understanding of the surgical management of conditions affecting infants, children, and adolescents. This rotation emphasizes the unique anatomical, physiological, and developmental considerations in pediatric surgery, including congenital anomalies, trauma, and surgical interventions for acquired conditions. Students will engage in direct patient care, participate in pre-operative and post-operative evaluations, and observe a variety of surgical procedures in a pediatric surgical setting. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective surgical care to pediatric patients. **Credits:** 2-15

SURG 916e - Transplant Medicine(e)

Course Description: The Transplant Medicine elective offers medical students a comprehensive understanding of the principles and practices involved in organ transplantation. This rotation emphasizes the evaluation, management, and long-term care of transplant recipients, as well as the challenges of organ allocation and transplant ethics. Students will engage in direct patient care, participate in multidisciplinary team meetings, and observe various procedures related to transplant medicine. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care for patients undergoing transplantation. **Credits:** 2-12

SURG 916s - Transplant Medicine(s)

Course Description: The Transplant Medicine Sub-I offers medical students a comprehensive understanding of the principles and practices involved in organ transplantation. This rotation emphasizes the evaluation, management, and long-term care of transplant recipients, as well as the challenges of organ allocation and transplant ethics. Students will engage in direct patient care, participate in multidisciplinary team meetings, and observe various procedures related to transplant medicine. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to provide effective care for patients undergoing transplantation. **Credits:** 2-15

SURG 917e - Trauma Surgery(e)

Course Description: The Surgery Subspecialty elective provides medical students with the opportunity to expand their knowledge regarding the treatment of the surgical patient. This rotation emphasizes advanced surgical techniques, patient management before and after surgery, E234and the interdisciplinary approach necessary for effective surgical care. Students will engage in direct patient care, observe surgical procedures, and participate in case discussions to enhance their understanding of surgical subspecialties. Through hands-on experiences and collaboration with surgical teams, students will develop the skills necessary to consider a surgical career. **Credits:** 2-12

SURG 917s - Trauma Surgery(s)

Course Description: The Trauma Surgery elective/Sub-I provides medical students with a comprehensive understanding of the management and surgical treatment of traumatic injuries. This rotation emphasizes the acute care of trauma patients, the principles of trauma resuscitation, and the surgical interventions required for various types of injuries. Students will engage in direct patient care, participate in trauma team activations, and observe surgical procedures. Through hands-on experiences, case discussions, and interdisciplinary collaboration, students will develop the skills necessary to effectively manage trauma patients in a surgical setting. **Credits:** 2-15

SURG 999e - Surgery Subspecialty(e)

Course Description: The Surgery Subspecialty elective provides medical students with the opportunity to expand their knowledge regarding the treatment of the surgical patient. This rotation emphasizes advanced surgical techniques, patient management before and after surgery, and the interdisciplinary approach necessary for effective surgical care. Students will engage in direct patient care, observe surgical procedures, and participate in case discussions to enhance

their understanding of surgical subspecialties. Through hands-on experiences and collaboration with surgical teams, students will develop the skills necessary to consider a surgical career. **Credits:** 2-12

Addendum

Updated 04/22/2024

KHSU-KansasCOM Scholarships

KHSU-KansasCOM scholarships can be awarded based on academic achievement, merit, leadership, financial need, geographical location, community service, and/or any special criteria designated by a gift or grant. All KHSU-KansasCOM scholarships will be applied toward tuition.

KHSU-KansasCOM Stipends

Under certain conditions, funding may be available to benefit students (e.g., housing or equipment stipends). KHSU-KansasCOM will make these funds available to students in accordance with the available funding and associated conditions.

UPDATES 06/14/2024

UPDATE: Addition of an IP, In Progress, grade.

In Progress (IP) Grade

OMS III and OMS IV students actively participating in rotations, clerkships, and sub-internships are eligible for In Progress (IP) grades as per this policy. The Clinical Education Administrative team is responsible for assigning the IP grade when deemed necessary. This grade is utilized when students require additional time to complete course requirements or are awaiting a final grade from their preceptor.

Students assigned an IP grade have a maximum of 60 days to fulfill the course requirements, or work, in conjunction with the Clinical Education Administrative team, to obtain the final grade from their preceptor. The Clinical Education Administrative team will monitor the progress of students with IP grades to ensure timely completion of requirements within the stipulated timeframe. Failure to fulfill the course requirements or obtain the preceptor grade within the specified period will result the IP grade being replaced by a Failing grade.

In exceptional circumstances, extensions to the completion period may be granted upon formal request to the Clinical Education Administrative team. Such requests must be supported by valid reasons and documentation. Upon successful completion of the course requirements or receipt of the preceptor grade within the allotted timeframe, the IP grade will be replaced with the appropriate final grade reported to the Office of the Registrar. Failure to fulfill the course requirements or obtain the preceptor grade within the specified period will result the IP grade being replaced by a Failing grade.

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UPDATE: The class schedule has been updated. Starting in the 2024-2025 academic year, the COM Academic Administration will determine the schedule of courses based on the required courses for each year of a COM cohort.

COM2026 Requirements

OMS I

Term 1 - Total: 20

• ANT 601 - Integrated Anatomical Sciences I Credits: 4

• OMM 601 - Foundations of Osteopathic Manipulative Medicine I Credits: 4

• PPT 601 - Patient Presentation Credits: 4

• PHY 601 - Physicianship I Credits: 4

• POP 601 - Population Health and Evidence Based Medicine I Credits: 4

Term 2 - Total: 20

• ANT 602 - Integrated Anatomical Sciences II Credits: 4

• OMM 602 - Foundations of Osteopathic Manipulative Medicine II Credits: 4

• PPT 602 - Patient Presentation II Credits: 4

• PHY 602 - Physicianship II Credits: 4

• POP 602 - Population Health and Evidence-Based Medicine II Credits: 4

Term 3 - Total: 20

• ANT 603 - Integrated Anatomical Sciences III Credits: 4

• OMM 603 - Foundations of Osteopathic Manipulative Medicine III Credits: 4

• PPT 603 - Patient Presentation III Credits: 4

• PHY 603 - Physicianship III Credits: 4

• POP 704 - Population Health and Evidence-Based Medicine IV Credits: 4

OMS II

Term 4 - Total: 20

• OMM 704 - Foundations of Osteopathic Manipulative Medicine IV Credits: 2

• IBS 704 - Integrated Biomedical Sciences IV Credits: 14

• PHY 704 - Physicianship IV Credits: 2

• HSS 603 - Health Systems Sciences III Credits: 2

Term 5 - Total: 20

• OMM 705 - Foundations of Osteopathic Manipulative Medicine V Credits: 2

- IBS 705 - Integrated Biomedical Sciences V Credits: 14
- PHY 705 - Physicianship V Credits: 2
- HSS 705 - Health Systems Sciences V Credits: 2

Term 6 - Total: 20

- OMM 706 - Foundations of Osteopathic Manipulative Medicine VI Credits: 2
- IBS 706 - Integrated Biomedical Sciences IV Credits: 14
- PHY 706 - Physicianship VI Credits: 2
- HSS 706 - Health Systems Sciences VI Credits: 2

OMS III - IV Terms 7-12: 89 credits

- OMM 807a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807C - Advanced Osteopathic Manipulative Medicine Credits: 1
- MEDE 801 - Colloquy in Medical Education Credits: 0.5
- EMED 800 - Emergency Medicine Credits: 5
- FMED 800 - Family Medicine Credits: 5
- IMED 800 - Internal Medicine Credits: 5
- OBGYN 800 - Obstetrics & Gynecology Credits: 5
- PEDS 800 - Pediatrics Credits: 5
- PSYC 800 - Psychiatry and Behavioral Health Credits: 5
- SURG 800 - Surgery Credits: 5
- Surgery Sub-specialty Core Requirement Credits: 5
- Internal Medicine Subspecialty Core Requirement Credits: 5
- OMM 908a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908c - Advanced Osteopathic Manipulative Medicine Credits: 0.5
- Rotation Electives: 30
- Sub-I Credits: 8

COM 2026: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 209.00 credits.

COM2027 Requirements

OMS I

Term 1 - Total: 20

• OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I Credits: 2

• IBS 601 - Integrated Biomedical Sciences I Credits: 14

• PHY 601.1 - Physicianship I Credits: 2

• HSS 601 - Health Systems Sciences I Credits: 2

Term 2 - Total: 20

• OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II Credits: 2

• IBS 602 - Integrated Biomedical Sciences II Credits: 14

• PHY 602.1 - Physicianship II Credits: 2

• HSS 602 - Health Systems Sciences II Credits: 2

Term 3 - Total: 20

• OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III Credits: 2

• IBS 603 - Integrated Biomedical Sciences III Credits: 14

• PHY 603.1 - Physicianship III Credits: 2

• HSS 603 - Health Systems Sciences III Credits: 2

OMS II

Term 4 -6 Total: 60

• OMM 704 - Foundations of Osteopathic Manipulative Medicine IV Credits: 2

• OMM 705 - Foundations of Osteopathic Manipulative Medicine V Credits: 2

• OMM 706 - Foundations of Osteopathic Manipulative Medicine VI Credits: 2

• HSS 704 - Health Systems Sciences IV Credits: 2

• HSS 705 - Health Systems Sciences V Credits: 2

• HSS 706 - Health Systems Sciences VI Credits: 2

• PHY 704 - Physicianship IV Credits: 2

• PHY 705 - Physicianship V Credits: 2

• PHY 706 - Physicianship VI Credits: 2

- MEDE 700 - Gastrointestinal System Credits: 4
- MEDE 705 - Endocrine System Credits: 4
- MEDE 710 - Reproductive System Credits: 6
- MEDE 715 - Neuroscience Credits: 9
- MEDE 720 - Special Senses Credits: 2.5
- MEDE 725 - Behavioral Medicine Credits: 2.5
- MEDE 730 - Pediatrics Credits: 4
- MEDE 735 - Clinical On-Ramp Credits: 10

OMS III - IV Terms 7-12: 89 credits

- OMM 807a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807C - Advanced Osteopathic Manipulative Medicine Credits: 1
- MEDE 801 - Colloquy in Medical Education Credits: 0.5
- EMED 800 - Emergency Medicine Credits: 5
- FMED 800 - Family Medicine Credits: 5
- IMED 800 - Internal Medicine Credits: 5
- OBGYN 800 - Obstetrics & Gynecology Credits: 5
- PEDS 800 - Pediatrics Credits: 5
- PSYC 800 - Psychiatry and Behavioral Health Credits: 5
- SURG 800 - Surgery Credits: 5
- Surgery Sub-specialty Core Requirement Credits: 5
- Internal Medicine Subspecialty Core Requirement Credits: 5
- OMM 908a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908c - Advanced Osteopathic Manipulative Medicine Credits: 0.5
- Rotation Electives: 30
- Sub-I Credits: 8

COM 2027: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 209.00 credits.

COM2028 Requirements

OMS I & OMS II Terms 1-6: 120 credits

- OMM 601.1 - Foundations of Osteopathic Manipulative Medicine I Credits: 2
- OMM 602.1 - Foundations of Osteopathic Manipulative Medicine II Credits: 2
- OMM 603.1 - Foundations of Osteopathic Manipulative Medicine III Credits: 2
- HSS 601 - Health Systems Sciences I Credits: 2
- HSS 602 - Health Systems Sciences II Credits: 2
- HSS 603 - Health Systems Sciences III Credits: 2
- PHY 601.1 - Physicianship I Credits: 2
- PHY 602.1 - Physicianship II Credits: 2
- PHY 603.1 - Physicianship III Credits: 2
- MEDE 600 - Foundations of Health and Disease Credits: 10
- MEDE 605 - Immunology, Hematology, and Lymphatic Credits: 4
- MEDE 610 - Musculoskeletal and Skin Systems Credits: 8.50
- MEDE 615 - Renal System Credits: 5.5
- MEDE 620 - Respiratory System Credits: 6.50
- MEDE 625 - Cardiovascular System Credits: 7.50
- OMM 704 - Foundations of Osteopathic Manipulative Medicine IV Credits: 2
- OMM 705 - Foundations of Osteopathic Manipulative Medicine V Credits: 2
- OMM 706 - Foundations of Osteopathic Manipulative Medicine VI Credits: 2
- HSS 704 - Health Systems Sciences IV Credits: 2
- HSS 705 - Health Systems Sciences V Credits: 2
- HSS 706 - Health Systems Sciences VI Credits: 2
- PHY 704 - Physicianship IV Credits: 2
- PHY 705 - Physicianship V Credits: 2
- PHY 706 - Physicianship VI Credits: 2
- MEDE 700 - Gastrointestinal System Credits: 4
- MEDE 705 - Endocrine System Credits: 4

- MEDE 710 - Reproductive System Credits: 6
- MEDE 715 - Neuroscience Credits: 9
- MEDE 720 - Special Senses Credits: 2.5
- MEDE 725 - Behavioral Medicine Credits: 2.5
- MEDE 730 - Pediatrics Credits: 4
- MEDE 735 - Clinical On-Ramp Credits: 10

OMS III - IV Terms 7-12: 89 credits

- OMM 807a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 807C - Advanced Osteopathic Manipulative Medicine Credits: 1
- MEDE 801 - Colloquy in Medical Education Credits: 0.5
- EMED 800 - Emergency Medicine Credits: 5
- FMED 800 - Family Medicine Credits: 5
- IMED 800 - Internal Medicine Credits: 5
- OBGYN 800 - Obstetrics & Gynecology Credits: 5
- PEDS 800 - Pediatrics Credits: 5
- PSYC 800 - Psychiatry and Behavioral Health Credits: 5
- SURG 800 - Surgery Credits: 5
- Surgery Sub-specialty Core Requirement Credits: 5
- Internal Medicine Subspecialty Core Requirement Credits: 5
- OMM 908a - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908b - Advanced Osteopathic Manipulative Medicine Credits: 1
- OMM 908c - Advanced Osteopathic Manipulative Medicine Credits: 0.5
- Rotation Electives: 30
- Sub-I Credits: 8

COM 2028: Total minimum credits requirement for the Doctor of Osteopathic Medicine degree is 209.00 credits.

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UPDATE: New elective rotations and sub-internships added.

EMED901e Wound Care & Hyperbaric Medicine(e)

EMED901s Wound Care & Hyperbaric Medicine(s)

FMED901e Sports Medicine(e)

FMED901s Sports Medicine(s)

IMED919e Hospice & Palliative Care(e)

IMED919s Hospice & Palliative Care(s)

IMED920e Dermatology(e)

IMED920s Dermatology(s)

SURG914e Podiatry(e)

SURG914s Podiatry(s)

UPDATES 07/01/2024

Policy Update for Official Transcript
The highlighted sentence has been removed from the policy.

KHSU-KansasCOM has authorized the National Student Clearinghouse to provide transcripts on behalf of the institution. There are multiple delivery options available through NSC. Please review transcript and delivery fee options on the Registrar resource page prior to requesting a transcript.

Official transcripts cost $20 per transcript, due at the time of the request. Please note that delivery fees are the responsibility of the student/requestor. ~~Requests will not be processed unless payment has been received in full and the student or alum has fulfilled all financial obligations.~~ Official transcripts are forwarded directly to the receiving party. If a transcript is verified as received, via certified mail, but the recipient is unable to locate the transcript, the student is responsible for requesting and paying for another transcript to be sent. Unofficial transcripts do not carry the KHSU-KansasCOM seal and are stamped with red ink identifier. Unofficial transcripts are free of charge through the student portal.

UPDATES 09/12/2024

New Grade added for Remediated Courses
A grade of RP will be assigned to all remediated courses.

Grade	Grade Name	Definition	Years Grade Utilized

H	Honors	Special recognition for exceptional work in clinical rotations. Top 10%	OMS III and OMS IV
HP	High Pass	Recognition for commendable work in clinical rotations. Next 25%	OMS III and OMS IV
P	Pass	Pass. >=70%	OMS I - OMS IV
RP	Remediated Pass	Remediated Pass (RP). Performance that meets the course requirements after successful completion of a remediation plan following an initial failing grade.	OMS I - OMS IV
TR	Transfer Credit	Credit awarded in transfer.	Transfer Term

Course Remediation

Students who require remediation of a course will receive their original grade until the remediation is completed. Once completed, the appropriate course director will submit a grade change to update the original grade to the newly earned grade RP (Remediated Pass). The final grade for the remediated course will be recorded as 70%.

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~~Policy Update for KansasCOM Course Remediation Policy~~

~~The policy below is the newly updated policy for the policy called KansasCOM Course Remediation Policy~~

~~KansasCOM Remediation Policy and Process~~

~~Course Remediation~~

~~A student will be required to remediate any course in which they do not receive a passing grade (69.99% or lower course score) as their overall course grade. In an academic year, students may remediate only when given permission by the Student Performance Committee (SPC). Students may remediate no more than two courses in a single year, as a third failure initiates the SPC process to consider the student retaking an academic year. Students accumulating five (5) failures are required to go before the SPC and are subject to academic dismissal from KHSC-KansasCOM. (See the Failure Policy within the Student Handbook and Academic Catalog for more details.)~~

~~Remediation of a course requires the student to pass a remediation exam that is created by the course director and/or phase director of the failed course. The content within the remediation exam is at the sole discretion of the course director but will align with the original exam's content and level of difficulty. The student will be expected to pass that remediation exam, at a 70% or higher, to successfully remediate the failed course.~~

~~Successful remediation of a course failure requires an average, minimum score of 70% or higher, without any curve adjustments to the exam scores, in all components of the remediation. All courses must be successfully remediated prior to the student being promoted to the next academic year. Students who have not successfully remediated a failed course(s) are not eligible to sit for COMLEX-Level I or Level II.~~

~~Remediation Process~~

- ~~Final grades are determined for an exam and course after a review of the exam questions by the Office of Assessment and the course director.~~
- ~~Following a course failure, the student will be notified, in writing, of the failure by the Office of Student Affairs.~~

- The communication to the student will include instructions and requirements. The student should ensure close adherence to all instructions. The letter will also outline when and if the student will appear before the Student Performance Committee (SPC).
- If the student is required to appear before the SPC, and completes that meeting with the committee, the SPC will send a letter to the student notifying them whether they are allowed to remediate and
- provide them the date of the remediation and any other requirements that are part of that notification. • Failure to comply with any requirements will be shared with the Student Performance Committee (SPC) for disposition.
- Prior to the date of remediation, the Office of Assessment will notify the student of the date/time of their remediation and provide any testing related details that are pertinent to the examination.

Students who do not pass the remediation opportunity will be assigned a failing (F) grade for the course and referred to the Student Progress Committee (SPC) for review. To assist the student in their overall academic success, the SPC may include completion of additional coursework or assignments, required meetings with academic support teams, behavioral requirements to address learning deficiencies, and other requirements designed for academic success.

Pre-Clinical Remediation Process (OMSI and OMSII):

- Number of remediation attempts:
    - Students are permitted to make a single remediation attempt for each course failure.
    - Any unsuccessful remediation attempt will constitute an additional course failure that contributes to the total number of accumulated failures.
    - In line with the Kansas COM Student Handbook, students are permitted two course failures in a single academic year. Students can only accumulate five course, rotation, or board exam failures in their four years of medical school.
- Remediation of course failures will be scheduled during two remediation timeframes: Winter and Summer. Remediations are scheduled in accordance with SPC approval. The SPC will send a letter to the student notifying them if they are approved to remediate in either remediation timeframe.
    - The Winter timeframe will occur during Winter break and provides opportunity to remediate a single course failure occurring during the first trimester (T1) of the academic year. Students will have a minimum of two weeks to prepare for the remediation assessment.
    - The Summer timeframe will occur after the end of the academic year in June. This timeframe may be used to remediate one or two course failures occurring during the first (T1), second (T2), and/or third (T3) trimesters. Students remediating two course failures will have a two-week remediation period scheduled specific to each course.
    - Upon successful completion of the course remediation process, the student will receive a grade of Remediated Pass (RP), indicating a pass after remediation.
    - Successful completion of any remediation attempt does not absolve the initial course failure as it relates to academic progression.
    - Students who do not successfully remediate the course failure will be referred to the SPC for consideration of repeating the academic year and/or dismissal.

Clinical Remediation Process (OMSIII and OMSIV):

- All students are given two attempts to pass each COMAT exam. An initial COMAT failure will not count towards the total failures that impact academic progress. However, should a student fail the COMAT exam twice, the exam failure will be considered a failure for the purposes of academic progress and will be noted on the student's transcript. Students who fail a COMAT exam twice will be referred to SPC for review.
- If a preceptor evaluation leads to a failure, the student's progress and grade will receive automatic review by the Assistant Dean for Clinical Education to determine the appropriate remediation action(s).
    - If the Assistant Dean for Clinical Education determines that the failing evaluation was due to factors beyond the student's control or that the student's performance does not warrant a failing

~~grade, the Assistant Dean for Clinical Education may override the preceptor's evaluation and assign a passing grade.~~
    - ~~If the Assistant Dean for Clinical Education determines the failing evaluation was appropriate, the final grade of Fail is assigned, and the student must remediate the clerkship.~~
    - ~~Remediation of the failed clerkship may include additional clinical time with a different preceptor, completion of additional coursework or assignments, and other requirements determined by the Assistant Dean for Clinical Education.~~
- ~~Upon successful completion of the failure remediation, the student will receive a grade of Remediated Pass (RP), indicating a pass after remediation.~~
- ~~Students who do not successfully remediate the clerkship failure will be referred to SPC for follow-up.~~

UPDATES 09/24/2024

Policy Update for KansasCOM Course Remediation Policy; Update to the 9/12/2024 Update
The policy below is the newly updated policy for the policy called KansasCOM Course Remediation Policy

KansasCOM Remediation Policy and Process
Course Remediation
A student will be required to remediate any course in which they do not receive a passing grade (greater than or equal to 70%) as their overall course grade. In an academic year, students may remediate only when given permission by the Student Performance Committee (SPC). Students may remediate no more than two courses in a single year, as a third failure initiates the SPC process to consider the student retaking an academic year. Students accumulating five (5) failures are required to go before the SPC and are subject to academic dismissal from KHSC-KansasCOM. (See the Failure Policy within the Student Handbook and Academic Catalog for more details.)

Remediation of a course requires the student to pass a remediation exam that is approved by the course director and/or phase director of the failed course. The content within the remediation exam is at the sole discretion of the course director but will align with the original exam's content and level of difficulty. The student will be expected to pass that remediation exam, at a 70% or higher, without any curve adjustments to the exam scores, to successfully remediate the failed course.

Successful remediation of a course failure requires an average, minimum score of 70% or higher, without any curve adjustments to the exam scores, in all components of the remediation. All courses must be successfully remediated prior to the student being promoted to the next academic year. Students who have not successfully remediated a failed course(s) are not eligible to sit for COMLEX-Level I or Level II.

Remediation Process

- Final grades are determined for an exam and course after a review of the exam questions by the Office of Assessment and the course director.
- Following a course failure, the student will be notified, in writing, of the failure by the Office of Student Affairs.
- The communication to the student will include instructions and requirements. The student should ensure close adherence to all instructions. The letter will also outline when and if the student will appear before the Student Performance Committee (SPC).
- If the student is required to appear before the SPC, and completes that meeting with the committee, the SPC will send a letter to the student notifying them whether they are allowed to remediate and provide them the date of the remediation and any other requirements that are part of that notification.
- Failure to comply with any requirements will be shared with the Student Performance Committee (SPC) for disposition.

- Prior to the date of remediation, the Office of Assessment will notify the student of the date/time of their remediation and provide any testing related details that are pertinent to the examination.

Students who do not pass the remediation opportunity will be assigned a failing (F) grade for the course and referred to the Student Progress Committee (SPC) for review. To assist the student in their overall academic success, the SPC may include completion of additional coursework or assignments, required meetings with academic support teams, behavioral requirements to address learning deficiencies, and other requirements designed for academic success.

Pre-Clinical Remediation Process (OMSI and OMSII):

- Number of remediation attempts:
    - Students are permitted to make a single remediation attempt for each course failure.
    - Any unsuccessful remediation attempt will constitute an additional course failure that contributes to the total number of accumulated failures.
    - In line with the Kansas COM Student Handbook, students are permitted two course failures in a single academic year. Students can only accumulate five course, rotation, or board exam failures in their four years of medical school.
- Remediation of course failures will be scheduled during two remediation timeframes: Winter and Summer. Remediations are scheduled with SPC approval only. The SPC will send a letter to the student notifying them if they are approved to remediate during a specific remediation timeframe.
    - Course failures occurring during the first trimester (T1/T4) of the academic year will be scheduled in the Winter remediation timeframe only and will occur during or near the Winter break.
    - The Summer timeframe will occur after the end of the academic year in June. This timeframe may be used to remediate one or two course failures occurring second (T2/T5), and/or third (T3/T6) trimesters.
    - Remediation attempts will be scheduled in the sequence that the course(s) occur(s) throughout the academic year.
    - Students will have a minimum of two weeks to prepare for each remediation attempt in both the Winter and Summer timeframe(s).
    - Upon successful completion of the course remediation process, the student will receive a grade of Remediated Pass (RP), indicating a pass after remediation.
    - Successful completion of any remediation attempt does not absolve the initial course failure as it relates to academic progression.
    - Students who do not successfully remediate the course failure will be referred to the SPC for consideration of repeating the academic year and/or dismissal.

Clinical Remediation Process (OMSIII and OMSIV):

- All students are given two attempts to pass each COMAT exam. An initial COMAT failure will not count towards the total failures that impact academic progress. However, should a student fail the COMAT exam twice, the exam failure will be considered a failure for the purposes of academic progress and will be noted on the student's transcript. Students who fail a COMAT exam twice will be referred to SPC for review.
- If a preceptor evaluation leads to a failure, the student's progress and grade will receive automatic review by the Assistant Dean for Clinical Education to determine the appropriate remediation action(s).
    - If the Assistant Dean for Clinical Education determines that the failing evaluation was due to factors beyond the student's control or that the student's performance does not warrant a failing grade, the Assistant Dean for Clinical Education may override the preceptor's evaluation and assign a passing grade.
    - If the Assistant Dean for Clinical Education determines the failing evaluation was appropriate, the final grade of Fail is assigned, and the student must remediate the clerkship.
    - Remediation of the failed clerkship may include additional clinical time with a different preceptor, completion of additional coursework or assignments, and other requirements determined by the Assistant Dean for Clinical Education.

- Upon successful completion of the failure remediation, the student will receive a grade of Remediated Pass (RP), indicating a pass after remediation.
- Students who do not successfully remediate the clerkship failure will be referred to SPC for follow-up.

UPDATES 11/12/2024

Update to Attendance Policy:
Because students are in training to become physicians, course attendance is expected for all students by KHSU KansasCOM. Attendance for anatomy laboratory sessions is optional unless otherwise indicated. Attendance for clinical laboratory sessions is required unless noted by the course director. Any faculty member may require attendance for their lectures and/or laboratory session(s). Students wishing to attend any required course via Zoom must seek approval from the Course Director prior to the course session. See the course calendar/schedule for required elements. This information will be posted to the schedule and may be revised at any time by the faculty member. Any student may be required to attend lectures and/or laboratory session(s), in-person, by the Dean, Associate Deans, Student Promotion Committee (SPC), or a designee of the Dean/Chief Academic Officer.

Update to Academic Calendar - Spring Break Dates

Student Handbook and Academic Catalog. Under the Academic Calendar, it lists Spring Break as March 10-14. The correct dates as listed on our website are March 17-21.

UPDATES 12/18/2024

OMM Lab Adaptations

Osteopathic Manipulative Medicine requires physical touch and the ability to actively participate in observation, palpation, and treatment, including occasional physical exertion to ensure effective and professional care.

All students need to refer to the Minimum Technical Standards policy in the Student Handbook/Academic Catalog to ensure they understand the physical requirements of Osteopathic Medicine.

Students who are requesting exceptions to expected OMM Lab activities and common practices must first discuss the issue with the Course Director. The course director will consider the request and decide whether the request can be adapted within the lab or if the request needs to be referred to Disability Services for formal review.

Students seeking small adaptations related to common religious practice might be required to both meet with the OMM Course Director and fill out an appropriate adaptation form.

Students seeking academic related accommodations must follow the accommodation request process through Disability Services in the Office of Student Affairs.

Any adaptation provided for OMM Lab are for the OMM Lab only and do not apply to other course requirements, settings, or policies.

Addendum to Student Handbook and Academic Catalog 2025-2026

Update: 07/17/2025

Course Name Change

The name of the MEDE735 Clinical On-Ramp course has been updated to MEDE 735 Foundations for COMLEX Success.

Update: 08/04/2025

Updated Grade Tables:

NON-CALCULATED CREDIT: Included in hours earned

GRADE	GRADE NAME	DEFINITION	YEARS GRADES UTILIZED
H	Honors	Special recognition for exceptional performance in clinical clerkship and sub-internships. Top 10%	OMS III and OMS IV; Clerkships & Sub-internships
HP	High Pass	Recognition for commendable performance in clinical clerkship and sub-internships. Next 25%	OMS III and OMS IV; Clerkships & Sub-internships
P	Pass	Pass.	OMS I - OMS IV
RP	Remediated Pass	Performance that meets the course requirements after successful completion of a remediation plan following an initial failing grade.	OMS I - OMS IV

NON-CREDIT VALUES: Excluded from hours earned

GRADE	GRADE NAME	DEFINITION
AD	Administrative Drop	Administrative Drop from course(s). Faculty/Administrator-initiated.
AU	Audit	Participation and/or observation of a course.
AW	Administrative Withdrawal	Withdrawn from course(s) or college. Faculty/Administrator-initiated.
F	Fail	Failure of a course OMS I - OMS IV. Fail (<70%)

I	Incomplete	Incomplete coursework due to extenuating circumstances.
IP	In Progress	A temporary grade for an ongoing COMLEX readiness course, rotation, clerkship, or sub-internship.
W	Withdrawal	Withdrawal from a course(s) or College. Student-initiated.
NA	Not Applicable	An N/A grade is assigned when a student who has established attendance is administratively removed from a course without penalty. The NA grade serves solely to document attendance for internal purposes and does not impact Satisfactory Academic Progress (SAP). It does not appear on the student's official transcript.
NR	Not Reported	A grade was not reported by the listed deadline.

Course Remediation

Students who are required to remediate a course will retain the original grade on record until the remediation process is successfully completed. Upon successful completion, the course director will submit a grade change, and the original grade will be updated to RP (Remediated Pass). The final recorded percentage for a successfully remediated course will be 70%, regardless of the student's actual performance during remediation. Please refer to the Remediation Policy and Process in the Student Handbook and Academic Catalog.

If a student initially received an IP (In Progress) grade and does not successfully complete the required remediation, the IP will be converted to a grade of F (Fail). For additional information, please refer to the In Progress (IP) Grade Policy.

Incomplete Grades

A course director may assign a grade of Incomplete (I) if a student is unable to complete the course/section because of extenuating circumstances beyond the student's control. Extenuating circumstances can include the following:

- Serious illness or injury of the student (hospitalization, surgery, or extended medical leave)
- Death of an immediate family member or close relative
- Documented mental health crisis affecting the student's ability to complete coursework
- Military deployment or obligations occurring during the term
- Significant personal hardship (e.g., fire, flood, or other natural disaster impacting the living situation)
- Unexpected caregiving responsibilities (e.g., caring for an ill child, spouse, or parent)
- Legal obligations (jury duty, court appearances, or immigration proceedings)
- Other unforeseeable or extraordinary circumstances that prevent completion of required coursework, as approved by the institution.

The course director, or their designee, will complete an Incomplete Grade Contract clearly detailing requirements for completion of the course/section.

The student will receive a copy of the contract via the student's KHSU-KansasCOM email address. The student will have three (3) business days to respond to the incomplete grade contract request. If a response is not received, the student will receive the current earned grade with all missing assignments calculated as a zero.

Students receiving an incomplete grade must coordinate with the course director to satisfy all outstanding coursework

for the course/section. Once outstanding requirements for the course are satisfied, the Course Director, or their designee, will process a change of grade form converting the incomplete to a grade.

DEADLINE: The student has a maximum of 180 days (about 6 months) to work with faculty to complete the incomplete. Once 180 days have passed, the incomplete becomes a failure.
Please note: Incomplete Grades may impact a student's Financial Aid. Please contact Financial Aid for questions.

~~**In Progress (IP) Grade Policy**~~ *Refer to 11/20/2025 Updates below*

~~Students actively participating in COMLEX readiness courses, clinical rotations, clerkships, and sub-internships are eligible for In Progress (IP) grades as per this policy. The IP grade may be assigned by the appropriate faculty member when a student requires additional time to complete COMLEX requirements or when a final grade from a preceptor is pending.~~

~~For COMLEX readiness courses, an IP grade may be assigned at the end of each term to reflect ongoing academic engagement. The IP grade will remain until the student receives approval to sit for the COMLEX 1 exam. The IP grade will be converted to a Pass/Fail grade, as appropriate. Students who are unable to successfully complete a repeated COMLEX readiness course are considered not to have met academic progression requirements and may be dismissed from the program.~~

~~For clinical rotations, clerkships, and sub-internships, students assigned an IP grade must complete outstanding requirements or facilitate the submission of the final preceptor grade within 60 days. The Clinical Education Administrative team will oversee the progress of students with IP grades and ensure timely resolution. If requirements are not met or a final grade is not received within the 60-day period, the IP grade will be converted to a failing grade.~~

~~Please refer to the National Licensing Exam (COMLEX) policy for specifics regarding the exam and exam preparation.~~

~~In circumstances where an IP grade remains unresolved beyond the 60-day period, the Clinical Education team will coordinate with external entities (e.g., preceptors, clinical sites, and affiliated programs) to secure the documentation and information necessary to finalize the student's grade.~~

~~Once requirements are met or a preceptor grade is received, the IP grade will be replaced with the appropriate final grade reported to the Office of the Registrar. All IP grades must be resolved and converted to a final letter grade before graduation.~~

Updates: 09/28/2025

Failure Policy

National Licensing Exam Policy (COMLEX)

Remediation Policy and Process

Student Conduct and Student Performance Committee Appeal Process

Failure Policy

KHSU-KansasCOM attempts to provide a pathway and support for each of its students to achieve success with the academic curriculum, achieve success on national board exams and achieve the professional competency expected by the profession and the public. While the school is committed to providing assistance to each of its students to make it possible for them to achieve such success, it will not lower standards below what is expected as a student of KHSU-KansasCOM and the profession for an individual student.

Students who earn failing course grades are subject to action by the University. This policy applies specifically to course failures. Board exam failures are governed by the National Licensing Exam Policy (COMLEX) which is located within the Student Handbook and Academic Catalog. Clerkship rotation failures are governed by policies found within the Clerkship Manual.

Failure of a remediation examination, by itself, does not constitute an additional cumulative failure and does not count in the cumulative total of failures for each student. For more information about remediation, see the Remediation Policy in the Student Handbook & Academic Catalog.

Course failures accrue cumulatively over a student's academic career at KHSU-KansasCOM. If the student has an academic course failure(s) from the previous year, then the course failures accrue in a cumulative manner. For example, if a student has failed one course in OMS I and fails another in OMS II, the failure is considered the student's second cumulative failure. A failure of a course is still considered a failure, even if it is remediated successfully, for the purposes of this policy.

For academic related failures and reviews, the Student Performance Committee (SPC) process is provided within this Student Handbook & Academic Catalog. Please note that course failures affect Satisfactory Academic Progress (SAP) for federal financial aid purposes. Please review the SAP policy in the Financial Aid section of the Student Handbook & Academic Catalog.

OMS I and OMS II Years

Students with one course failure, who also fail the remediation of that course, will not be allowed to progress to OMS II or OMS III until the course is successfully passed. This may require the student to repeat an academic year, given courses are only offered once per academic year.

Students with only one academic failure on their record, who also fail a remediation attempt in Trimester 1 or 2, may be granted permission to attempt remediation one additional time at the end of Trimester 3. Permission for additional remediation attempts can only be granted by the Student Performance Committee (SPC) or the Dean/Chief Academic Officer.

Should the student fail the second remediation attempt, they will be required to repeat the failed course and any additional courses in which they had achieved a final grade of less than 80%. Students will be responsible for costs associated with the retaking of any portion of the curriculum.

Additionally, students may be recommended for academic monitoring, academic warning, or academic probation, as subsequently described in this policy, by the SPC, based on individual academic performance.

First Failure

Students obtaining their first failure are automatically granted the opportunity to remediate said failure. Students should expect to be contacted by KHSU-KansasCOM faculty and/or staff to discuss their academic progress and what support systems can be put in place to assist the student in improving their academic progress. The student may be required to create a Learning Enhancement Plan as part of these conversations.

Additional Course Failures

Students obtaining more than one failure are automatically required to go before the SPC committee for academic review. The Office of Student Affairs will notify the student of the date/time of their meeting with the committee and will advise them on how to prepare for the hearing. Any student who has obtained more than one failure may be required to undergo additional academic monitoring including, but not limited to: academic warning, academic probation, individualized academic plans, required meetings with learning specialists, tutoring services, counseling services, and/or mandatory attendance in-person. This additional academic monitoring is determined by the SPC. Further, more than one failure may require a student to repeat an academic year, or be considered for academic dismissal.

Second Failure

The SPC may recommend the student be allowed to remediate the courses only, be required to repeat the courses the following year and audit other parts of the curriculum or be required to repeat the entire academic year, for credit. These decisions will be made by the SPC based upon the individual circumstances found in the student's academic record (such as the number of courses the student scored less than 80% as their final grade).

Third Failure

The student and the totality of their academic record will be reviewed by the SPC as part of its decision-making process.

Fourth Failure

Failures totaling four courses at any stage of the curriculum during the cumulative OMS-I and OMS-II years will result in dismissal from the COM.

Failure of any single course by a student during a repeated academic year requires appearance before the SPC and a second failure of a previously failed course during a repeated academic year is grounds for automatic dismissal from the University.

**Students who have accrued four (4) course failures as of the effective date of this policy, are not subject to automatic dismissal. However, if a student with four current cumulative course failures as of the effective date of this policy fails another course (course failure #5), the student will be considered for academic dismissal.

OMS-III and OMS-IV Years

A student may be allowed to remediate no more than 1 course/rotation during each of the OMS-III and OMS IV academic years. A failing grade is determined by both the preceptor evaluation and the student's rotational COMAT exam. Failure of any clinical course/rotation will require appearance before SPC for evaluation of the student's professionalism, among other factors. Failure to achieve a passing score on the preceptor evaluation component of any rotation evaluation is not subject to remediation and results in failure of the course with the requirement to appeal before the SPC.

Failure of two courses during any one of the clinical years may be grounds for dismissal from KansasCOM based on SPC evaluation or other academic and/or professional performance. Failure of two courses during either the OMS-III or OMS-IV clinical years, in addition to being considered grounds for dismissal, may result in the student having to repeat portions of, or entire academic years of the curriculum, before being allowed to continue with clinical education. Failure of three courses cumulatively, during the OMS-III and OMS-IV years, constitute grounds for automatic dismissal from the COM.

Failure of remediation of a rotation does not count as an additional failure but will result in the student being required to appear before SPC. Such failure could result in being recommended for dismissal, the student being placed on an alternative academic schedule (which could affect graduation dates and eligibility for COMLEX or GME placement) or as stated above, the requirement to repeat an entire academic year. Other provisions may include, but are not limited to, altered or individual academic schedules or plans, required meetings with academic or behavioral counselors, required outside academic course, required intensive or outside remediation or preparatory course and/or mandatory, in-person, attendance in class.

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National Licensing Exam Policy (COMLEX)

COMLEX examination applications are available online at www.nbome.org. All students of KHSU-KansasCOM must successfully complete and pass all required components of the COMLEX examinations in order to graduate from the KHSU-KansasCOM.

COMLEX Level 1

KHSU-KansasCOM has a very specific 9-month long COMLEX study plan which includes free COMLEX resources, required summer assignments, monthly QBank requirements, required practice exams, and a required practice exam score threshold that must be met in order to sit for COMLEX. Students are required to sign a document at the beginning of their COMLEX study period acknowledging the expectations and requirements.

In order to become eligible to sit for COMLEX Level 1, second year medical students must first take and pass a series of institutionally required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) practice exams and pass all pre-clinical course work. All second-year students will be required to sit for the COMSAE exams in the winter/spring of their second year, on a date determined by the Dean/Chief Academic Officer. The Dean/Chief Academic Officer will also set the minimum score on the practice exams that students must reach in order to be considered as "passing" and become eligible to sit for COMLEX level 1.

For the academic year 2025-2026 the required level of achievement for the COMSAE examinations, for OMS II students, is a score of 450. The COMSAE threshold requirement is subject to change year to year and will be determined and provided to students no later than October 1st, each academic year. Students should not assume that the previous year's threshold score will be the current year's threshold requirement.

Those students who have successfully passed all of their pre-clinical course work and met or exceeded the minimum score on COMSAE will then be eligible to sit for COMLEX Level 1. Students who do not meet the minimum threshold score will be subject to academic review by the Student Performance Committee in consultation with the Office of the Dean/Chief Academic Officer and will be notified of their academic options.

Students who do not meet the minimum threshold may be required to do one or more of the following to support COMLEX Level 1 readiness:

- **COMLEX Readiness Course**: Any student not reaching the set COMSAE threshold may be considered to take a COMLEX preparation course. Similarly, any students who eventually fail COMLEX may be required to take a COMLEX readiness course of no less than 4 weeks and no more than 12 weeks in length. The course may be student and KansasCOM directed and structured, it may involve an outside structured board preparation course completed locally or the student may be required to take a remote immersion board review course. Students must use a KansasCOM approved board study course. The medical school will provide a list of pre-approved programs. The student is expected to pay for the cost of any mandated course. Once the course is completed, KansasCOM will notify the students of the timeframe for an additional COMSAE, or similar exam, to determine readiness.

- **Repeat of Academic Year**: The student could be required to repeat the entire OMS-II year (or a portion of their coursework designated by the Dean/Chief Academic Officer) before sitting for the COMSAE or COMLEX examinations. The student's academic record will be reviewed and details such as how many courses a student has failed will influence whether a student needs to repeat an academic year.
- **Academic Leave of Absence**: The student may be placed on an Academic Leave of Absence for up to six months. The academic focused LOA includes a research project that meets specific standards, along with simultaneous board exam preparation.

Students who do not meet or exceed the threshold score for the COMSAE series do not get to select which alternative path option is made available to them. These determinations will be made by the Dean/Chief Academic Officer in consultation with Student Performance Committee (SPC).

Once a second-year medical student has passed the COMSAE exam minimum threshold score, they are eligible to sit for COMLEX Level 1 between early May and June 30th. Students who wish to take their exam in May must be approved to do so in advance of their COMLEX date. All second-year medical students must take the COMLEX Level 1 exam no later than June 30th and must successfully have sat for the exam prior to proceeding on to the third year of the curriculum. Students who are delayed in sitting for their exam, for any reason, may find that their academic calendar and clerkship schedule is altered, affecting their potential graduation date, eligibility to begin Graduate Medical Education, and may impact flexibility within their entire clinical rotation schedule.

A failure of COMLEX Level 1 one or more times does not count as a cumulative class or clerkship failure for the student. However, any failure on COMLEX Level 1 will require the student to appear before the SPC for academic review. As part of that review, SPC will consider whether academic dismissal is an appropriate outcome based upon the student's academic record and board exam performance.

Failure of COMLEX Level 1 three times results in automatic dismissal from KansasCOM without eligibility for appeal.

COMLEX Level 2 CE

In order to become eligible to sit for COMLEX Level 2 CE, third-year medical students must first take and pass a series of institutionally required COMSAE practice exams. All third-year students will be required to sit for the COMSAE exams in the winter/spring of their third year, on a date determined by the Dean/Chief Academic Officer in consultation with the Office of Clinical Education.

The Office of Clinical Education and Dean/Chief Academic Officer will set the minimum scores, which students must reach in order to be considered as "passing". The required threshold level is based on historical outcomes of students from the COM when taking COMSAE and COMLEX Level 2. Those Level 2 students who meet or exceed the threshold minimum score will then be eligible to sit for COMLEX Level 2 CE. Additionally, students have to pass all year 3 courses/rotations, to be eligible to sit for COMLEX Level 2 CE.

For the academic year 2025-2026 the required level of achievement for the COMSAE examinations, for OMS III students, is a score of 450. This required threshold will be determined and provided to students by October 1st, each academic year, and is subject to change year-to-year. Students should not assume that the previous year's threshold score will be the current year's threshold requirement.

OMS III students who meet or exceed the minimum threshold score will then be eligible to sit for COMLEX Level 2 CE. OMS-III students who do not meet the minimum threshold score will be subject to academic review by the Office of Clinical Education and the Office of the Dean/Chief Academic Officer and will be notified of their academic options.

Students who do not meet the minimum COMSAE threshold may be required to do any one of the following to demonstrate and ensure readiness to sit for COMLEX:

- COMLEX Readiness Course- The student will be required to take a COMLEX readiness course of no less than 4 weeks and no more than 12 weeks in length.
- Non-Clinical Elective Course- Students may be required to take a non-clinical elective course including an immersion board review course that focuses on COMLEX Level 2 CE readiness.
    - The course may be student and KansasCOM directed and structured.
    - The student may be required to take an outside structured board preparation course completed locally.
    - The student may be required to take a remote board preparation course.
    - The student is expected to pay for the cost of any mandated course.
    - Once the course has been completed, KansasCOM will notify the student if an additional COMSAE, or similar exam, will be required to be taken to determine readiness.
- Repeat of Academic Year- The student may be required to repeat the entire OMS-III year (or a portion of their coursework designated by the Office of Clinical Education or Dean/Chief Academic Officer) before sitting for the additional COMSAE exams.
- Academic Leave of Absence- The student may be placed on an Academic Leave of Absence for up to six months. The required academic focused LOA includes a research project that meets specific standards, along with simultaneous board exam preparation.

OMS III students who do not meet or exceed the set COMSAE threshold score do not get to select which alternative path option is made available to them for further preparation. These determinations will be made by the Office of Clinical Education and the Office of the Dean/Chief Academic Officer.

Students who do not meet the required COMSAE threshold and/or fail COMLEX Level 2 CE may experience delays in completing their progress for fourth-year rotations. Such delays may result in alternative pathways for completing fourth-year rotations. These delays could interrupt or alter the student's graduation date, their eligibility for entering the residency match, complicate rotation availability, or result in the cancellation of or change to elective rotations as well as complicate rotation locations and schedules.

Students who fail the COMLEX exam, at any level, will be removed from their rotations after they finish the rotation in which they are currently enrolled and will be required to appear before SPC for academic review.

Third- and fourth-year students become eligible to sit for COMLEX Level 2 CE only after successful completion of all third-year core clerkship rotations, meeting the minimum COMSAE threshold, and approval to sit for the exam is provided by the Office of Clinical Education.

- Students must register for COMLEX Level 2 CE no later than February 15th.
- Students must take COMLEX Level 2 CE no later than August 15th.
- In the case of an initial COMLEX 2 CE failure, students must retake the COMLEX Level 2 CE no later than December 1st of the fourth year in order to qualify to graduate.

Students requesting permission to take either COMLEX Level 1 or Level 2 CE exams outside the required dates must have authorization from the Dean/Chief Academic Officer. Students who do not adhere to the above are referred to an appropriate KHSC-KansasCOM official for a professionalism review and may face disciplinary action.

COMLEX Failures

Students who fail a COMLEX exam for the first time will be referred to the SPC for academic review. Students can expect to be removed from rotations after they complete the rotations in which they are currently enrolled. The Office of Clinical Education will notify them of appropriate next steps.

Students with a first COMLEX failure can expect the SPC review will include a review of all didactic courses and the failure of a national licensing board exam as part of that review. The SPC will consider academic dismissal, placing the student on a non-clinical COMLEX preparation course, board-preparation course, and/or a research focused academic leave of absence.

Students who fail any segment of the COMLEX exam(s) for a second time can expect to be removed from rotations after they complete the rotations in which they are currently enrolled and appear before SPC for academic review. They are subject to a recommendation for academic dismissal by the SPC, based on the entirety of their academic performance/progress to this point. If allowed to continue, they will be required to complete either a school directed course locally or enroll in and complete an independent intensive board preparation course before sitting for the exam a third time. Students must use a KansasCOM approved board study course. A list of approved courses will be provided to students. The cost of that board preparation course is the student's responsibility.

The student may be placed on academic leave of absence during this time for up to six months to prepare for the examination, complete the examination and have the exam scores returned to the COM. The student must complete all segments of the examination and receive a passing grade during the leave of absence time-period. Failure to do so will result in dismissal from the COM.

Students are limited in the number of times they can take COMLEX Level 1 and Level 2 CE. They are limited to a maximum of three attempts per exam. If a student fails either test three times, they are subject to automatic dismissal from KansasCOM without the option of appealing that decision.

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Remediation Policy and Process

Course Remediation

A student must remediate any course in which they do not achieve a passing overall grade of 70% or higher or fail to successfully complete or pass required course elements, regardless of the overall passing threshold. (Course elements include any part of a course which is completed for a grade that count as part of the final grade in the course.) In an academic year, students who failed their first course are automatically granted remediation by the Student Performance Committee (SPC). Students who fail additional courses may remediate only when given permission by the SPC.

A student cannot attempt to remediate more than two (2) courses from any single trimester. Students failing two courses in a single trimester are referred to the SPC and may be required to repeat an academic year. The maximum number of courses allowed to be remediated in a single academic year is three (3). Students who have more than three (3) courses to remediate at the end of an academic year are referred to SPC for academic year and may face academic dismissal or having to repeat an academic year.

Students accumulating four (4) course failures are required to go before the SPC and are subject to academic dismissal from KHSC-KansasCOM. (See the Failure Policy within the Student Handbook and Academic Catalog for more details.)

Remediation of a course requires the student to pass a remediation exam that is approved by the course director and/or phase director of the failed course. The content within the remediation exam is at the sole discretion of the course director but will align with the original exam content and level of difficulty. The student will be expected to pass that remediation exam, at a 70% or higher, to successfully remediate the failed course.

Successful remediation of a course failure requires an average minimum score of 70% or higher in all components of the remediation. All courses must be successfully remediated prior to the student being promoted to the next academic year. Students who have not successfully remediated a failed course(s) are not eligible to sit for COMLEX Level 1 or Level 2.

A successful remediation of a failed course will result in a grade of "RP" (Remediated Pass) and score of 70% utilized for calculation of GPA, class rank, etc.

Remediation Process

- Final grades are determined for an exam and course after a review of the exam questions by the Office of Assessment and the course director.
- Following a course failure, the student will be notified, in writing, of the failure by the Office of Student Affairs.
- The communication to the student will include instructions and requirements. The student should ensure close adherence to all instructions. The letter will also outline when and if the student will appear before the SPC.
- If the student is required to appear before the SPC, and completes that meeting with the committee, the SPC will send a letter to the student notifying them whether they are allowed to remediate and provide them the date of the remediation and any other requirements that are part of that notification.
- Failure to comply with any requirements will be shared with the SPC for disposition.
- Prior to the date of remediation, the Office of Assessment will notify the student of the date/time of their remediation and provide any testing related details that are pertinent to the examination.

Remediation for OMS I and OMS II Students

Students with only one academic failure on their record, who also fail a remediation attempt in Trimester 1 or 2, may be granted permission to attempt remediation one additional time at the end of Trimester 3. Students should understand that being granted an additional remediation attempt is not guaranteed. Permission for additional remediation attempts can only be granted by the Student Performance Committee (SPC) and/or the Dean/Chief Academic Officer.

Should the student fail the second remediation attempt, they will be required to repeat the failed course and any additional courses in which they had achieved a final grade of less than 80%. Students should expect costs associated with retaking of any portion of the curriculum. See the Tuition and Fees Policy within the Student Handbook and Academic Catalog for more information.

Remediation for OMS III and OMS IV Students

Students are allowed to remediate no more than one (1) course/rotation during each of the OMS III and OMS IV academic years.

Failure of a Remediation Exam or Rotation

For OMS I and OMS II students, failure of a remediation examination, by itself, does not constitute an additional cumulative failure, as outlined in the Failure Policy, and does not count in the cumulative total of failures for each student. However, a student's performance on remediation exams is reviewed and considered as part of the SPC's academic review process.

For OMS III and OMS IV students, failure of remediation of a rotation does not count as an additional failure but will result in the student failing the rotation and being required to appear before the SPC. Failure to achieve a passing score on the preceptor evaluation component of any rotation evaluation is not subject to remediation and results in failure of the course with the requirement to appeal before the SPC. See the Failure Policy, outlined in the Student Handbook and Academic Catalog for more information.

Students who do not pass the remediation opportunity will be assigned a failing (F) grade for the course and referred to the SPC for review. To assist the student in their overall academic success, the SPC may include completion of additional coursework or assignments, required meetings with academic support teams, behavioral requirements to address learning deficiencies, and other requirements designed for academic success.

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Student Conduct and Student Performance Committee Appeal Process

All students who are charged and found responsible for a violation of the Professional Code of Conduct have the right to appeal against the decision of the Student Performance Committee (SPC) or hearing officer.

Students seen by the Student Performance Committee for academic related issues also have the right to appeal against the SPC decision.

The appeal process is not an opportunity to have the determination of the original hearing reconsidered merely because of the student's dissatisfaction with the decision, rather, appeals are limited to four specific criteria and must be based on one or more of the following:

- **Disproportionate Sanction**- The sanction imposed is clearly inconsistent with the severity of the violation or inconsistent with institutional/SPC precedent.

- **Evidence of Improper Procedure**- Students can argue, as part of their appeal, that guaranteed parts of the disciplinary or academic review process were not followed. The student must provide concrete evidence that the process was not properly followed. If the alleged violation of the process is not supported by evidence, the appeal will be denied.

- **New Evidence**- New, previously unpresented evidence, is now available within the allowed timeframe for an appeal. Old, previously presented evidence does not meet the definition for inclusion in an appeal. The failure to simply not provide the information, even though it was available, at the time of the original hearing will result in the appeal being denied. The appellee must demonstrate that the information provided within the appeal was not available to them at the time of that original hearing. If determined that the content of the appeal is not new evidence, the appeal will be denied.

- **Conflict of Interest-** Students can appeal if there was a previously unreported professional or personal relationship between the student and a member of the Student Performance Committee, which might be perceived as a conflict of interest. The student has the responsibility to raise any potential conflict of interest within the SPC or student conduct hearing, should there be concerns. SPC members and hearing officers do

have the option of recusing themselves from adjudicating on matters where a perceived conflict of interest might exist. Should the student not report a potential conflict of interest during the SPC or student conduct hearing, that information will be shared with the Dean/Chief Academic Officer as part of the appeals process and the appeal may be denied based upon the student's bringing this to the attention of the Dean within their appeal.

The student must submit an appeal through Guardian using the form titled "Appeal (Student Conduct/SPC)" within five (5) business days of receipt of the original decision. The submission will be routed to the Assistant Dean for Student Affairs and Dean/Chief Academic Officer. Appeals are limited to three type-written pages. AI/ChatGPT should not be used to write a student's appeal.

The Assistant Dean of Student Affairs will review the appeal to ensure that it fits in one of the four aforementioned categories. Should the appeal not meet the criteria set within this policy, the student will be notified, in writing, that their appeal does not meet the stated criteria and is denied. Should the appeal fall within the stated criteria, the appeal will then be approved for final review by the Dean/Chief Academic Officer.

The appeal is considered by the Dean/Chief Academic Officer, who has the autonomy to uphold the appealed decision, reverse the decision altogether, or change the decision by making the sanction(s) either more or less severe. Students can expect a decision on their appeal within a reasonable period from the appeal submission date. Once the Dean/Chief Academic Officer has rendered a decision on an appeal, the decision is final with no additional options for appeal.

Students are also prohibited from doing any of the following after a disciplinary/SPC hearing:

1. Students should not try and contact members of the SPC. Speaking to members of the committee about your case outside the context of the hearing is inappropriate.
2. Students should not ask faculty members to write letters of recommendation for use in your appeal.
3. Students should not ask faculty and staff to sign a petition encouraging KansasCOM to reverse the SPC decision.
4. Students should not miss stated appeal deadlines.

Updates: 11/12/2025

Student Support Team

The language has been updated.

The Student Support Team (SST) is comprised of KHSU-KansasCOM faculty and staff who serve as a panel responsible for proactively identifying at-risk students and developing strategies to assist those who are struggling. As part of its work, the SST will review a student's academic record, along with relevant qualitative and quantitative data concerning the student's co-curricular engagement and any known personal circumstances that may affect academic success.

Following this comprehensive review, the SST will make recommendations to support the student's progress and will coordinate with appropriate offices or individuals to facilitate access to available resources. The SST's purpose is to ensure that all institutional supports (academic, personal, and professional) are effectively aligned to promote student success.

The SST is not a disciplinary body and does not impose sanctions or mandates. Rather, it functions as a core component of the College's student retention and support framework. SST meetings are confidential and conducted in accordance with FERPA and HIPAA privacy requirements.

Updates: 11/20/2025

Registrar Grading Policy - Updated In Progress Grade Policy

In Progress (IP) Grade

The In Progress (IP) grade is a temporary designation used for students who require additional time to complete specific academic requirements. It applies to pre-clinical coursework, COMLEX readiness courses, clinical rotations, clerkships, and sub-internships. The IP grade ensures students have the opportunity to fulfill outstanding components while maintaining academic engagement and progression.

Students enrolled in courses at KHSU-KansasCOM may be assigned an IP grade for the following reasons:

- When a student is permitted to successfully repeat a course component in accordance with the course syllabus.
- When a student requires additional time to complete COMLEX requirements.
- When a final grade from a preceptor is pending.

All IP grades must be resolved and converted to a final letter grade before graduation or separation from KHSU-KansasCOM.

- **Pre-clinical Courses**

  Students permitted to repeat a pre-clinical course component per the course syllabus will be assigned an IP grade until the component is completed. Upon successful completion, the IP grade will be replaced with the appropriate final grade.

  The student will have a maximum of sixty (60) days to successfully repeat the failed event or examination, or the grade will be converted to a Fail (F). If the student is successful in the repeat of the event or exam, the highest grade of 70% will be awarded for that event or examination, regardless of the actual score obtained. If, with the calculation of 70% as the repeated event grade, the student passes the course, the student will receive a Pass (P) in the course.

- **COMLEX Readiness Courses**

  An IP grade may be assigned at the end of each term to reflect ongoing academic engagement. The IP grade will remain until the student receives approval to sit for the COMLEX Level 1 exam. The IP grade will be converted to a Pass/Fail grade, as appropriate. Students who are unable to successfully complete a repeated COMLEX readiness course do not meet the academic progression requirements and may be dismissed from the program.

- **Clinical Rotations, Clerkships, and Sub-Internships**

Students with an IP grade must complete outstanding requirements or facilitate the submission of the final preceptor grade within sixty (60) days. The Clinical Education Administrative team will oversee the progress of students with IP grades and ensure timely resolution. If requirements are not met or a final grade is not received within the 60-day period, the IP grade will then be converted to a failing grade.

In circumstances where an IP grade remains unresolved beyond the 60-day period, the Clinical Education team will coordinate with external entities (e.g., preceptors, clinical sites, and affiliated programs) to secure the documentation and information necessary to finalize the student's grade.

Once requirements are met or a preceptor grade is received, the IP grade will be replaced with the appropriate final grade reported to the Office of the Registrar.

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Student Performance Committee (SPC)

The SPC is a committee made up of KHSU-KansasCOM faculty and staff, charged with being the primary team responsible for the review of the totality of students' academic and behavioral performance.

The SPC reviews the academic records of students who have failed specific required elements for graduation and/or any student who has failed to show substantive academic progress in their course of study, including demonstrated lapses in professionalism.

The SPC is engaged with the following types of academic failures and/or violations of institutional policy:

- Course failures.
- Clinical clerkship rotation failures.
- COMLEX-USA Level 1, Level 2-CE, and Level 2-PE failures.
- Failure to meet COMSAE standards
- Failure to comply with remediation/academic improvement plans.
- Alleged violation(s) of the Professional Code of Conduct found in the Student Handbook and Academic Catalog

As a part of the comprehensive review, the SPC will decide whether the student should be granted remediation after a course or board exam failure. The SPC has the authority to review students' records, decide how best KHSU-KansasCOM can assist the student in getting back on track academically, and can recommend a broad number of options for consideration as part of any final decision. Refer to the Student Handbook & Academic Catalog for possible sanctions and academic remedies that the SPC considers when making its decisions.

Composition of the SPC

The SPC is composed of nine (9) faculty and staff, with seven (7) voting members and three (3) non-voting members, which includes two (2) Ex-officios and administrative support to the Committee. SPC members are KHSU-KansasCOM employees. The Dean appoints SPC members.

The chair and vice-chair of the Committee are present to ensure that the hearing runs properly and according to the policies and procedures of the institution. The chairperson of the Committee does not vote on matters/decisions before the Committee. The Dean appoints the chair and vice chair of the Committee. The chair or vice-chair can be either a voting or non-voting member of the Committee.

A quorum of at least three (3) voting committee members is required for the SPC to finalize any decision.

SPC Meeting Structure

The SPC meetings will occur on an as-needed basis. Students are expected to meet with the SPC in person, except for students with permission from the Office of Student Affairs. Those students shall meet with the SPC via video conference. The SPC may meet virtually, via tele- or video-conference, at the discretion of the chairperson of the SPC, and individual members of the Committee may join the proceedings via video-conference.

Executive Session of SPC Meetings

The Student Performance Committee reserves the right to confer on matters in the Executive Session. Executive Session is only attended by voting and non-voting members of the Committee, as well as the assistant who takes minutes. Students are not allowed to attend executive sessions.

Any voting member of the Committee may move to go into an Executive Session. There must be a second of that motion, and the majority of the voting members present must vote in the affirmative to move the Committee into executive session.

Official Hearing of SPC Meetings

The official hearing portion of the meeting includes all members of the SPC and the student being reviewed. The chairperson of the SPC will direct the proceedings, including allowing the student to make a statement and ask questions of the committee members. At the end of each hearing, the chairperson of the SPC will excuse the student for deliberation. Only members of the Committee may be present during deliberation. Proceedings of the closed portion of the official hearing of the SPC meeting are strictly confidential.

Invitation for Other Faculty Members to be Present

The SPC reserves the right to call faculty/administrative colleagues to be present for hearings when appropriate. For example, if a third-year medical student has an issue during rotations, the Committee may ask the Senior Associate Dean for Clinical Education to participate in the hearing.

Additional SPC Duties

The SPC also has responsibilities for reviewing each student and approving them for graduation. Each April, the SPC meets to approve the list of students certified by the Office of the Registrar as having met all graduation requirements. Once approved, the list is sent to the Faculty Council for review and approval, then passed to the Board of Trustees for final review and approval.

Similarly, the SPC reviews the individual students near the conclusion of the OMS-I, OMS-II, and OMS-III years to ensure they have successfully completed all curricular requirements and are eligible to advance to the next year of the curriculum.

SPC Data and Metrics

Key data points about students who are required to appear before the SPC committee will be preserved and analyzed to provide key metrics. This data is an important tool in helping the administration with the ability to track and identify future at-risk students. KHSU-KansasCOM reserves the right to keep and utilize this data for future analysis.

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Accreditation Standard Complaint policy

Kansas Health Science University (KHSU)-Kansas College of Osteopathic Medicine (KansasCOM) provides a confidential process for an accreditation standard complaint filed by a student, staff, faculty member, members of the public, or institutions affected by program accreditation.

KHSU-KansasCOM policy is to inform students, employees, public members, and institutions of the confidential process for filing an accreditation standard complaint. KHSU-KansasCOM strictly prohibits retaliation against any individual who, in good faith, submits an accreditation standards complaint.

Filing a Complaint with KHSU-KansasCOM's Accrediting Agencies

The Commission on Osteopathic College Accreditation (COCA) recognizes its responsibility to provide complainants the opportunity to utilize its organization as a vehicle to deal with specific grievances as well as being a mechanism for reviewing and finally resolving complaints. Any party can file a complaint about an issue that affects an accreditation standard directly and in confidence with KHSU-KansasCOM's accreditation agency, COCA, at the location below.

KHSU-KansasCOM's full policy can be found on KHSU-KansasCOM's accreditation page at the following link.

The COCA's accreditation complaint policies and complaint form can be found at https://osteopathic.org/accreditation/accreditation-guidelines/.

The COCA contact information for filing complaints is:

American Osteopathic Association
Commission on Osteopathic College Accreditation

142 E. Ontario Street
Chicago, IL 60611-2864

Email: predoc@osteopathic.org

Phone: (312) 202-8124
Fax: (312) 202-8424

Addendums 2026-2027 Catalog

Addendum to Student Handbook and Academic Catalog 2026-2027

Update: 10/27/2026

Page 55: Academic Load

For each academic year:

- Full-time: 15+ units
- Halftime: 7.5 to 14.5 units
- Less than halftime: Less than 7.5 units

Page 62: Additional Standing:

*Please note, there are other temporary administrative statuses that students can be put on prior to one of these standings.