



LIBERTY

U N I V E R S I T Y

COLLEGE *of* OSTEOPATHIC  
MEDICINE

STUDENT  
HANDBOOK

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## Chapter 1. Introduction

### 1.1. Mission<sup>1</sup>

#### 1.1.A. Mission Statement

Liberty University College of Osteopathic Medicine (LUCOM) exists to educate osteopathic physicians in a Christian environment. LUCOM prepares physicians who dedicate themselves to excellence in the practice of osteopathic medicine through service toward their fellow man, lifelong learning, and the advancement of medical knowledge. Instilling the Christian values of integrity and professionalism, LUCOM trains physicians who will provide ethical, compassionate, competent, and patient-centered osteopathic medical care.

#### 1.1.B. Values

Scholarship

Teamwork

Leadership

Service

Professionalism

Integrity

Commitment to a biblical worldview

Diversity

Ethical treatment of people

#### 1.1.C. Goals

1. To recruit and graduate osteopathic medical students who have a servant's heart and are committed to providing care to underserved and underrepresented patients in Virginia, the Southeastern United States, the United States of America, and the globe.
  - a. To recruit a diverse student body that has a desire to serve disadvantaged urban and rural underserved populations.
  - b. To place an emphasis on recruitment of students from Virginia and the Southeastern United States who share our mission, vision and values and are likely to practice in the region and help advance its health and economic status.
2. To honor and preserve the history and philosophy along with the art and science of osteopathic medicine through the teaching of historical principles and practices and the

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<sup>1</sup> 1.1 Program Mission, 1.5b Non-Discrimination for Faith-Based Institutions

incorporation of up-to- date scientific knowledge, research, clinical, and biomedical sciences.

3. To provide an osteopathic medical education that is holistic, evidence-based, community-focused, and patient-centered with excellence as its expected standard.
4. To teach students by design, example, and mentorship the treatment of the patient as an integrated whole; incorporating the mind, body, and spirit.
5. To develop graduates who are qualified to enter any medical discipline upon graduation yet predominantly enter primary care, preventive, and community-based practices in our service area. This will be accomplished through the design of the curriculum, the type and location of the clinical educational opportunities provided, and the leadership of the faculty role models that are provided by the COM.
6. To advance the careers, knowledge, skills, and personal lives of the faculty and staff of the COM through support for scholarly activity, research, faculty development, a positive environment, and respect.
7. To contribute to the advancement of medical knowledge and advance the quality of health care for society through educational, scientific, and clinical research, promotion of effective health policy, and other scholarly activity.
8. To be a valued member of the greater Liberty University, Lynchburg, and Virginia communities through contributions to educational, professional, societal affairs and through works of service.
9. To support and advance osteopathic and other professional medical associations through leadership, support, contributions of service, development of policies, expansion of knowledge, and collaborative efforts.
10. To develop clinical education opportunities in rural and underserved areas of Virginia, local as well as distant regions of the United States and globally, and to provide quality clinical educational opportunities for LUCOM students and residents.
11. To develop clinical opportunities in rural and underserved areas of Virginia that will provide expanded access for patients' healthcare through the efforts of LUCOM faculty, students, and residents.
12. To develop and maintain national and international medical outreach and mission programs to train clinicians to serve in underserved areas of Virginia, the United States, and the developing world.
13. To collaborate with our affiliated hospitals and clinical partners to develop graduate medical education programs for osteopathic and other health professions graduates, provide educational opportunities for health care professionals at the same time the programs provide healthcare and educational services to our region.

## 1.2. Non-Discrimination Statement<sup>2</sup>

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian mission and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. Specifically, the College of Osteopathic Medicine furthers the University's religious mission by using religion-based criteria in hiring. Although the College of Osteopathic Medicine does not use religion-based criteria in student admissions, its students are expected to abide by its Code of Conduct.

The College of Osteopathic Medicine accepts the teaching of the traditional biblical view with regard to sexual conduct outside a biblically ordained marriage between a natural-born man and a natural-born woman, which is incorporated into its Code of Conduct. Consistent with those teachings, the College of Osteopathic Medicine does not discriminate solely on the basis of an individual's professed sexual orientation, but only with regard to accompanying sexual conduct or other actions that undermine essential elements of the University's Christian mission.

The College of Osteopathic Medicine also takes into account personal history and fitness to practice medicine in its admissions and retention decisions. Specifically, the College of Osteopathic Medicine requires compliance with the Technical Standards to be qualified for its programs; however, qualified students have the opportunity to request accommodations and any decisions based on failure to meet its standards can be appealed.

Diversity is integrated as a core value of the College of Osteopathic Medicine. Biblical based diversity, equity, and inclusion efforts are critical to Liberty University, and as such, to the College of Osteopathic Medicine. Specifically, the College of Osteopathic Medicine aims to recruit a diverse student body that has a desire to serve disadvantaged urban and rural underserved populations. The College of Osteopathic Medicine intentionally engages with Historically Black Colleges or Universities (HBCUs) and Spanish-speaking populations, in order to recruit a diverse student population in line with its mission. Furthermore, the College of Osteopathic Medicine's Diversity, Equity, and Inclusion Committee works to provide training, support, and community-building opportunities for LUCOM's faculty, staff, and students and to increase student engagement and retention, faculty/staff research and publication, and leadership awareness and responsiveness. The committee promotes diversity in LUCOM's academic and professional community. LUCOM follows all guidelines, policies, and corresponding procedures set forth by the Office of Equity and Inclusion and Office of Equity and Compliance.

The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434)

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<sup>2</sup> 1.5b Non-Discrimination for Faith-Based Institutions

592-5417 or [luoodas@liberty.edu](mailto:luoodas@liberty.edu); Director of Disability Academic Support (Residential) at (434) 582-2159 or [odas@liberty.edu](mailto:odas@liberty.edu); Title IX at (434) 592-4999 or [OEC@Liberty.edu](mailto:OEC@Liberty.edu).

### **1.3. The American Osteopathic Association (AOA) Code of Ethics<sup>3</sup>**

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

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<sup>3</sup> 1.4 Governance & Program Policies



Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his professional degree in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as

a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

Section 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

Section 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

## **1.4. Overview: Administration and Curriculum**

### **1.4.A. Administration**

#### ***i) Dean***

The Dean of LUCOM is the Chief Academic and Administrative Officer of the College of Osteopathic Medicine and is delegated responsibility for all academic and administrative programs, clinical services, research initiatives and functions of the College. The Dean is the College's primary liaison to accreditation and governmental bodies, and the osteopathic profession. Senior Associate Deans closely assist the Dean in these internal and external roles. The Dean maintains an open door to students who may have concerns related to any aspect of the College and University. If, however, the concern falls within an area assigned to a Senior Associate Dean, the Senior Associate Dean should be aware of the situation prior to the student bringing it to the Dean.

#### ***ii) Senior Associate Dean for Academic Affairs***

The Senior Associate Dean for Academic Affairs in conjunction with staff, is responsible for the OMS-I and OMS-II curriculum of the College of Osteopathic Medicine. The Senior Associate Dean oversees the day-to-day operations of the medical school's pre-clinical (years 1 and 2) program and its curriculum to ensure that the highest quality of education is delivered to our medical students. The Senior Associate Dean oversees the Office of Medical Education and all basic science faculty engaged in year one and two of the curriculum at LUCOM. All matters relating to pre-clinical education should be directed to the Office of Medical Education that functions under the oversight of the Senior Associate Dean for Academic Affairs, remediation and counseling.

#### ***iii) Senior Associate Dean for Clinical Affairs***

The Senior Associate Dean for Clinical Affairs, provides administrative leadership oversight of all aspects of clinical care and clinical education with LUCOM, including providing oversight of clinical faculty and clinical/hospital affiliated sites. The Senior Associate Dean also provides administrative leadership oversight of the Office of Clinical Education of the College of Osteopathic Medicine, including operating policies and processes related to student progression

and performance through the clinical curriculum at LUCOM. The Senior Associate Dean directs clinical education endeavors of the medical school and provides senior leadership for delivery of clinical courses in years 3 and 4 in LUCOM's community-based education model for clinical education and develops and fosters clinical education sites. In addition, The Senior Associate Dean for Clinical Affairs oversees and administers relations with clinical and hospital partners, and the College's Sponsoring Institution for Graduate Medical Education, LUCOM Graduate Medical Education Services.

*iv) Assistant Dean for Academic Affairs and Curriculum*

The Assistant Dean for Medical Education oversees the administrative activities of the Office of Medical Education, including personnel management. Serves as primary lead contact for the administrative functions of the Office of Medical Education. Assists the Senior Associate Dean for Academic Affairs for Medical Education in identification and modification of curriculum needs, testing, data analytics, remediation, and helps implement LUCOM study resources.

*v) Associate Dean for Clinical Affairs and GME*

The Associate Dean for Clinical Affairs and GME in conjunction with the Office of Clinical Education, is responsible for identification of core rotation sites in the OMS-III curriculum as well as OMS-IV rotations in specialty education. Department further identifies core rotation sites consistent with our distributive model and assignment of OMS-III training experiences at these locations.

*vi) Assistant Dean for Admissions and Student Life*

The Assistant Dean for Admissions and Student Life is responsible for the management and development of the following areas: student support services (e.g., student orientation, professional development, student personnel records, housing, liaison for mental health support, student government, clubs, and special events), and admissions.

*vii) LUCOM Director for Institutional Research and Scholarship*

The LUCOM Director for Institutional Research and Scholarship in conjunction with staff, is responsible for the general oversight and administration of the research mission of the College. The Director works closely with faculty and chairs to identify, facilitate, and promote research and scholarship opportunities for students both within the curriculum and as extracurricular experiences. All matters relating to research and scholarship should be directed to this office and reported up to Senior Leadership, Senior Associate Deans for Academic and Clinical Affairs

*viii) Associate Dean of Professional Development, Accreditation, and External Affairs*

The Associate Dean of Professional Development, Accreditation, and External Affairs oversees numerous resources for the professional instruction of preceptors, continuing medical education needs, external faculty resources, and full COCA accreditation requirements. The External Affairs and Faculty Development team is responsible for changes and disbursement of information to clinical core sites maintaining student rotations for COCA accreditation and identification of best practices for the University at remote sites.

### 1.4.B. Curriculum<sup>4</sup>

The four-year curriculum is under the supervision of the Dean and Senior Associate Deans with guidance and input from the faculty and students, Curriculum Committee, and LUCOM associate and assistant deans, chairs, faculty, and students. LUCOM's curriculum adheres to the development of the following seven osteopathic core competencies among its students as outlined by the AOA. LUCOM's Program Learning Outcomes for students reflect the seven AOA core competencies, in addition to the eighth programmatic outcome of spiritual care. Additional information is available in the LUCOM Academic Catalog.

#### *i) The Seven AOA Osteopathic Core Competencies and LUCOM Program Learning Outcomes<sup>5</sup>*

*Osteopathic Principles and Practice/Osteopathic Manipulative Treatment:* The student will understand and apply osteopathic principles to patient care.

*Medical Knowledge:* The student will demonstrate knowledge of established biomedical, epidemiological, social, and behavioral sciences and their application to patient care.

*Patient Care:* The student will have the knowledge, attitudes, and skills to provide compassionate, appropriate, and effective patient care.

*Interpersonal and Communication Skills:* The student will demonstrate interpersonal and communication skills that result in effective interactions with patients, families, and colleagues.

*Professionalism:* The student will demonstrate a commitment to carrying out professional responsibilities in an ethical and sensitive manner.

*Practice-Based Learning and Improvement:* The student will demonstrate the ability to investigate and evaluate patient care practices using scientific evidence and apply these to patient care.

*Systems-Based Practice:* The student will demonstrate an awareness of and responsiveness to the larger context and systems of health care, to provide care of optimal value.

*Spiritual Care:* The student will demonstrate an awareness of and responsiveness to the spiritual needs of patients, families, and colleagues.

#### *ii) Curriculum Phases – Preclinical Education*

The curriculum consists scheduled facilitated learning sessions, which may include traditional didactic lectures, interactive problem-solving sessions, patient case study discussions, hands-on laboratory exercises, panel discussions, demonstrations, and clinically focused encounters with standardized patients. Learning activities are constructed to provide a strong foundation in the basic biomedical and social sciences as well as clinical skills as they apply to the rapidly changing practice of medicine in the 21st century. A thorough grounding in the manual skills of Osteopathic Manipulative Medicine (OMM) and Osteopathic Principles and Practices (OPP), is provided in the

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<sup>4</sup> 6.3 Maximum Length of Completion

<sup>5</sup> 6.4 Osteopathic Core Competencies

first two years. Students begin to develop patient care skills through Patient-Centered Medicine (PCM) courses threaded through the first two years. These PCM courses are designed to align with the biomedical didactic activities. Humanities courses on medical ethics and jurisprudence introduce students to the foundational values and knowledge needed as medical professionals to provide ethical care to future patients.

*iii) Curriculum Phases – Clinical Education*

The final two years of being equipped for graduate medical education (GME) relies on experiential learning in a clinical setting to further develop individual and team learning and to expand clinical acumen. The OMS-III curriculum is conducted at affiliated community-based medical education sites within a specific geographic region that allows coordinated delivery of the academic training experience. Each community-based site provides the patient experiences, didactic and experiential learning opportunities, supervisory infrastructure, and longitudinal evaluation necessary for the accomplishment of the clinical educational goals.

Ambulatory care programs train students in office practice and familiarize students with the collaborative roles and skills of non-physician health care providers. While community hospitals form OMS-III and OMS-IV clinical courses, affiliations with specialty-focused facilities allow students to pursue a range of clinical experiences. OMS-IV students continue their learning with selective and elective clinical courses at multiple hospitals and with healthcare organizations in United States and abroad. The GME selective rotation is designed to immerse students in the US residency system. This allows students to learn to work within the framework of an accredited residency program and further prepares them for GME. Additionally, Osteopathic Principles and Practices are reinforced in years 3 and 4.

*iv) Pre-Clinical Student Timeline*

The timeline is subject to change and may require adjustments from year to year.

	Start of 1 <sup>st</sup> year	Start of 2 <sup>nd</sup> year
July	Orientation; White Coat Ceremony	Optional Summer Research Electives
July/August	Fall Courses Begin	OMS 2 Fall Courses Begin
August	Donor Memorial Ceremony	Donor Memorial Ceremony
October	Fall Break	Clinical Site Showcase; Fall Break
December	Fall Courses End; Christmas Break	Fall Courses End; Christmas Break
January	Spring Courses Begin	Spring Courses Begin; COMSAE
March	Spring Break	Spring Break
May/June	Spring Courses End	Spring Courses End; 2 <sup>nd</sup> COMSAE, Board Preparation
June	Optional Summer Research Electives	Sit for COMLEX L1 by June 30th; Orient to Core Site

Note: In the Fall of the 2<sup>nd</sup> year, the SPIN process for Core Site Placement in year 3 occurs. Specific timelines are communicated to the class each fall.

v) *Clinical Student Timeline*

The third- and fourth-year curriculum requires students to follow a rotation schedule which ensures timely progress towards graduation and the start of a residency program. The below schedule outlines the standard expectations for LUCOM students who are not on an altered rotation schedule.

	Start of 3 <sup>rd</sup> year	Start of 4 <sup>th</sup> year
June	Sit for COMLEX Level 1 by June 30; Orient to Core Site	Sit for COMLEX Level 2-CE by June 30; Apply to Residency on ERAS.
July	Start 1 <sup>st</sup> of ten Core Curriculum Rotations & Receive ERAS Token	Start 1 <sup>st</sup> Rotation and start residency interviews.
September	Complete 3 <sup>rd</sup> of ten Core Curriculum Rotations.	Complete 3 <sup>rd</sup> Rotation and register for NRMP (match)
December	Complete 6 <sup>th</sup> of ten Core Curriculum Rotations & start winter break	Complete 5 <sup>th</sup> rotation and military students enter Military Match. Surgical Specialties students submit match list.
January	Start 7 <sup>th</sup> of ten Core Curriculum Rotations & start to contact sites for 4 <sup>th</sup> yr. audition rotations. OCE to provide direction.	Start 6 <sup>th</sup> rotation & non-military students prepare match list. Urology/Ophthalmology Specialties students enter Specialties Match. <b>Spring semester:</b> Complete remaining elective/selective rotations and take required Pain Course.
February	Start 8 <sup>th</sup> or 9 <sup>th</sup> of ten Core Curriculum Rotations & actively schedule 4 <sup>th</sup> year audition rotations. Register for COMLEX Level 2CE.	All other students submit match list to NRMP.
March	Start 10 <sup>th</sup> of ten Core Curriculum Rotations. Continue to schedule 4 <sup>th</sup> yr. audition rotations.	All Course Requirements Completed & NRMP Match around the middle of month.
April	Complete Core Curriculum & start the 3 <sup>rd</sup> Yr. Clinical Capstone Course. Continue to schedule 4 <sup>th</sup> yr. audition rotations. Begin COMLEX 2-CE preparation.	<b><i>Prepare for LUCOM Graduation &amp; a Successful Future Career!</i></b>
May	Continue to schedule 4 <sup>th</sup> yr. audition rotations. Continue COMLEX preparation and sit for exam.	<b>LUCOM Graduation</b>

Students who find themselves following a schedule which does not directly align with the outline provided here need to work closely with the Office of Clinical Education (OCE). Students on alternate schedules will need to follow a tailored schedule of milestones to ensure eligibility for graduation and to participate in the Match process. Students participating in the military match will need to work with the military to clarify timelines related to the respective branch processes. The timeline is subject to change and may require adjustments from year to year.

\*View the [LUCOM Academic Catalog](#), section 5.14, to view the OMS-IV curricular requirements. LUCOM Administration and the Office of Clinical Education strongly encourages students to complete 50 credit-hours of selective rotations in Fall semester to enhance each student's application for residency.

## Chapter 2. Campus Facilities<sup>6</sup>

### 2.1. Building Hours and Utilization

Regular operating hours for the Center for Medical and Health Sciences (CMHS) are 8:00 a.m. to 5:00 p.m. Monday through Friday. CMHS is accessible only by using LU ID. Guests or visitors must check in at the front desk. Building hours for students may vary. The Office of the Dean will communicate expectations annually or as needed. LUPD will clear the building and anyone found utilizing the building outside of regular hours will be subject to disciplinary action.

The auditoriums will be locked each night at 9 p.m. so they can be cleaned. Auditoriums will not be open or available on weekends or Holidays without special administrative permission. Instructions on requesting academic spaces is below. For the safety and security of the building and the individuals within it, doors are not to be propped open and emergency exits are not to be used except in cases of emergency; doing so may result in dismissal from the COM.

To foster an environment which supports and allows for professional development and appropriate academic experience and rigor, students are not encouraged to bring children into the learning environment. As a commitment to offer an unimpeded learning environment for student doctors, children are not allowed in the labs, classrooms, or privacy rooms. To foster an environment which supports and allows for professional development and appropriate academic experience and rigor, property use during business hours is restricted to LUCOM and School of Health Sciences students, faculty, and staff. Undergraduate students will be permitted on the property after business hours, as long as it is not disruptive to normal operations. Use of the grounds will be monitored by LUPD.

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<sup>6</sup> 4.1 Facilities



### **2.1.A. Inclement Weather**

When inclement weather occurs, LUCOM works collaboratively with the Liberty University Police Department to make decisions based on road and facility conditions. LUCOM also considers weather forecasts and precipitation outlook when making decisions due to the occurrence, or anticipation, of inclement weather. LUCOM provides closure and/or delay notifications separately from that of Liberty University and notifications will be sent to official “@Liberty.edu” e-mail addresses.

Members of the LUCOM community are encouraged to confirm closures and delays with the above options, which may vary from the Inclement Weather notification sent by Liberty University. All LUCOM students, faculty, staff and guests are encouraged to exercise caution when traveling in potentially hazardous conditions.

### **Clinical Rotations**

The inclement weather policy for clinical rotations follows the same protocol as the absentee and holiday policy of the clinical site. If the preceptor a student is assigned to is working in the hospital or clinic, then the student is expected to be on duty. If the student is unable to access the hospital or clinic due to hazardous travel, the student must notify the preceptor, site coordinator and the LUCOM Office of Clinical Education as soon as possible on the day of inclement weather.

### **2.1.B. General Security and Public Safety**

All students, faculty, and staff benefit from the security systems in place for the Center for Medical and Health Sciences (CMHS) and must follow all policies and procedures for security, safety, and emergency and disaster preparedness as outlined in official communication (written or verbal), handbook(s), and/or manual(s).

Students in the clinical years (OMS III and OMS IV) must also follow the policies and procedures for security, safety, and emergency and disaster preparedness as outlined by the distributed sites. Core rotation sites, through the use of site coordinators and/or designated representatives, communicate security, safety, and emergency and disaster preparedness policies and procedures to students during their orientation. All core rotation sites will attest to the Office of Clinical Education that they have provided students with all necessary security, safety, and emergency and disaster preparedness policies and procedures. Students will attest to the Office of Clinical Education that they have been informed of these policies and procedures. In addition, each core site will be expected to provide a LUCOM representative access to these policies and procedures, either electronically or through on-site visits.

## **2.2. Regulations for All Rooms**

Students are to adhere to the following regulations regarding all room types in the Center for Medical and Health Sciences:

- The College of Medicine’s Code of Conduct must be followed.

- Rooms are to be used for academic and university related purposes only. Using the rooms for non-academic purposes or repeated forfeits may result in loss of privileges.
- Windows should never be drawn on nor covered.
- Doors must never be locked.
- Furniture should never be rearranged nor should it be moved from one room into another.
- Writable walls should be cleaned before leaving the room.
- All trash from food must be placed in a trash can outside of the room.
- If a group leaves one of the rooms in an unexpected state of disarray (tables not put up, food stains, trash, etc. as defined by the dean or his administrative team solely at their discretion), they will be billed a \$150 cleaning fee.
- Rooms cannot be reserved or held by placing personal belongings in them. Unattended items will be removed and sent to the Library front desk or the Lost and Found.

### **2.3. Privacy Rooms**

Several small privacy rooms are located in the back of each auditorium. These rooms are equipped with a door and a two-way mirror. These rooms are to be used by those students, faculty, and staff who may need privacy during lectures. Use of the privacy room must not create a distraction for others attending lectures or events in the auditorium. Examples of situations that might necessitate the use of privacy rooms include but are not limited to: illness/injury, lactating mothers, educational accommodations to assist student learning, or other extenuating circumstance whereby use of the privacy room would allow a student doctor to attend lecture, Convocation, or other events which they might otherwise miss. It is not permissible to loiter in this space between lectures, therefore the privacy room must be cleared unless the Dean or the Office of Medical Education has granted an exception. Children may not be present in the privacy room(s). Questions about these spaces should be directed to the Office of the Dean.

### **2.4. Room Reservations**

The purpose of Group Study Rooms, Small Group Classrooms, and Auditoriums located through the Center for Medical and Health Sciences are to provide spaces for students to learn, work, study, and collaborate for academic and professional purposes. Technical and research assistance is available from the IT Helpdesk and librarians. The Group Study Rooms are equipped with writable walls, and the instructions and supplies for these rooms are available at the circulation desk. The Small Group Classrooms and Auditoriums are equipped with a television monitor, and the instructions for the television are available from the IT Helpdesk.

#### **2.4.A. Group Study Room Reservations**

Students have access to 25Live to reserve these rooms for academic purposes: CMHS 3077A, 3077B, 3076A, 3076B, 4042A, 4042B, 4050A, 4050B, 4050C, 4048A, 4048B, 4003A, 4003B. The Office of Admissions and Student Services is available to assist students who wish to request use of other spaces within the building.

The Medical Library Staff secures and monitors all small group study reservations for spaces within the Medical Library, including: 4033, 4032, 4031, 4030, 4029, 4028, 4027, 4026, 4025, 4024, and 4023.

- Curricular/Administrative needs will supersede student reservations. For example, PCM/OMM small group splits will override a student's reservation, as will COMPASS.
- Reserving student groups must consist of two or more people and must not exceed the maximum posted capacity of the room (list all names on the 25Live reservation)
- Group Study Rooms can be reserved for up to 3 hours at a time
  - o Student groups may re-reserve the space at the close of the 3-hour block if no one else has reserved the space.
- Reserved rooms that are not occupied by members of the reserving group within 10 minutes after the beginning of the reservation period will be forfeited and open for use by others – the others at that time must submit a reservation through 25Live to secure the space.
- Rooms not previously reserved will be available for reservation on a first-come, first-served basis and the individual must secure the reservation in 25Live.

If a student encounters any challenges with this process or wishes to submit a suggestion or feedback, the student should contact their Student Government Association representative. The SGA representative will follow-up accordingly with the appropriate Administrative Staff member.

#### **2.4.B. 25Live Room Reservations Instructions**

<https://25live.collegenet.com/liberty> (log in with LU credentials)

1. Click "Create an Event"
2. Follow the instructions listing all group members in the event name;
  - a. For Students: Primary Organization is "LUCOM Student Services & Admin"
  - b. To search for locations, you may type the location if you know it by name: "CMHS ####" or search by typing "CMHS" into the search field and click 'enter' for a drop-down menu.
  - c. Skip Event Resources, Custom Attributes, Event Categories, Publish to Calendar, Set Up Instructions, and Event Confirmation Notes
  - d. Click "Confirmed" as the Event State
  - e. Save
3. Your reservation has been secured, unless you receive notice that there is a scheduling conflict. In that case, you can search for other available spaces during the requested timeframe by using the "Event Locations" drop-down.

## **2.5. Medical Library<sup>7</sup>**

The medical library is an essential focal point of the academic goals and educational programs of the medical school as the librarians work closely with professors to support faculty research, scholarship, and teaching, develop a competent collection, and provide library services and instruction to medical students. As the College matures and the student body and faculty grow, the medical library must support increased faculty and student research and scholarly activity, an expanding and evolving curriculum, along with faculty and student professional development.

## **2.6. The Medical Collection and Access to Information<sup>8</sup>**

The medical library can most effectively execute its collection development plan when the faculty provides coordinated, collaborative, effective, and efficient requests for additional resources.

The library collection must support the required and basic curriculum as well as scholarly opportunities for expansive research into topics of interests on the part of faculty and students.

The College recognizes, promotes, and strives to further develop the professional status of the medical librarians and staff.

The medical library maintains a mutually supportive relationship with the University's Jerry Falwell Library.

## **2.7. Food and Beverage<sup>9</sup>**

Food and drinks without lids are not permitted in auditoriums, laboratories, simulation, standardized patient rooms, or in the Medical Library. Exceptions to the food and beverage policy for the auditoriums can be made with prior approval from the Dean or his designee. Abiding by the food policy is considered appropriate professional behavior. Therefore, failure to adhere to the policy will be documented in the student's file. Students who fail to adhere to the policy on more than one occasion may be required to appear before Student Progress Committee (SPC) regarding a violation of the code of conduct and a breach in professional behavior.

## **Chapter 3. Standard of Conduct for Teacher-Learner Relationship<sup>10</sup>**

Liberty University College of Osteopathic Medicine is committed to maintaining a positive environment for study and training, in which individuals can pursue their educational and

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<sup>7</sup> 4.4 Learning Resources

<sup>8</sup> 4.4 Learning Resources

<sup>9</sup> 5.1 Professionalism

<sup>10</sup> 5.1 Professionalism, 12.6 Public Information

professional activities in an atmosphere that is humane, respectful and safe. As such, student mistreatment disregards these fundamental principles and will not be tolerated.

LUCOM defines mistreatment as behavior that shows disrespect for learners and interferes with their respective learning process. Such behavior may be verbal, emotional, or physical. When assessing behavior that is perceived as mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior. Provision of healthcare is inherently stressful. Osteopathic Medical Student training is a rigorous process where the welfare of the patient is the primary focus and that, in turn, may impact behavior in the training setting. Osteopathic Medical Students also are required to maintain a high level of individual responsibility for their education and actions.

Reflective of this philosophy, all LUCOM faculty, including community faculty, will abide by this Compact between Teacher and Learners of Medicine. This Compact has been modified from the Compact between Resident Physicians and Their Teachers produced by the Association of American Medical Colleges. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the medical and health professions inculcate their ethical values.

### **3.1. Guiding Principles**

*Duty.* Medical and health professions educators have a duty not only to convey the knowledge, competencies, and skills required for delivering their profession's contemporary standard of care or research, but also to instill the values and attitudes required for preserving their profession's social contract across generations.

*Integrity.* The learning environments conducive to conveying professional values must be infused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

*Respect.* Fundamental to the ethic of osteopathic medicine is respect for every individual. Mutual respect between learners, as novice members of a profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher–learner relationship, teachers have a special obligation to ensure that students are always treated respectfully.

### **3.2. Commitments of Faculty**

We pledge our utmost effort to ensure that all components of the educational program for students are of high quality.

As mentors for our students, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.

We respect all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student.

We pledge to respect the duty hour requirements for students as stipulated in the applicable accreditation standards.

In nurturing both the intellectual and the personal development of students, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.

We do not tolerate any abuse or exploitation of students.

We encourage any student who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff. We will treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

### **3.3. Commitments of Students**

We pledge our utmost effort to acquire the knowledge, skills, attitudes, competencies, and behaviors required to fulfill all educational objectives established by the faculty.

We cherish the professional virtues of honesty, compassion, integrity, fidelity, personal responsibility, dependability, and a high moral standard.

We pledge to respect all faculty members, and all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

As osteopathic physicians in training, we embrace the highest standards of our profession along with its code of ethics and pledge to conduct ourselves accordingly in all of our interactions with patients and/or colleagues and staff.

In fulfilling our own obligations as professionals, we pledge to assist our fellow students in meeting their professional obligations as well.

### **3.4. Reporting of Student Mistreatment<sup>11</sup>**

Students are encouraged to report mistreatment via three avenues:

1. Notify rotation/program director or department chair
2. Notify a Dean
3. Report the incidence on a course/clerkship evaluation

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<sup>11</sup> 1.5b Non-Discrimination for Faith-Based Institutions

These mechanisms can be used to report mistreatment by staff members of LUCOM or affiliate institutions as well.

If deemed appropriate, reports will be investigated by the Office of the Dean, LUCOM Human Resources, or by a Department/Division chair.

### **3.5. Physician-Patient Relationship Between Faculty and Students<sup>12</sup>**

To avoid potential bias, LUCOM faculty health professionals should not enter into a physician-patient relationship with any student for whom they currently, or will in the future, have a role in academic assessment, promotion, or committee review of a student's academic or professional performance. If extenuating circumstances require that the faculty member enter into a physician-patient relationship with a student, the faculty must recuse him/herself from the assessment or promotion of that student. Evaluations administered to the entire class as a standardized objective assessment do not represent a conflict of interest.

A health care provider that is delivering or has delivered physical or behavioral health services to a LUCOM student may not directly participate in any aspect of that student's performance evaluation. This primarily applies to core or elective clinical rotations but may apply to pre-clinical educational events in which the provider is not blinded to the student. As LUCOM may not be aware of the relationship due to confidentiality, it is the responsibility of the health care provider to recuse themselves from having the student on their clinical service. The provider should contact LUCOM through the Office of Clinical Education if it is necessary to switch preceptors for the rotation.

## **Chapter 4. Academic Services**

### **4.1. Access to College Administration**

The Dean has a regularly scheduled monthly meeting with the Class Officers and Student Government Association to promote the exchange of information and encourage communication between students and administration. Regularly scheduled "Dean Hours" are held with the classes each semester to provide information and interaction.

### **4.2. Faculty Office Hours**

The COM administration endorses an open-door policy and encourages students to meet with the faculty and administration regularly. While walk-in consultations and conferences are possible when faculty are available, each faculty member has regular office hours. You may contact faculty members or their administrative assistant regarding office hours or to schedule an appointment.

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<sup>12</sup> 9.10 Non-academic Health Professionals

### **4.3. The COMPASS Facilitator**

The goal of a COMPASS facilitator is to provide students with guidance, mentorship, and encouragement, and to direct students to the appropriate counseling, professional, college or university resources, as needed.

### **4.4. Professional and Career Counseling and Resources<sup>13</sup>**

Part of the College's mission is to educate primary care and first point of contact physicians for underserved populations in Virginia and the Southeast United States. The College also strives to expose students to make informed decisions about their own professional lives. Toward this end, LUCOM's Office of Clinical Education can direct students to the appropriate College, University, or community resources for a wide range of materials and information on various professional topics including, but not limited to:

- Community-based medical education
- Clinical elective opportunities
- Graduate medical education, including resident and fellowship training
- Faculty advising and mentoring on specialty choices for a student's career pathway
- Scholarship and research opportunities
- Service opportunities to the underserved including local, regional, domestic, and global missions opportunities as a medical student
- Research opportunities
- Careers in federal, state, and local government
- Mission and outreach opportunities
- Individualized coaching and information on various career topics including, but not limited to, careers in medicine, residency programs, the NRMP match, hospital practices, clinic-based practices, private practices, group practices, solo practice, public health units, military careers, and managed health care organizations.
- Career-related programming is available to all students throughout their time at LUCOM.

### **4.5. Medical Education Learning Specialists<sup>14</sup>**

Medical Education Learning Specialists (MELS) equip students with the tools necessary to succeed in their medical education. MELS meet with students individually in order to best meet the needs of the student. MELS offer guidance with study strategies, test-taking techniques, time management skills, and other educational solutions. The Medical Education Learning Specialists provide early intervention strategies to students in order to best equip them for academic success, help at-risk students create an individualized academic success plan, and initiate academic accountability. They will, at times, refer students to additional resources if their needs are beyond academics.

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<sup>13</sup> 9.6 Career Counseling

<sup>14</sup> 9.5 Academic Counseling



Additionally, MELS meet frequently with students who are returning from a leave of repeating an academic year to ensure successful transition back into the educational experience. They also discuss the remediation process for those who fail a course and are allowed that option.

#### **4.6. Tutorial Program<sup>15</sup>**

The LUCOM Tutorial Program is designed to provide an additional level of academic support to students seeking assistance with course specific-content in order to supplement the formal learning environment. The program is a near-peer student tutoring experience. Tutoring sessions are held in both a lecture and a lab setting. The Academic Support & Success Center at LUCOM oversees the selection and scheduling for the tutors associated with the LUCOM Tutorial Program. Because the tutorial program is both an application and qualification-based program, the tutors are expected to maintain a cumulative average of 85 or higher. After an interview process, those students who are eligible for tutoring and are qualified for the position are offered the opportunity to become part of the program and serve for the next academic year. For more information regarding the LUCOM Tutorial Program, please contact [LUCOMASSC@Liberty.edu](mailto:LUCOMASSC@Liberty.edu).

#### **4.7. Research and Scholarly Activity<sup>16</sup>**

LUCOM encourages and seeks to provide opportunities for its students to participate in research and other scholarly activities and to present and/or publish scholarly work in appropriate forums. Such activities enhance the educational experience for students, equip students for future research and scholarly activities, and can increase student competitiveness for residency placement. LUCOM offers an e-journal for paper and poster board presentations and can be found at: <http://www.cureus.com/channels/lucom>.

##### **4.7.A. Involvement**

*Mentorship:* All student involvement in research or other scholarly activities requires mentorship by a LUCOM faculty member, clinical preceptor, or other qualified individual. Students with questions about research mentorship should consult with the Institutional Director for Research. In accordance with LUCOM's policy, all clinical research proposals must be submitted to the appropriate review bodies for review prior to initiation of the work. Additionally, students should submit scholarly or research work with the appropriate signatures of all faculty mentors engaged in the project. Students should review all work prior to submission with the faculty who will be participating in the scholarly work.

*Timing:* During the pre-clinical years of the program, the best time period for student involvement in research or other scholarly activities is during the summer after successful completion of the OMS-I year. OMS-I students interested in research involvement should first consult with the Institutional Director for Research. In some cases, OMS-II students have opportunities for

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<sup>15</sup> 9.2 Academic Standards

<sup>16</sup> 8.4 Student Participation in Research and Scholarly Activity

research engagement during the academic year, provided the students are performing well academically. During the OMS-III and OMS-IV years of clinical training, students may encounter opportunities for research and other scholarly activities. Such activities are encouraged, provided the students are performing well in all training and duties associated with clinical rotations. Questions about research involvement during the OMS-III and OMS-IV year should be directed to the appropriate clinical dean or Institutional Director for Research.

*Pre-Clinical Research Elective:* A pre-clinical research elective is offered during the summer for rising OMS-II students. This elective provides opportunities for student participation in projects mentored by LUCOM faculty members or other qualified investigators. It is coordinated by the Institutional Director for Research and is graded on a pass/fail basis. Information and sign-up for this elective typically becomes available in February of the spring semester. Students interested in the pre-clinical research elective should consult the Institutional Director for Research for more information.

#### **4.7.B. Scholarly Presentations and Publications<sup>17</sup>**

*Requirements:* Academic professionalism and scientific integrity require that a scholarly work such as an abstract or manuscript meet certain criteria prior to submission to a conference, journal, or other forum. Specifically, a scholarly work must be approved by all of its authors and must properly acknowledge the institutional affiliations of all authors. Importantly, the activities reported in a scholarly work must have been fully compliant with applicable regulatory standards. Therefore, students desiring to prepare an abstract for submission to a conference, to prepare a poster or oral presentation for a conference, or to prepare a manuscript for submission to a journal must follow these guidelines:

- Scholarly activity must be conducted under the mentorship of a LUCOM faculty member or clinical preceptor.
- Prior to submission of an abstract, manuscript, or any other type of scholarly work to a conference, journal, or any other type of publication or forum, the scholarly work and the plan for submission must be approved by all co-authors and the student's mentor(s).
- Properly identify LUCOM as the institutional affiliation for the student and LUCOM faculty members on abstracts, posters, oral presentations, and manuscripts. All contributing authors must be involved in the work of scholarship and the review process prior to any submissions. The mentor is responsible to ensure that mentees and contributing authors have completed any required disclosures, conflict of interest statements, attestations to their individual contributions to the work, appropriate research training including human subjects training, and IRB administrative requirements prior to submission. The mentor and student are expected to circulate the scholarly work to all contributing authors for review prior to submission. If the mentor of a LUCOM student engaged in clinical research or scholarly project is not a LUCOM faculty member, the student should identify an appropriate LUCOM faculty member to assist with the project

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<sup>17</sup> 8.2 Research and Scholarly Activity Budget

and process as appropriate. The Institutional Director of Research can assist in identifying a supporting or collaborating LUCOM faculty member.

- Properly include LUCOM “branding” (logo, seal) on posters for conference presentations. Contact LUCOM Marketing for approved poster templates and for addition of branding.
- Provide the Institutional Director for Research with complete information/citation for accepted abstracts, conference presentations, and publications.

Failure to abide by these guidelines may result in disciplinary action.

*Grant Support:* Students who have had an abstract accepted for presentation at a conference can apply for a LU Student Research Presentation Award (<https://www.liberty.edu/center-for-research-scholarship/research-award-funds/student-research-presentations/>). Award funds can be used to cover expenses associated with conference presentations such as costs of travel, lodging, meals, and conference registration. Students desiring to submit a manuscript to a peer-reviewed journal must work with their LUCOM faculty member to apply for a LU Faculty Scholarship Award (<https://www.liberty.edu/center-for-research-scholarship/research-award-funds/faculty-scholarships/>). Award funds are used to cover journal publication fees. For more information and instructions regarding grant support for research and scholarly activity, please review the *Center for Research and Scholarship Award Funds* page at <https://www.liberty.edu/center-for-research-scholarship/research-award-funds/>

## Chapter 5. Student Services<sup>18</sup>

The Office of Admissions and Student Services exists to support students and enhance their quality of life and to facilitate their academic endeavors while in attendance at Liberty University College of Osteopathic Medicine. The curriculum at LUCOM is rigorous and is designed to prepare students to become osteopathic physicians, placing demands on the student and the student’s family that often mandate outside assistance. The Office of Admissions and Student Services intentionally strives to execute retention activities to help meet the diverse emotional, spiritual, social, physical, financial, and academic needs of students. The Office of Admissions and Student Services maintains an open-door policy to guide and advise students on personal and spiritual matters.

Student Services is responsible to provide oversight for, collaborate with and coordinate student government and student organizations’ activities: social, community service and outreach events, educational presentations, symposiums, etc.

The Office of Admissions and Student Services works with the Office of the Dean to assign student advisors for the individual students to provide mentorship, role modeling, and general guidance during the student’s time at LUCOM.

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<sup>18</sup> 9.8 Mental Health Services, 9.9 Physical Health Services

## 5.1. Flames Pass

The Flames Pass is the official Liberty University ID card. It provides access to the college and its various educational and administrative areas such as the laboratories and library. In addition, it can provide access to pre-paid meal plans, Flames Cash, serve as student I.D. for sporting events and activities campus wide. The Flames Pass is valid as long as a student is actively enrolled and financially in good standing. During orientation, students will apply for their Flames Pass through the ID & Campus Services Office.

## 5.2. Parking Decals<sup>19</sup>

Any motor vehicle (including motorcycles, motorbikes, and mopeds) or bicycle operated or parked on property owned or controlled by Liberty University must display a valid Liberty University parking permit or pass. The type of permit or pass indicates the areas in which a vehicle may be parked. COM students will have an assigned parking lot on campus and any car parked in faculty or clinic parking is subject to a ticket or tow.

Students must register for their parking permits or passes with the Liberty University Police Department during orientation and annually by following the directions on the LUPD webpage. Students must abide by all parking rules and regulations as stated on the Liberty University Police Department webpage.

## 5.3. Liberty University Police Department (LUPD)<sup>20</sup>

The Liberty University Police Department (LUPD) provides 24-hour a day patrol, police, security, and emergency medical services to the campus, parking lots, residence halls, and other properties owned or controlled by the University.

LUPD officers are duly sworn with full law enforcement powers and responsibilities, identical to those of the local police or sheriff's department in any local community.

LUPD reminds students that safety is a community responsibility. A truly safe campus can only be achieved through active participation of all persons who reside, work, study, or visit on campus.

LUPD Contact Information:

- On-campus Emergency Services (Police, Fire, EMS): 434-592-3911
- Non-Emergency and Escort Service: 434-592-7641

## 5.4. BankMobile Card<sup>21</sup>

The BankMobile card is issued to every Liberty University student and is the tool needed to select a refund preference to receive financial refunds. BankMobile is the banking partner that disburses

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<sup>19</sup> 4.2 Security and Public Safety

<sup>20</sup> 4.2 Security and Public Safety

<sup>21</sup> 9.7 Financial Aid and Debt Management Counseling

refunds for the University. For new medical students, the card is sent to the mailing address on file with the University approximately three weeks prior to first day of orientation on campus. Financial check-in must be completed before the student will receive their card.

A student retains the same card during their time as a student at Liberty University. For returning students (those who were once a student at Liberty University) the original BankMobile card will still be active. If the student no longer has possession of the card, please contact ID & Campus Services to have another card ordered. Important: No refunds from a student account can be processed until the card is activated online and the refund method selected.

For more information, contact the LU ID & Campus Services Office.

### **5.5. Lockers**

Students will be assigned a locker annually during the OMS-I and OMS-II years. They are available for usage from the first day of class the first semester until the last day of class at the end of each year. Students are to provide their own lock. The University or College are not responsible for theft or lost items from the lockers. The lock and the material in the locker must be removed within one week after the end of the each year or the lock will be cut and the material in the locker disposed of by the College.

### **5.6. Mental Health and Wellness<sup>22</sup>**

#### **5.6.A. Mental Health Policy**

LUCOM is committed to providing mental health resources to its students across OMS I-IV. The COM offers access to mental health services (1.) at Liberty Mountain Medical Group (LMMG) through LUCOM, (2.) through Liberty University Counseling & Psychological Services (LU CAPS), and (3.) to students at all training locations 24/7 365 days a year through StudentLinc. Each of these entities abide by strict confidentiality practices and protection of students' rights at all times. For contact information for these resources, please see below and the LUCOM Student Services webpage at <https://www.liberty.edu/lucom/student-services/health-services/>. Furthermore, the Wellness, Infectious Disease, Preparedness and Safety, Section 504 of the Rehabilitation Act of 1973, and Facility Needs Committee's charge includes developing and supporting policies, procedures, events, and recommendations that advance and promote LUCOM students' mental health.

#### **5.6.B. Mental Health Procedures**

There are multiple ways to initiate mental health resources and support. LUCOM encourages students to reach out directly to LUCOM's designated mental health Licensed Professional Counselor (LPC). Additionally, students can contact LUCOM's Academic Support and Success Center for academic and mental health resources. Furthermore, students can be referred by peers, faculty, or staff to LUCOM's mental health LPC for mental health resources and support.

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<sup>22</sup> 5.3 Safety, Health, and Wellness, 9.8 Mental Health Services

For a confidential referral to local counseling services at Liberty Mountain Medical Group (LMMG), students are to schedule an appointment with the designated mental health Licensed Professional Counselor (LPC) to complete an intake form. Upon completion of the form, referrals for a designated LMMG clinician will be faxed to LMMG by the LUCOM LPC. The LMMG clinician will not be involved in any LUCOM academic components. After the referral is received by LMMG, they will call the student to schedule their virtual appointment. LMMG will attempt to contact the student three times to try and schedule a virtual appointment. Failed attempts to contact the student will be documented with dates/times and closed. The default lies to the student to return the call from this point. Additional details for the patient visit will be provided by LMMG. **This service is provided at no cost to LUCOM students.** LMMG is not permitted to communicate patient sensitive medical information with anyone including any member of LUCOM unless given written permission from the patient, consistent with HIPPA requirements.

Additionally, students can find care through drop-in consultations, group meetings, or individual sessions through Liberty University Counseling & Psychological Services (LU CAPS). To make an appointment to see a counselor: LU CAPS offers same day access. To access services for the first time in the semester, a student should visit Counseling & Psychological Services during walk-in hours, which are between 9am-3pm on Mondays, Wednesdays, and Thursdays. On Wednesday and Fridays, walk-in hours are between 12pm-3pm. The student must come in during walk-in hours for their first appointment, and all subsequent appointments will be scheduled directly with the student's counselor. **Counseling & psychological services are free for the student.** In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and Health Insurance Portability and Accountability Act (HIPPA), the counseling and educational record of each student is considered confidential.

Finally, all LUCOM students have access to StudentLinc, a unique telehealth access to mental health services regardless of location 24 hours a day, 365 days a year. Contact StudentLinc for confidential counseling, resources, and referrals. StudentLinc can be contacted at 1-888-893-5462. Visit their website at [www.mystudentlinc.com](http://www.mystudentlinc.com) (code: lucom). **StudentLinc resources and services are free for LUCOM students.**

### **5.6.C. Educational Resources for Mental Health**

LUCOM will provide annual education on available mental health resources to all students and employees.

### **5.6.D. Clinical Resources for Mental Health**

In order to provide access and equity of mental health services for all students throughout the continuum of preclinical and clinical education, LUCOM students have access to StudentLinc at 1-888-893-5462. This unique telehealth access has been provided to enable access to mental health services regardless of location and enables 24-hour access.

If there are significant concerns due to fatigue or life balance (e.g. resulting from health issues, life events or others), a Leave of Absence (LOA) is available for students to take a break from academic requirements and return when issues have been addressed as outlined in the Leave of Absence Policy. LOAs can be requested through The Office of the Registrar.

## **LIBERTY UNIVERSITY RESOURCES**

**LU Counseling and Psychological Services (CAPS);** Professional counselors are available to provide individual counseling, group counseling, and referrals as needed.

Green Hall, 1830  
434-582-2651  
caps@liberty.edu // lustudentcounseling.com  
Monday – Friday 8:00am-4:30pm (Closed Wednesdays 10am-12pm)  
\*For an emergency, contact LUPD at 434-592-3911.

### **LU Office of Community Life**

Green Hall, Room 1880  
Office: 434-582-2320  
Monday – Friday  
8:00am-5pm

### **LU Shepherd Office**

Dorm M17, Ground Level  
Office: 434-592-5411  
On Call/After Hours: 434-582-4444  
lushepherd@liberty.edu  
Monday – Friday  
8:00am-5pm

### **Liberty University Police Department**

Green Hall, T725  
Emergency: 434-592-3911 (Services available 24/7)  
Non-Emergency: 434-592-7641  
LUPD@liberty.edu  
Monday – Friday  
7:30am-4:30pm

## **LOCAL RESOURCES**

For students in Lynchburg, the following provides local mental health services that students may access confidential services during business hours:

**Centra Piedmont Psychiatric Center;** In order to expedite the scheduling process, students will need to identify themselves as a LUCOM student when making and requesting appointments. Every attempt is made to ensure that LUCOM students will be called back within 48 hours and an appointment scheduled within 2 weeks.

3300 Rivermont Avenue  
Lynchburg, VA, 24503  
434-200-5999  
Monday – Friday 8:00am-5:00pm  
\*After hours, for an emergency, call 911 or go to the nearest emergency department (Lynchburg General Hospital)



## **LUCOM ROTATION RESOURCES**

For students completing core rotations, site coordinators will provide students with accessible mental health services in proximity to the site. Please refer to “[Accessible Mental Health Resources](#)” for additional information outlining accessible mental health services.

### **5.7. Fatigue Mitigation<sup>23</sup>**

The following policy relates to fatigue mitigation.

#### **5.7.A. Fatigue Mitigation Policy**

The accreditation standards for graduate medical education (GME) programs include restrictions on the duty hours of residents. Additionally, institutions are expected to promote a clinical learning environment in which duty hours are monitored and strategies exist to mitigate the effects of fatigue.

As LUCOM prepares student doctors to enter into GME, the COM is committed to promoting medical education, safety and well-being in a supportive educational environment and ensuring students appear appropriately rested and appear mentally and physically fit for educational and clinical responsibilities. This policy is established to proactively provide education and resources that assist in the prevention and mitigation of stress and fatigue, as well as promote strategies for lifelong approaches to health and wellness as a component of professional responsibility. The policy addresses fatigue at a level causing cognitive and/or motor impairment that is defined as weariness or exhaustion from exertion and stress, possibly manifesting in physical and/or mental symptoms causing impairment in functioning.

This policy provides guidance on methods and available resources that aim to:

- Ensure that students receive education on fatigue, sleep deprivation, burnout, and other issues related to physical and psychological well-being.
- Ensure that students receive education on fatigue management and mitigation strategies, other mechanisms to promote well-being, and available mental health resources for stress management and strategies or overall life balance.
- Promote medical student understanding of duty hours on clerkship rotations, duty hour restrictions, the rationale behind them, and the importance of adherence. (Please refer to section 12.2.H.)

#### **5.7.B. Fatigue Mitigation Procedure**

Any concerns regarding fatigue, health and wellness including perceived symptoms (stress, anxiety, depression, exhaustion etc.) of self or others, may be reported to LUCOM administration. Appropriate steps will be taken to investigate the concern confidentially and identify appropriate strategies to address the concern. Additionally, students will receive training on fatigue mitigation

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<sup>23</sup> 5.3 Safety, Health, and Wellness, 9.8 Mental Health Services



and corresponding strategies in addition to educational and clinical resources that address fatigue mitigation and health and wellness, as referenced in subsequent sections.

### **5.7.C. Educational Resources to Address Fatigue Mitigation**

LUCOM will provide annual education available for all faculty members, students, and staff on recognizing the signs of fatigue and sleep deprivation, and information on alertness management as well as self-care and life balance.

The annual education will consist of providing education on fatigue, sleep deprivation, burnout, and other issues related to physical and psychological well-being through the use of synchronous educational activities provided by qualified health professionals and/or asynchronous educational resources that include, but are not limited to, the use of [the LIFE Curriculum](#).

### **5.7.D. Clinical Resources to Address Fatigue Mitigation**

The preclinical academic schedule and attendance policies allow for flexible time for study, life balance and rest if needed. This also allows flexible time for faculty and staff to balance various responsibilities with the goal of reducing stress and fatigue; and LUCOM provides a limited number of confidential counseling services each year for students. Services are provided by outside mental health providers and are completely anonymous to LUCOM. Students can contact LUCOM's designated mental health Licensed Professional Counselor (LPC) for a referral to local counseling services.

## **5.8. Physical Health Services<sup>24</sup>**

### **5.8.A. Physical Health Policy**

Students may seek diagnostic, preventive, and therapeutic health services at the provider of their choice. The following information is provided as a resource to assist students in seeking health care services that are available as students enrolled at Liberty University College of Osteopathic Medicine. For contact information for these resources, please see below and the LUCOM Student Services webpage at <https://www.liberty.edu/lucom/student-services/health-services/>. Furthermore, the Wellness, Infectious Disease, Preparedness and Safety, Section 504 of the Rehabilitation Act of 1973, and Facility Needs Committee's charge includes developing and supporting policies, procedures, events, and recommendations that advance and promote LUCOM students' physical health.

### **5.8.B. Physical Health Procedures**

Students may schedule an appointment at the Liberty University Student Health Center (LUSHC). During the academic year, appointments can only be scheduled in person for the current day. During the summer, students may schedule an appointment via phone. Students can visit the Student Health Center an unlimited amount of times. Seeing the same provider when there are multiple visits for ongoing medical issues ensures continuity of care. General office visits are

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<sup>24</sup> 5.3 Safety, Health, and Wellness, 9.9 Physical Health Services

appropriate for most conditions, but LUSHC providers will make appropriate referrals to outside specialists.

As it is the policy of LUCOM that students may seek diagnostic, preventive, and therapeutic health services at the provider of their choice, students may access walk-in care at local clinics or hospitals. For students in the clinical years, site coordinators will provide students with accessible physical health services in proximity to the site. Please also refer to "[Physical Health Resources](#)" for additional information outlining accessible physical health services.

### **5.8.C. Physical Health Educational Resources**

LUCOM will provide annual education on available physical health resources to all students and employees. Physical Health Clinical Resources

All students have access to the [Liberty University Student Health Center](#) on Liberty University's campus.

LU Student Health Center wellness and health services are designed to promote the current and future well-being of our student-patients through the provision of nationally recognized healthcare. The LUSHC offers services that are cost-effective and responsive to student needs so as to reduce the impact of illness and other health concerns which may interfere with student success.

On campus healthcare services are provided by CVFP Medical Group as a convenience for students and staff. Payment for services rendered is the patient's responsibility. If preferred, the student may contact any other health provider of their choice.

Services Offered Include: Women's Health, Upper Respiratory, Allergy & Immunization, X-Ray, Counseling, and Labs. Please contact or visit the Liberty University Student Health Center for a detailed description of provided services.

#### **Liberty University Student Health Center**

Commons 3

1606 Regents Parkway

Phone: 434-338-7774

Monday – Friday, 8:00 am – 5:00 pm

#### **LOCAL RESOURCES**

##### **Centra Lynchburg General Hospital**

1901 Tate Springs Road

Lynchburg, VA 24501

Phone 434-200-3000

Monday- Sunday: Open 24 hours

If students need non-emergency medical care after hours, there are a number of CVFP immediate care facilities that can be utilized.

**Walk-In-Care Immediate Care Wards Road**

14005 S. Wards Road, Ste. A

Lynchburg, Virginia 24501

434-239-0132

Monday-Sunday

8:00am-6:00pm

**Walk-In-Care Candler's Mtn.**

2832 Candler's Mountain Road

Lynchburg, VA 24502

434-473-7000

Monday-Friday: 7:00 am-9:00 pm

Saturday-Sunday: 8:00 am-9:00 pm

**LUCOM ROTATION RESOURCES**

For students completing core rotations, site coordinators will provide students with accessible physical health services in proximity to the site. Please refer to "[Physical Health Resources](#)" for additional information outlining accessible physical health services.

For students completing away rotations, site coordinators will provide students with accessible physical health services in proximity to the site.

## **5.9. Incident/Exposure Policy<sup>25</sup>**

### **5.9.A. Universal Precautions**

Universal precautions is a concept which is common to all clinical settings. It assumes that any body fluids that you may be exposed to are infectious with entities such as HIV, Hepatitis, or other pathogens. It assumes that possible exposures could transmit the host's infection to the health care worker or student. By assuming that all patients have dangerous infections and all body fluids may be able to transmit dangerous infections, we take universal precautions to prevent such transmissions.

Universal precautions shall be practiced in the care of all patients. Gloves should be worn:

- When touching blood, other body fluids, mucous membranes, or non-intact skin of all patients
- When handling items or surfaces soiled with blood or body fluids to which universal precautions apply
- For performing phlebotomy.
- In situations where the health care worker judges that hand contamination with blood or body fluids or mucous membranes may occur.

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<sup>25</sup> 4.2 Security and Public Safety, 5.3 Safety, Health, and Wellness

- For performing finger and/or heel sticks on infants and children.

Masks and protective eyewear or face shields should be worn by health care workers to prevent exposure of mucous membranes of the mouth, nose, and eyes during procedures that are likely to generate droplets of blood or body fluids requiring universal precautions. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or body fluids requiring universal precautions.

All health care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped by hand, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. All reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

### **5.9.B. Exposure to Hazardous Body Fluids and Accidental Needle Stick<sup>26</sup>**

Occupational exposure to blood borne pathogens may occur during preclinical labs as well as patient care activities. It is critical that LUCOM students understand the actions they need to take to protect themselves if such an exposure happens. To assist students in this process, LUCOM has developed the Incident/Exposure Report Form located on the LUCOM website under Academic Documents. Any student who sustains a needle stick or other potential exposure to blood or body fluids should immediately wash the affected area with soap and water. If the exposure involves the eyes or mucous membranes, they should be immediately flushed with copious amounts of water. Following irrigation of the affected area, the exposure should be immediately reported to the appropriate clinical/faculty supervisor. As supervisory faculty will vary based on the setting, students should refer to the Incident/Exposure Report Form which will provide additional guidance. Finally, all students involved in an occupational exposure must seek medical attention to ensure that appropriate medical care relating to the exposure is provided. This medical follow up is time sensitive and must occur within 2 hours if the exposure involves blood or other body fluids. The LUCOM Incident/Exposure Report Form provides students step-by-step guidance through these processes, including the acceptable medical care follow up for an incident or exposure. Please note that students must complete the Incident/Exposure Report Form and return it to the Office of Clinical Education within one business day of the exposure or incident.

As discussed above and on the LUCOM Incident/Exposure Report Form, timely medical follow up is essential. When reviewing the acceptable medical follow up options on the Incident/Exposure Report Form, it is important for all students to recognize that they are not employees of any hospital, clinic or practice where they are rotating and thus they are not covered

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<sup>26</sup> 9.11 Health Insurance

under workman's compensation or the policies of the institution if they suffer an accident or injury. All LUCOM students are required to carry medical insurance to cover the expense of such an unlikely event and provide coverage for the laboratory testing and prophylactic medications that may be required. Students are responsible for all costs whether covered by their personal insurance or not. This includes copayments.

Medical care evaluation after an incident or exposure must occur in a professional setting as described in the Incident/Exposure Report Form and involves the establishment of a formal doctor-patient relationship and generation of a medical record that can be utilized by the student and their physician in any subsequent or follow up care that is required. This is protected health information and should not be submitted or reported to LUCOM.

Students are reminded that they are individually responsible for any charges that may occur as a result of evaluation and treatment. Some institutions will provide initial screening and treatment for students that are exposed on their campuses. In addition, institutional policy at hospitals and medical clinics may provide for testing of source patient blood to include rapid HIV and Hepatitis C testing. However, regardless of whether an institution provides this source testing, students are still required to obtain medical care consultation within the time frame described in the Incident/Exposure Report Form. Students are reminded that HIV drug prophylaxis, when indicated, is time sensitive in a high-risk exposure.

### **5.9.C. Other Health Care Related Exposures or Injuries**

In the course of clinical education, students are sometimes exposed to infectious diseases that require evaluation and/or treatment. An example of this is Pertussis, but there are others. If the exposure happens to an employee of the institution, Employee Health handles these situations. As students are not employees but visiting students, the local employee health office will not be able to assist in most cases. If a student becomes aware that they have been exposed to an infectious disease requiring further evaluation or treatment, they are required to fill out the Incident/Exposure Report Form. In so doing, they are required to immediately inform their clinical/faculty supervisor. They must contact the Office of Clinical Education and submit the Incident/Exposure Report Form within one business day. Students are required to seek timely medical care. If it is an emergency, they must be seen at the emergency department. If it is not an emergency, the student may be seen at the LU Student Health Clinic, by their personal physician, an urgent care center, or a walk-in clinic within 24 hours of becoming aware of the potential exposure. Occupational Health or Employee Health at a local clinical site can also be a potential resource. In the course of clinical education, students occasionally are injured. This may be the result of an accident or of workplace violence. If a student is injured, they are required to fill out the Incident/Exposure Report Form. In so doing, they are required to immediately inform their clinical/faculty supervisor. They must contact the Office of Clinical Education and submit the Incident/Exposure Report Form within one business day. They are also required to seek timely medical care. If it is an emergency, they must be seen at the emergency department. If it is not an emergency, the student may be seen by their personal physician, an urgent care center, or a walk in clinic within 24 hours. If the injury is the result of workplace violence, the student is strongly

encouraged to be seen in the emergency department. The student is also to follow the direction of officials from the hosting institution.

Students are reminded that they are individually responsible for any charges that may occur as a result of evaluation and treatment.

#### **5.9.D. General Safety, Health, and Wellness**

Students must follow the policies and procedures for exposure to infectious and environmental hazards and procedures for care and treatment after such exposures as outlined by the COM. Students receive education on these matters and general safety practices within the clinical environment through modules on topics such as, but not limited to, OSHA and Bloodborne Pathogens.

In addition, students in the clinical years (OMS III and OMS IV) must also follow the policies and procedures for safety, health, and wellness as outlined by the distributed sites. OMS III students will receive safety and well-being policies and procedures as a part of their site orientation, which students will attest to receiving. OMS IV students will be responsible for acquiring the safety and well-being policies and procedures of their respective rotation sites and will be required to submit an attestation of understanding of this responsibility in their fourth year.

LUCOM is committed to supporting students' well-being, including while rotating at COM-affiliated teaching education sites. In the event of a known, natural disaster or emergency, LUCOM will identify what students are at the impacted location and contact both the student and the site to check on their wellness and offer support to help meet the immediate needs of the student(s).

## **Chapter 6. Student Organizations**

In order to serve as an officer, students must be in good standing academically and not on a probationary status. A student elected and serving in a leadership role agrees to step down from that leadership role if they fall out of good academic standing or are placed on probation. A student removed from office can run again at any time in the future once they return to good academic standing, unless an organization's bylaws indicate otherwise.

### **6.1. Student Government Association**

The Student Government Association is the official voice for all osteopathic medical students on the campus of LUCOM. The meetings are open to all students in the College, and the Student Government Association welcomes proposals and participation from the entire student body. Responsibilities of the Student Government Association include collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting osteopathic medicine, supporting club and class activities, and working to improve the quality of life for all students at LUCOM.

The Student Government President, Vice-President, Secretary, Treasurer, Community Outreach/TOUCH Coordinator, Wellness Coordinator, and parliamentarian are elected in the

spring semester from the rising OMS-II class. The Class Government President of the OMS-I, OMS-II, OMS-III, and OMS-IV classes are also a part of the Student Government Association.

The Student Government Association President and Vice-President are LUCOM representatives on the Council of Student Government Presidents (COSGP) of the American Association of Colleges of Osteopathic Medicine (AACOM).

## **6.2. Class Government Associations (CGA)**

LUCOM Class Government Association (CGA) exists to serve each specific class of Liberty University College of Osteopathic Medicine's (LUCOM's) student body with a focus on being a resource for both academic and non-academic issues. Representatives across pre-clinical and clinical education years will be appointed by the Dean or designee from among the elected Class Government Association officials to serve on the LUCOM Executive Curriculum Committee, which oversees the development and implementation of LUCOM's curriculum.

OMS-I will elect a class President, Vice-President, Secretary, Treasurer, Parliamentarian, Historian, IT Representative, Student Curriculum Sub-Committee (2), and Honor Court (3) in the Fall semester of their first year after the grades have been posted from their first class. In the following Spring semester of their first year, OMS-I will re-elect a class President, Vice-President, Secretary, Treasurer, Parliamentarian, Historian, IT Representative, and Student Curriculum Sub-Committee Member (2) that will be the representatives in their rising OMS-II year. The Honor Court positions are a two (2) year commitment once elected in the Fall semester of the OMS-I year.

The officers elected for the OMS-III class shall serve as the officers for the class during the OMS-III and OMS-IV years and will be elected in the Spring of the OMS-II academic year. In that election, members of OMS-II will vote for class President, Vice-President, Secretary, and Treasurer.

All officers may serve for more than one year if re-elected and if their position permits multiple terms. Officers also may succeed themselves in office.

## **6.3. Honor Court<sup>27</sup>**

The Honor Court exists to provide accountability for and adherence to the Constitution, bylaws and procedures within the LUCOM SGA. It will also serve as a means to settle social grievances. When a dispute or violation of the Constitution, Code of Conduct, or Student Handbook occurs, the complaint or allegation is brought to the attention of the Court by submitting a grievance form. The grievance form must state the accused, the offense, and the name of the person submitting the form. Matters handled by the Honor Court shall be kept confidential when the case permits.

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<sup>27</sup> 1.4 Governance & Program Policies



The Honor Court shall address the grievance in a reasonable amount of time. The resulting sanction will depend on the offense and number of previous offenses and will be decided by the Honor Court. One appeal may be submitted via email to [lucomhonorcourt@liberty.edu](mailto:lucomhonorcourt@liberty.edu) within five business days of the Honor Court's decision, in which case, the grievance will be reevaluated and could potentially include external opinions. The outcome of an appeal is final.

Grievances outside the jurisdiction of the Honor Court shall be referred to the Student Progress Committee; henceforth, not involving the Honor Court further.

The Court is comprised of one Advocate General who presides over all Honor Court meetings. The Advocate General is appointed by the Office of Student Services. Three Honor Court Justices are elected by the student body respectively for the OMS-I and OMS-II classes, and they will serve a two-year term. Additionally, student membership on the Honor Court is based on voluntary application for this service line. Applicants will submit their request to the Associate Director of Student Services and will need to meet the Honor Court requirements as listed per Liberty University academic policy. The Associate Director of Student Services will be actively involved with the Honor Court processes.

#### **6.4. Ambassador Program**

Presented by the Office of Student Services, the Ambassador Program is designed to enhance student-doctors as leaders while serving as representatives of Liberty University College of Osteopathic Medicine (LUCOM). The ambassadors are charged to connect with prospective students and current student-doctors as a part of LUCOM's mission to develop osteopathic professionals who have a commitment to serve one's fellow man. The opportunities for service will occur through multiple avenues represented in each stage of the program.

OMS-I student-doctors interested in becoming an Ambassador must submit an application when prompted by the Office of Student Services and Admissions in the late Spring Semester. Once the applications have been received, interview times are arranged.

#### **6.5. Mentor-Mentee Program**

The Office of Student Services established Student-Doctor Connect to assist incoming students and student-doctors as they adjust and adapt to both LUCOM and the Lynchburg community while providing leadership opportunities for current student-doctors.

Current LUCOM student-doctors will be asked to reach out to the accepted students in order to provide support, answer questions and share past experiences. Their knowledge and experience will help build relationships with the incoming class, strengthen the student body and fulfill the mission of service within the college. In addition, current student-doctors' knowledge and compassion will serve to ease transitional stress for the incoming class and assist their transition from college students to student-doctors.

#### **6.6. Convocation Worship Team**

The LUCOM Convocation Worship Team functions to serve via music for the weekly Convocations. LUCOM convocation exists to worship God the Father, Jesus Christ the Son, and



the Holy Spirit. Additionally, it encourages and equip students, faculty, and staff to know God more intimately and fully, grow in God's Word more intentionally and faithfully, show God's love more clearly and consistently and sow seeds of the Gospel of Jesus Christ in the hearts and minds of others.

## **6.7. Student Activity Groups**

The Office of Student Services must first approve all extracurricular activities as well as recognize all on-campus and off-campus organizations that are identified with LUCOM. All new organizations and certain events, such as those which include risk to participants, events involving health care services, events which could potentially affect the image of the University must be further approved by the Dean. To apply for recognition, and to receive LUCOM funding, organizations must be an affiliate of a nationally recognized osteopathic professional society, have a mission that mirrors Liberty University's, or provide unique service to the professional community or patients in the opinion of the administration of LUCOM.

There must be sufficient interest among the student body to support an organization, which shall be measured in part by requiring those proposing to charter any new organization to obtain the signature of > 20% of the total members of the OMS-I and OMS-II classes (the students on campus) indicating they would be interested in joining or working with the organization if recognized prior to presentation of the request for recognition to the Office of Admissions and Student Services. The constitution and by-laws for the organization must be submitted at the time of the request for recognition. Each club or organization must have a faculty sponsor that is approved by the Office of Admissions and Student Services.

All activities and events that involve students, faculty, or staff of LUCOM must be appropriately scheduled to avoid conflicts with academic requirements and other professional events and must be approved not more than 90 or less than 10 business days in advance through the Office of Admissions and Student Services. Requests for permission for off campus speakers, student meetings or activities, and other individual or group activities on campus should be made on forms provided by the Office of Admissions and Student Services at least 10 days in advance. No meeting announcements may be made until approval is received from the Office of Admissions and Student Services.

Students cannot develop, create, or implement activities that have not been vetted through the appropriate review and approval channels up to and including the faculty sponsor, the Office of Admissions and Student Services, and the Office of the Dean.

A variety of clubs and organizations are approved on campus, including, but not limited to, the list of organizations is below.

### **6.7.A. American College of Osteopathic Family Physicians (ACOFP)**

The student chapter of the ACOFP's objective is to advance the study of family practice in the field of osteopathic medicine and surgery. The organization works toward the advancement of family medicine and the family practitioner's role and scope of practice, the advancement of

access to quality, patient centered, cost effective health care for the patient, and the principles of preventive and primary care. The chapter recognizes the fact that the family practitioner is the backbone of modern medical practice. The Virginia Society of the ACOFP is the state division of the national organization and maintains a direct liaison with the LUCOM chapter. Membership in this organization entitles students to benefits such as seminars, educational programs, and financial support to various family practice conferences.

#### **6.7.B. American College of Osteopathic Obstetricians Gynecologists (ACOOG)**

The American College of Osteopathic Obstetricians Gynecologists fosters an enhanced interest among student-doctors in obstetrics and gynecology and provides information, as well as, opportunities for enhanced experiences and knowledge in the discipline.

#### **6.7.C. American College of Osteopathic Pediatricians (ACOP)**

The American College of Osteopathic Pediatricians is the student chapter of the official pediatric organization of the American Osteopathic Association (AOA). This student organization is open to those desiring to specialize in pediatrics or those interested in family medicine and other fields in which pediatric patients will be encountered. The national organization is often sought out when agencies need resolutions concerning the practice of pediatrics. ACOP's government relations and advocacy efforts represent the interests of osteopathic pediatricians before Congress and other governmental bodies, as well as, in coalition with other organizations that focus on children's welfare.

#### **6.7.D. Anesthesiology Interest Group – SOSA (AIG)**

Anesthesia Interest Group (AIG), a subset of ACOS-MSS, is charged with providing resources and information for LUCOM students interested in pursuing anesthesiology as a medical career. As vital members of the medical field, Anesthesiologists enjoy work in all areas of medicine, both in and out of the operating room.

#### **6.7.E. Association of Military Osteopathic Physicians and Surgeons (AMOPS)**

The Association of Military Osteopathic Physicians and Surgeons student chapter of this national organization is open to all College of Osteopathic Medicine students in the military or public health service. The chapter serves as liaison between on- campus military students, those on rotations, military alumni, and organizations.

#### **6.7.F. Behavioral Health Interest Group – SOIMA (BHIG)**

The Behavioral Health Interest Group is a group dedicated to those with an interest in behavioral and mental health within the D.O. profession. This group is open to all students, especially those with a specialized focus in the psychiatry field. Beyond psychiatry, BHIG is also dedicated to contributing to the surrounding communities through service opportunities and mental health awareness programs and events.

### **6.7.G. Christian Medical and Dental Associations (CMDA)**

The Christian Medical & Dental Associations is a national organization that began in 1931. The chapter is composed of osteopathic student-doctors and other health care professionals at Liberty University who are committed to living out their faith through their profession and the example of their lives while providing support for medical students and their families. Benefits of the club include local events as well as regional and national seminars, journals, and newsletters.

### **6.7.H. Emergency Medicine Interest Group (EMIG)**

The Emergency Medicine Interest Group is devoted to developing students' interests in emergency medicine. Since emergencies present themselves to the physician at any and all times, this club seeks to instill those precepts necessary for handling an emergency properly and appropriately. The parent organizations are the American College of Osteopathic Emergency Physicians (ACOEP) and the American College of Emergency Physicians (ACEP).

### **6.7.I. National Osteopathic Women Physician Association (NOWPA)**

The National Osteopathic Women Physician Association is a professional organization composed of female students. The purpose and objective of the organization is to further the study of women's interests and concerns in the field of medicine and to promote osteopathic medicine as a philosophy, a science, and an art.

### **6.7.J. Physical Medicine and Rehabilitation Interest Group – SAAO (PMRIG)**

The Physical Medicine and Rehabilitation Interest Group promotes the education and preparation for interested members in the profession of PM&R. Physical Medicine & Rehabilitation (PM&R), sometimes called physiatry, is a specialized branch of medicine that emphasizes the prevention, evaluation, and care of individuals with physical disabilities.

Such disabilities may arise from conditions that affect the musculoskeletal system, neurological trauma, painful conditions and more.

### **6.7.K. Student Advocate Association (SAA)**

The Student Advocate Association was organized for those who support the students at LUCOM and is chartered by the Advocates to the American Osteopathic Association (AAOA). The primary objective of the SAA is to further the goals of the College and the osteopathic profession and to support the students of LUCOM and those that support them, and to promote fellowship, goodwill, and unity within the school.

### **6.7.L. Student American Academy of Osteopathy (SAAO)**

The Student American Academy of Osteopathy is a professional organization dedicated to serving osteopathic medical students. It is the COM's extension of the American Academy of Osteopathy, a national association established in 1937. The academy maintains the goal of developing the science and art of total health care, with an emphasis on palpatory diagnosis and the use of

osteopathic manipulative medicine. Membership in SAAO allows students to receive the AAO publications and to attend the annual convocation, both at reduced prices.

#### **6.7.M. Student American Osteopathic Academy of Sports Medicine (SAOASM)**

The Student American Osteopathic Academy of Sports Medicine is a club for those interested in learning more about pursuing a career in sports medicine. We host hands-on, interactive clinics to hone specific skills needed for sports medicine, such as taping and bracing, and ultrasound guided joint injections. In addition, we offer opportunities to shadow team physicians on the sidelines at sporting events, as well as conducting sports physicals for youth athletes in the area. In our meetings, guest speakers discuss the ins and outs of every aspect of a career as a sports physician.

#### **6.7.N. Students for Life – ACOOG (SFL)**

Students for Life is an interest group under ACOOG who promote life at all stages. The goal of the group is to educate the student body about the rationale and ideals behind protecting God's creation. SFL hosts one event each semester to promote and discuss pro-life topics.

#### **6.7.O. Student National Medical Association (SNMA)**

The Student National Medical Association was created to produce sensitive, qualified physicians to serve minority and indigent communities. SNMA focuses on providing its members with avenues that help foster an obligation to practice medicine within minority communities; instituting programs for the dissemination of health care information and the empowerment of minority communities; and serving the fraternal needs of minority medical students.

#### **6.7.P. Student Osteopathic Internal Medicine Association (SOIMA)**

SOIMA is the student affiliate of the American College of Osteopathic Internists, the national certifying board for osteopathic internists. SOIMA's purpose is to educate osteopathic medical students about the opportunities open to osteopathic physicians specializing in internal medicine.

#### **6.7.Q. Student Osteopathic Medical Association (SOMA)**

SOMA is the official student organization of the American Osteopathic Association and the representative body for Osteopathic Medicine in the U.S.A. The Student Osteopathic Medical Association is one of the largest student groups on campuses of the Colleges of Osteopathic Medicine, representing more than 90 percent of most student bodies. SOMA's national affiliations with similar groups at other schools provide the largest network for information exchange and interaction available today. Membership in SOMA brings many benefits including free subscriptions to Student Doctor and Medical Student and discount prices on diagnostic equipment, the Preceptorship Program, SOMA scholarships, life insurance programs, and more. Locally, SOMA is involved in the school, hospital, and citizen communities through various service projects and socials.

### **6.7.R. American College of Osteopathic Surgeons – Medical Student Section (ACOS-MSS; formerly known as SOSA)**

The ACOS Medical Student Section (ACOS-MSS) is the official students section of the American College of Osteopathic Surgeons (ACOS). ACOS-MSS was established to provide a means for students interested in the surgical specialties to participate in the activities and governance of the ACOS. The purpose of ACOS-MSS is to represent and educate future osteopathic surgeons through local chapters of ACOS-MSS at colleges of osteopathic medicine.

### **6.7.S. Sigma Sigma Phi**

Sigma Sigma Phi is the original national osteopathic scholastic honor and service society that through its student affiliates, fosters student fellowship, scholarship, service to the College and the profession, and a commitment to the principles of osteopathic medicine.

### **6.7.T. Ultrasound Interest Group – EMIG (UIS)**

Ultrasound Interest Group is a program designed to help students gain a better understanding of ultrasound techniques. The goal of the group is to encourage students to learn the skills required to use ultrasound in future clinical settings. These skills will be developed during lab sessions and passed down from year to year.

### **6.7.U. Virginia Society of Osteopathic Medicine Association (VOMA)**

VOMA student chapter is the student division of the Virginia Osteopathic Association. It is open to all osteopathic students and deals with those medical and political issues unique to the state of Virginia. Benefits include invitations to a variety of conferences and educational programs, as well as financial support to these programs and scholarships.

## **Chapter 7. Student Honors & Awards<sup>28</sup>**

### **7.1. President's List**

A OMS I or OMS II student whose term average places them in the top three percent of the class for that semester or an OMS-III student whose cumulative average places them in the top three percent of the class for that academic year. A letter of commendation is sent from the President to the student and the honor is recorded on the student's official transcript.

### **7.2. Dean's List**

An OMS-I or OMS-II student whose term average places them in the top 4 to 10 percent of the class for that semester or an OMS-III student whose cumulative average places them in the top 4 to 10 percent of the class for the academic year. A letter of commendation is sent from the Dean to the student and the honor is recorded on the student's official transcript.

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<sup>28</sup> 9.2 Academic Standards

### **7.3. Graduation with Honors**

OMS-IV students with a cumulative average in the upper three percent of their class will receive a diploma inscribed with "highest honors." OMS-IV students in the next seven percent of their class will receive a diploma inscribed with "honors." These students will be recognized with special honor cords to be worn during graduation. The notation will be included on the student's transcript.

### **7.4. Student Awards**

The following represent a non-inclusive listing of awards and recognitions that may be presented to graduating students. The list is subject to additions and deletions.

#### **7.4.A. Biomedical Scholarship Recognition**

Awarded to the student, who in the opinion of the faculty, demonstrated the greatest dedication to scholarly activity, academic achievement, promotion of research and scientific methods, and the advancement of medical knowledge during their career as a student at LUCOM.

#### **7.4.B. Clinical Service Award**

Presented to the student judged to be outstanding in clinical service by a vote of the clinical faculty based on evaluations, performance on boards and end of-rotation examinations and comments from preceptors and faculty.

#### **7.4.C. Dean's Award for Academic and Clinical Excellence**

Presented for the demonstration of excellence to the student graduating with the highest overall combined scholastic and clinical achievement.

#### **7.4.D. Student Service Leadership Award**

Awarded to that member of the graduating class who, by personal and professional conduct, by contributions to the student affairs and to the general program of LUCOM, has been deemed worthy of special citation.

#### **7.4.E. Donna Jones Moritsugu Memorial Award**

Presented to the spouse or significant other of a COM student who demonstrated the support needed by a medical student as well as leadership and service to advance the profession typified by the advocates and supporters of the profession.

#### **7.4.F. Ambassador Awards**

Presented to students who completed all four stages of the Ambassador Program in recognition of their leadership, representation, and commitment to LUCOM's mission to develop osteopathic professionals who have a commitment to serve one's fellow man.

## **7.5. General Awards and Recognition Ceremony**

LUCOM annually recognizes service and scholarship amongst students, faculty, and staff. Some of the award/recognitions will be to student organizations for achievement in community service, professional service, and professional development. Students may be recognized for servant leadership, tutoring assistance, and more.

## **Chapter 8. Academic Policies & Procedures<sup>29</sup>**

### **8.1. FERPA – Privacy of Student Records: Family Educational Rights and Privacy Act<sup>30</sup>**

Students attending, or who have attended, Liberty University are given certain rights under the Family Educational Rights and Privacy Act of 1974 as amended (20 U.S.C. 1232g) and Rules of the [Department of Education](#) (34 C.F.R. Part 99) implementing this Act.

Additional information and University policies regarding the protection of student records are published online at <http://www.liberty.edu/ferpa>.

### **8.2. Course and Instructor Evaluations<sup>31</sup>**

Each academic year, LUCOM courses undergo a formal process to evaluate the curriculum and instructors. During this process, course related data is reviewed and student feedback is a valuable and essential part of this practice.

This process is led and supervised by the appropriate Senior Associate Dean for the associated training year and review and oversight is provided by the corresponding curriculum subcommittee. This process informs future changes to the course syllabus and provides constructive feedback to the faculty who participate in instruction and/or clinical supervision within the course. Student input will facilitate student welfare by promoting changes that have the potential to improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input to help them improve their teaching strategies.

Each student has a responsibility to their professional development to provide constructive evaluation for the courses and the instructors in the curriculum as directed by the College's policy on curricular evaluation and improvement. This responsibility will be met by participation in course evaluations that are routinely administered by the College. The College expects each student to sincerely accept this responsibility and obligation in a constructive manner so that optimal feedback can be provided.

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<sup>29</sup> 9.2 Academic Standards, 12.6 Public Information

<sup>30</sup> 9.4 Secure Student Record Keeping

<sup>31</sup> 11.2 Student Evaluations of Instruction



In the preclinical years, (OMS-I and OMS-II), students are invited to submit a confidential course evaluation within 1 week of completing the course.

In the clinical years, (OMS-III and OMS-IV), students must submit the confidential evaluations of the curriculum and preceptors/sites as directed within the syllabus. This is a required component of these courses.

### **8.3. Disabilities and Academic Accommodations<sup>32</sup>**

Liberty University and LUCOM complies with all applicable laws, including Section 504 of the Rehabilitation Act of 1973.

It is the student's responsibility to initiate the process for disability services 2 months before the start of an academic year. Each request will be considered on an individual basis. The University and the COM has the right to require the student to seek additional evaluation by a provider recognized as having expertise in the evaluation, diagnosis and treatment of the condition.

If the student disagrees with the accommodation proposed, they may appeal the decision to the Dean of LUCOM. The decision of the Dean is final.

Students who fail in the curriculum or who are suspended or dismissed may not claim failure due to disability if they have not previously identified the disability and requested reasonable accommodations in advance of the curricular failure.

### **8.4. Academic Accommodations Process<sup>33</sup>**

Accepted applicants and first and second year students must submit their request to the Office of Medical Education, in a sealed envelope or electronically, to [LUCOMMedEd@liberty.edu](mailto:LUCOMMedEd@liberty.edu). Students requesting accommodations in their OMS-III and OMS-IV years will email [LUCOMClinicalEducation@liberty.edu](mailto:LUCOMClinicalEducation@liberty.edu) with the request. Any request for accommodations must be submitted in writing with supporting documentation from a physician (M.D. or D.O.) or other medical professional with appropriate peer-recognized expertise or certification in the area of claimed disability, and will then be forwarded to the Wellness, Infectious Disease, Preparedness and Safety, Section 504 of the Rehabilitation Act of 1973, and the Facility Needs Committee Chair for committee process. The details for the process of applying for academic accommodations are obtained from the Office of Medical Education.

In all cases, accommodations are not retrospective, and decisions do not affect grades or other actions that have taken place prior to the granting of the accommodation.

LUCOM does not offer accommodations that are not under their direct control or outside of the University i.e. COMLEX. These accommodations must be approved through the National Board

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<sup>32</sup> 9.2 Academic Standards

<sup>33</sup> 9.2 Academic Standards



of Osteopathic Examiners (NBOME) and can be reached at: (<https://www.nbome.org/resources/test-accommodations/>).

Additional details and information are available in the LUCOM Catalog.

### **8.5. Student Responsibility to Obtain Information<sup>34</sup>**

Each student enrolled in the College of Osteopathic Medicine is individually responsible for knowledge of the current academic regulations, the general and specific requirements, and the operational policies, as contained in the College Catalog and Student Handbook including any changes to current or new published policy or procedures established during the year, and any other official documents or announcements of the College.

Students are individually responsible for remaining aware of educational obligations, i.e. being aware of their grades, the procedures for remediation, and the times and locations of all examinations or laboratory sessions, the time and location of clinical rotations, et al.

Official College communications may be sent via University/College assigned email accounts. Information will not be sent to private email accounts. All students are required to maintain and access their LUCOM email account regularly for any communications that have been forwarded. The College may send communications via U.S. Mail, registered or certified mail at their discretion. The student is responsible to maintain their correct address with the Office of Admissions and Student Services and the Office of Clinical Education while on clinical rotations. Failure to receive communications from the COM due to failure to keep the COM informed of current address, failure to sign for certified or registered mail, or failure to access and be aware of information distributed via email will not relieve the student of the duties and obligations that are included in such communications.

### **8.6. Incomplete Course Work<sup>35</sup>**

#### **8.6.A. OMS-I and OMS-II**

Students who are unable to complete coursework prior to the last day of the course due to unavoidable circumstances or circumstances outside of his/her control such as personal illness/injury or family emergencies must notify the Office of Medical Education to request a temporary course grade of "I" (Incomplete). Students must initiate the request for an "I" grade prior to the last day of the course. Documentation of the exceptional circumstances for an "I" grade may be required. An "I" grade will be changed to the earned grade upon the student's satisfactory completion of the course requirements. During the OMS-I and OMSII years, the Office of Medical Education will establish the deadline for the completion of the remaining coursework (all "I" grades must be resolved no later than 20 business days after the last day of

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<sup>34</sup> 5.1 Professionalism

<sup>35</sup> 9.2 Academic Standards

the course). An “I” grade not resolved within this time frame will be converted to a failing (F) grade. No exceptions are permitted without specific approval from an appropriate dean.

### **8.6.B. OMS-III and OMS-IV**

Students who are unable to complete coursework prior to the last day of the course due to unavoidable circumstances or circumstances outside of his/her control such as personal illness/injury or family emergencies must notify the course director and the Office of Clinical Education to request a temporary course grade of “I” (Incomplete). Students must initiate the request for an incomplete prior to the last day of the course. The authority for the decision to grant an “I” grade completely lies with the appropriate clinical dean. Documentation of the exceptional circumstances for an “I” grade may be required. An “I” grade will be changed to the earned grade upon the satisfactory completion of the course or clinical rotation requirements. During the OMS-III and OMS-IV years, all “I” grades must be resolved no later than 20 business days after the last day of the course. An “I” grade not resolved within this time frame will be converted to a failing (F) grade. No exceptions are permitted without specific approval from an appropriate dean.

All “I” grades resulting from a missing preceptor evaluation of student will be resolved upon the receipt of the evaluation or from a granted Dean Approval of Grade. Students are responsible to ensure that preceptor grades are completed prior to leaving a rotation. A preceptor’s inability to return the preceptor evaluation of student within 10 business days after the last day of the course will result in the “I” grade; if not complete by 20 business days, it will be converted to a failing grade, but will be resolved upon the receipt of the evaluation or from a granted Dean Approval of Grade.

## **8.7. Examinations <sup>36</sup>**

### **8.7.A. Examination Protocol**

Outerwear coats, hats, blankets, and food are not permitted in the exam room. Drinks are allowed provided they are in a sealed, spill-proof container.

Students are prohibited from bringing books, paper, bags/cases of any kind, or any electronic devices (cell phone, smart watches, Bluetooth devices, etc.) other than the LUCOM issued laptop into the exam room. Non-electronic, noise protecting headphones may be permitted upon presentation of headphones to a proctor and approval on each exam day. Foam earplugs are permitted. Students will be provided with implements to make notes during the exam. Students are not permitted to make any written notations prior to the start of the exam. There will be negative consequences for any student who does not abide by this policy (as a minimum: loss of points from the exam at the discretion of the Office of Medical Education). There will be no warning, even for first-time offenders.

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<sup>36</sup> 9.2 Academic Standards

Students must avoid any impropriety or the appearance of impropriety in taking examinations. These measures are in place to ensure the integrity of the exams.

### **8.7.B. Attendance**

A student is expected to be seated and prepared to begin each examination at the scheduled time. In order to not disturb other students, students who are not at start of the examination will be considered tardy. Any student who arrives after the scheduled examination start time will receive a minimum of a 2% grade deduction on the exam. If deemed eligible, tardy students may be permitted to take the examination in the remaining time for the exam. Additionally, tardy or inexcusably absent students from the exam may be permitted to take a make-up examination with 30% penalty deduction applied, if eligible, or a grade of 0 will be assigned. No student will be permitted to leave the examination before 15 minutes after the examination starting time, unless they have submitted their exam. Likewise, a student will not be permitted to leave the examination room in the final 15 minutes of the examination time, unless they have submitted their exam. Students who are leaving the examination room and have not yet submitted their exam, must sign-out and in. No more than one female and one male student is allowed to be signed out at the same time. This policy applies to all written examinations.

Students who are not on time for Standardized Patients, laboratory, or other skills-based assessments will not be permitted to participate and earn any points.

### **8.8. Make-up Examinations<sup>37</sup>**

A student who does not take an examination at its scheduled time and is deemed eligible, may take a make-up examination.

Make-up examinations may be short answer, essay, verbal, or multiple-choice formats at the director's discretion and with the approval of the Office of Medical Education (OME). Any and all exceptions will be stated in the course syllabus. The student is responsible to read each course syllabus and to comply with the policies as stated.

Make-up examinations will be given as soon as reasonably possible after the original examination on a day and time determined by the OME and will follow normal exam policies outlined in the handbook. Nothing in this policy will prohibit a student from taking a scheduled examination at a remote site if approved by the OME. A student may only be permitted to take an examination prior to the scheduled time due to extreme circumstances and with approval of the OME.

### **8.9. Reexamination Grade Calculations<sup>38</sup>**

In the event a course and the remediation exam are failed or the remediation exam is not taken, the original course grade shall be recorded on the transcript. If the course is subsequently

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<sup>37</sup> 9.2 Academic Standards

<sup>38</sup> 9.2 Academic Standards

repeated and passed, it will be noted on the transcript that the course was repeated, consistent with the repeat policy.

### **8.10. Remediation (OMS-I and OMS-II)<sup>39</sup>**

Any student who fails a course with a grade less than 70 but greater than 60 in a single course during the academic year will be given the opportunity to remediate that course without Student Progress Committee review or recommendation. The student will be allowed to continue with the curriculum prior to remediation.

A student who fails a course with a grade less than or equal to 60 will be required to meet with Student Progress Committee. The Student Progress Committee shall recommend to the Dean whether the student should be allowed to continue with the curriculum and be eligible for remediation or if the student should be required to follow the repeat protocol. Any student who fails two or more courses that are numerically graded during any one academic year will not be given an opportunity to take any remediation examinations. The Student Progress Committee has the authority to recommend dismissal of the student if they feel the prognosis for academic success is poor.

Once grades are finalized that result in a second course failure in a single academic year, a student will be placed immediately on academic suspension and must meet with the LUCOM Office of the Registrar. A student who is appealing an assignment/course grade (Student Handbook 16.3) is expected to continue in coursework and take all examinations pending the result of the appeal. A student who is not appealing an assignment/course grade or whose appeal is denied will be required to appear before the Student Progress Committee and may be given the opportunity to follow the repeat protocol or may be dismissed from the COM. The final determination of any action is made by the Dean.

Notification of remediation opportunity, if granted, or requirement for repeating the academic year will be made by the appropriate academic administrator. Any student failing to receive at least 70 on any remediation examination will receive a failing grade for the course and will be required to appear before the Student Progress Committee. A student may be required to follow the repeat protocol or may be subject to dismissal from LUCOM based on their failure as well as review of the individual's composite professional and academic performance.

All remediation examinations for first and second-year students are normally scheduled at the end of the academic year during the elective period for first year students and during the board review period for second year students. Extra remediation periods may be established by the Office of the Dean or the Senior Associate Dean of Academic Affairs.

\*The LU Graduate School Repeat Policy does not apply to LUCOM students.

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<sup>39</sup> 9.2 Academic Standards

## 8.11. Repeat Policy<sup>40</sup>

LUCOM students are eligible to repeat a course if the original course had been taken at LUCOM. In all cases, regardless of repeat status, a student is required to complete all academic requirements in no more than six years from the date of matriculation. The repeat policy may be applied to courses where the student has earned a grade of 0- 100, H, HP, P, F, FN, S, or U, or attempts where the student was awarded a grade of W, WP, WF, or I. This repeat policy does not apply to independent study and similar courses for which course content varies significantly with each offering or is a variable credit course.

When a course is successfully repeated, the repeat policy will automatically be applied, all earned grades will remain visible on the student's permanent record, and the most recent grade earned will be the only grade to count toward the student's term and cumulative averages. Any student who is required to repeat a course or rotation and fails that repeated course or clinical rotation is subject to dismissal from the COM.

On the student's transcript, the original grade is followed by the letter "E" to indicate that the original grade is excluded from the earned hours, term average, and the computation of the cumulative average. The grade for the repeat of the course will be followed by the letter "I," which will indicate that the grade for the repeat of the course will be included in the earned hours, term average, and the computation of the cumulative average. The grades which have been excluded from the term and cumulative average calculations will not count toward hours or hours earned, but will remain on the student's record as attempted hours.

This policy is retroactive to include any course taken at Liberty University College of Osteopathic Medicine. Activation of the repeat policy for a prior semester will not affect the academic standing for that semester. Academic standing for a prior semester may be changed only because of a grade reporting error.

The repeat request must be submitted prior to degree conferral for the policy to be activated. Once a student has graduated, the repeat policy may not be used on a course taken prior to graduation to enhance the cumulative average which was recorded at the time of degree conferral.

Students are advised to consult with the Office of Financial Aid to determine what impact repeating coursework could have on their financial aid awards.<sup>41</sup>

### 8.11.A. Repeat Protocol

The following repeat protocol will apply primarily to OMS I and OMS II students who are permitted to take a leave of absence, repeat a previously failed course or courses, and/or complete some courses within a term that have been attempted but not finished.

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<sup>40</sup> 9.2 Academic Standards

<sup>41</sup> 9.7 Financial Aid and Debt Management Counseling

In cases where a student on academic probation is permitted the opportunity to repeat a previously failed course or courses, he/she must repeat and complete all courses offered for that academic year. Students who are approved for a voluntary leave of absence and are in good academic standing (without any course failures) must repeat the entire semester from which they withdrew, and may choose to repeat a previous semester. Students under the repeat protocol will be billed as students on an altered degree plan.

The student will be expected to meet with the COM Medical Education Learning Specialist(s) (MELS) biweekly until otherwise advised by the Medical Education Learning Specialist. Failure of any course taken in the repeat year will result in referral to the Student Progress Committee (SPC). The student will be required to meet with their academic or clinical dean prior to their meeting with the SPC. The SPC will conduct a review of the individual's composite professional and academic performance and make a recommendation to the Dean regarding whether the student should continue in the curriculum and be eligible for remediation or if the student should be dismissed for failure to demonstrate satisfactory progress in the curriculum. No student shall take longer than three years to complete the OMS-I and OMS-II curriculum, excluding approved time for a voluntary leave of absence in good academic standing.

## **8.12. Grade Reports, Records, and Transcripts<sup>42</sup>**

A report of grades attained by a student in the LUCOM will be available through their ASIST account.

The official records of each student in LUCOM will be secured in the Office of the Registrar. The Family Educational Rights and Privacy Act (PL93-380) will govern the release of information for this record, which contains the transcript from Liberty University, transcripts and transcript evaluations from other educational agencies attended by the student, secondary school transcripts, scholastic aptitude, other standardized test scores, LUCOM admission application, and general correspondence with the student. Letters concerning misconduct or disciplinary actions at Liberty University are kept in the Office of the Dean. The official transcripts will only be released when the student has met all of their financial obligations to Liberty University. Questions regarding a hold on the student account may be addressed to Student Accounts at (434) 592-7201. The transcript and contents of the permanent record may be examined by the student upon emailing the request from your Liberty email account to [lucomregistrar@liberty.edu](mailto:lucomregistrar@liberty.edu) or by coming to the Registrar's Office and filling out a Transcript Request form.

### **8.12.A. Transcript Notations**

Failing grades will be included in calculating the term average for that semester and the cumulative grade point average to that point. If a course is failed and subsequently passed on remediation, a grade of 70 (the highest possible grade on remediation) will be recorded with the notation X on the transcript that the course was passed by remediation. The remediation grade of

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<sup>42</sup> 9.4 Secure Student Record Keeping

70 will be used to calculate all cumulative averages from that point forward. The original grade earned prior to remediation will be reflected as a comment on the transcript.

A designation of 70R may appear on the transcript to indicate that a previously failed course was passed by way of repetition. The use of a 70R applied to grades earned prior to academic year 2019-20.

### **8.13. Attendance<sup>43</sup>**

Due to the numerous attendance requirements throughout medical school, students are strongly encouraged to live no more than a 50-mile radius from the school during their OMS-I and OMS-II years at LUCOM.

While students are encouraged to attend all educational sessions, individual faculty members may have specific requirements for attendance during their course as detailed in the syllabus. The attendance policy for each course will be specified in the course syllabus along with make-up requirements and/or penalties. All mandatory Learning Activities (LA's) for a course will be identified in the syllabus, subject to change with advance notice to the class via email or announcement. The consequences for unexcused absence from a mandatory LA will be delineated in the syllabus (e.g., deduction of 2% from the final course grade). Any student who misses a mandatory learning activity without prior approval, except unavoidable absences (see below) will be considered absent. See 8.7.B Attendance for attendance policies for graded learning activities.

Students requesting to be excused from a mandatory learning activity or examination must submit the request to the Office of Medical Education (OME) prior to the date of absence, at least 30 days for pre-planned events (i.e., professional meetings, weddings). The excused absence request must be submitted via the online Excused Absence Request Form (see syllabus for link). A request is not considered approved until the student receives an email confirmation from the OME. Likewise, the OME will communicate if a request has been denied. LUCOM does not grant excused absences retroactively except in dire emergencies, but it does grant reasonable excused absences for requests made in advance. Unavoidable absences (i.e., illness, death of an immediate family member, motor vehicle accidents, etc.) may be excused as determined by the OME.

Supplemental documentation may be required by the OME to substantiate the excused absence requests (e.g. doctor's note indicating the patient was seen/treated at a date in close proximity to the absence, obituary, wedding program, etc.).

Students making requests to attend professional meetings should be detailed and specific in their requests. These requests must include the meeting/conference name, location, meeting dates, travel dates, method of travel, what the student hopes to learn/how they will benefit from the meeting, and if they are presenting or otherwise representing LUCOM (e.g. as a leader of a student organization).

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<sup>43</sup> 9.2 Academic Standards



Upon the student's return, he/she must contact the course director to discuss any required make-up work. Students are responsible for any assignments and lecture material missed during their absence. Students are not entitled to make up work, missed exams, etc. if they do not have an excused absence. Students with an excused absence who miss a scheduled assessment or graded activity will be entitled to take a make-up of the assessment/activity.

In the event an excused absence is granted for a graded learning activity for which there is no ability to adequately recreate the event, the student will not have an opportunity to earn those points; the total points possible for the course will be reduced to adjust for the missed activity.

Repeated unexcused absences or tardiness may result in administrative action, including referral to an appropriate dean or to the Student Progress Committee for disciplinary action.

A course director may approve, at any time, unannounced quizzes for extra credit. Total value of these extra credit assessments may total up to 5% of the total points for the class. If a student is not present during any extra credit assessment, they are not entitled to make it up. (It remains possible to make 100% for the class based on performance even if a student misses one or more "pop" assessments.) Bonus points are not awarded based solely upon attendance. A student may not earn more than 100% in any course.

Lectures at LUCOM will be digitally recorded to supplement learning and for student review of information provided during the class. They are not a replacement for attendance in class. There is no guarantee that every lecture will be recorded or that the lecture recording will be of a quality that can be utilized for primary learning.

Regularly scheduled learning activities are typically scheduled during standard LUCOM operational hours of 8am-5pm, Monday through Friday. The dates and times provided in the syllabus and the Canvas calendar are subject to change. As a result, students should not make outside commitments that would necessitate absence within these hours, without prior approval from the OME (the standard approach to considering these requests would apply). Students who commit to plans that are not granted an excused absence should be prepared to cancel those plans in order to be present for any change of schedule that requires attendance for mandatory learning activities, or assume an unexcused absence with any corresponding penalty/loss of points. During inclement weather and other intervening circumstances, learning activities may need to be scheduled outside of the typical schedule.

Any student, who is absent from classes for five consecutive school days without notifying the OME, will be considered to have voluntarily withdrawn from the College.

### **8.14. Classroom Behavior<sup>44</sup>**

The instructor may dismiss any student from class who is involved in disruptive behavior. Disruptive behavior may include but is not limited to loud or disruptive vocal events, watching

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<sup>44</sup> 5.1 Professionalism



movies online, talking on the phone, etc. Any student dismissed from class for disruptive or unprofessional behavior may result in disciplinary action.

### **8.15. Outside Employment**

Due to the intense nature of medical education, LUCOM does not encourage its students to hold a job while enrolled. Medical school requires full-time commitment to coursework, personal and professional development, and other obligations; therefore, students are encouraged instead to focus on the curriculum and co-curricular and extracurricular opportunities which will enhance the educational process. While employment may be discouraged, students are encouraged to consider appropriate clinical shadowing opportunities.

## **Chapter 9. Academic Standing<sup>45</sup>**

Each student's academic achievement is reviewed each semester, and the Office of the Registrar compiles a transcript. A copy of this transcript is available to the student, the Office of the Dean, the Senior Associate Dean of Academic Affairs, the Student Progress Committee, the Office of Admissions and Student Services, the Office of Administration and Finance, and to other individuals or facilities when authorized by the student or the Dean. The transcript includes:

- All grades earned (including remediated failure)
- Deficiencies (incompletes, failures, etc.)
- Term and cumulative average
- Honors (President's List and Dean's List)
- Probations, suspensions, dismissals, withdrawals, and/or leaves of absence

Students are expected to follow course and rotation schedules whereby their required coursework and board examinations successfully conclude by April 15 of the year in which they plan to graduate and transition into a residency program. Completing rotations or achieving a passing board (COMLEX) score beyond this date could adversely delay the student's ability to begin residency on time. Any student who requests to complete rotations and/or expects to receive board scores beyond this date will therefore be required to meet with the appropriate clinical dean or designee for review of their academic progress and to receive authorization of the delayed schedule. If not projected to exceed the six-year limit for degree completion, a student completing degree requirements after December 31 may be considered for graduation with the next class.

### **9.1. Academic Promotion<sup>46</sup>**

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year and be considered making satisfactory academic progress. In addition, students must demonstrate sufficient longitudinal development in each of the seven

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<sup>45</sup> 6.9 Clinical Education, 9.2 Academic Standards, 9.4 Secure Student Record Keeping

<sup>46</sup> 1.6 Degree-Granting Body, 5.1 Professionalism, 9.11 Health Insurance

core competencies including osteopathic philosophy/osteopathic manipulative medicine, medical knowledge, patient care, interpersonal and communication skills, professionalism, practice-based learning and improvement, and systems-based practice. Student performance in these areas will be reviewed in addition to the student's overall grades and taken into consideration when evaluating a student's eligibility for promotion. For OMS-III and OMS-IV students, the COM expects that students will demonstrate progressive improvement in performance over the course of rotations. Those students who receive repeated evaluations indicating performance concerns in a given competency or who fail one or more rotations, may be deemed as not making academic progress. Concerns related to a student's performance in a given competency may be grounds for remediation, delayed academic promotion, and/or up to dismissal from the COM.

First-year courses are considered prerequisites for second-year courses. This means that no second-year courses may be taken until all first-year courses are satisfactorily completed unless directed by either the Student Progress Committee or the Office of the Dean. Similarly, second year courses are considered to be prerequisites for OMS-III and OMS-III courses are prerequisites for OMS-IV.

To be eligible for clinical rotations, students must have successfully completed and passed all first-year and second-year courses, including all components of the required preclinical clerkship course and pre-clinical evaluation requirements. They must have met the criteria to be eligible and have taken COMLEX Level 1 examination. All administrative obligations to the College must be up to date, including payment of tuition and fees, demonstration of health insurance, have all required immunizations and titers per COM requirements. Must be in compliance with TB testing, background check screening, and drug testing as required. Documentation of this information must be on file with the College's Office of Clinical Education and COM Student Health prior to participating in any patient contact.

Students may not advance to OMS-IV until such time as all requirements of the OMS-III curriculum are met and the student has passed COMLEX Level 1 and sat for COMLEX Level 2-CE. A student may be allowed (case by case basis) to participate in clinical rotations normally taken during the OMS-IV year early, by special permission from the Office of the Dean. A student who wants to complete OMS-IV rotations early is advised to request permission in writing to the Dean for an exception to be applied. Not all requests can be approved, and requests are not guaranteed to be authorized.

The Student Progress Committee (SPC), the approved faculty body, shall annually recommend to the Council of Deans all students who are eligible for promotion into the next academic year, as well as those qualified for graduation.

## **9.2. Academic Deficiencies**

In cases of first-year and second-year course deficiencies, the Office of Medical Education shall notify students of their grades and remedial requirements. Students who have satisfactorily remediated deficiencies will then be recommended for promotion to the Student Progress Committee and the Dean.

In cases of clinical rotation deficiencies, the Office of Clinical Education shall notify students of their grades and remedial requirements. Students who have satisfactorily remediated deficiencies will be recommended for promotion to Student Progress Committee and the Dean.

Students still having remaining deficiencies following unsatisfactory efforts at remediation will not be promoted, and may be required to appear before the Student Progress Committee and are subject to dismissal from the COM.

### **9.3. Good Academic Standing**

A student is considered in good academic standing when they have successfully completed all required courses to date with a cumulative grade point average of 70 or better. A student in good standing must have successfully remediated any course failures.

### **9.4. Academic Probation**

A student will be placed on academic probation when he or she has a cumulative grade point average less than a 70, any unremediated course failures, or Student Progress Committee imposed sanction. A student on this status will be prohibited from certain activities and officiating positions. Academic probation status will remain on the student's transcript.

## **Chapter 10. Leave of Absence<sup>47</sup>**

Any leaves of absence may not exceed one year cumulatively or six months within a single leave during the student's matriculation unless specifically granted as an exception by the Dean of LUCOM. Leaves of absence do not extend the maximum of six years from matriculation to complete all requirements for graduation or face dismissal from the COM. If the student does not meet the requirements established for return within that time frame, they will automatically be considered a voluntary withdrawal. The specific time frame of the leave of absence is dependent on the ability of the student to return to classes within the curricular framework and to complete the required course work in the time and sequence dictated by the faculty and the curriculum. A student may not be allowed to return in the middle of a course or semester, but may be directed to begin after a leave of absence during a specific starting point such as a start of a semester, system, etc. While on a leave of absence, a student is not eligible to make up incomplete class work, remediate any examinations, or take the COMLEX Level 1 or Level 2 CE or PE examinations or Step 1 or Step 2 of the United States Medical Licensing Examination (USMLE) unless specifically granted that ability by the Dean of LUCOM.

Any student who is absent from classes or clinical rotation for five consecutive school days and has not contacted the Office of Admissions and Student Services, the Office of Medical Education, the Office of Clinical Education or the Office of the Dean, will be considered to have voluntarily withdrawn. The student may be required to appear before the Student Progress Committee and is subject to dismissal from the COM. The student will also be withdrawn from any courses

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<sup>47</sup> 5.3 Safety, Health, and Wellness, 6.3 Maximum Length of Completion

currently in progress. A designation of W, WP, or WF for withdrawal will be noted on the student's transcript for each course as indicated by policy.

To be accepted back into the College after any leave of absence, the student must write a letter addressed to the SPC or the Dean within 60 days of their intended return unless otherwise specified, which satisfactorily addresses the circumstances of the prolonged absence that mandated the administrative leave and a written request for reinstatement. The student must also demonstrate to the Dean's satisfaction that a reasonable likelihood exists that the reason for the prolonged absence will not reoccur. The Student Progress Committee will evaluate and make recommendations to the Dean concerning the student's status.

All decisions made by the Dean concerning a student's administrative or voluntary leave of absence will be final. As a result of any Leave of Absence, a student will no longer be accounted for in the class rank calculations.

### **10.1. Administrative Leave of Absence**

An administrative leave of absence is a mandatory leave of absence imposed by the Dean with or without recommendations of the Student Progress Committee. During the leave, the Office of the Dean and the COM will provide the student the opportunity to rectify, seek rehabilitation or treatment for the problem that precipitated the directed leave. To be accepted back into the program after an administrative leave of absence, the student must be able to demonstrate to the Dean's satisfaction that the pre-established requirements have been met, that they show reasonable likelihood that previous problems have been resolved, will not recur, and that the student is prepared to meet all of the demands and requirement of the curriculum satisfactorily and in the time period directed by the curriculum.

### **10.2. Voluntary Leave of Absence**

A voluntary leave of absence is one that is requested by a student to temporarily withdraw from classes for personal, financial, or medical reasons. Students should call, email or visit the LUCOM Registrar's Office to request a leave of absence. Students on academic probation requesting a leave of absence must meet with the Student Progress Committee who will review the request and make a recommendation to the Dean. The Dean will then determine whether or not the leave of absence is to be granted. A voluntary leave of absence will not be granted in excess of one year either cumulatively or six months within a single leave during the student's matriculation unless exception is granted by the Dean. If approved, and the student is in good academic standing, the student may be allowed to reenter the program at the end of the leave without any need for reapplication, remediation, or reevaluation.

A voluntary leave of absence request will be considered only for the following reasons:

- Medical (physical or mental).
  - Documentation from the student's healthcare provider identifying the condition and anticipated time needed for the leave must be provided

- Students requesting a leave of absence for medical reasons must have a licensed physician (M.D. or D.O.) or other medical professional with appropriate peer-recognized expertise or certification in the area outline the reason for the student's request for a medical (physical or mental) leave of absence. The physician's documentation must be sent on department/center/clinic letterhead and signed by the evaluating physician.
  - When intending to return from a medical leave of absence, the student must provide documentation from their licensed evaluating physician that certifies their physical and/or mental health is sufficient to permit them to continue in their medical education
- Evaluation updates from the student's evaluating/treating physician can be required by LUCOM during the leave of absence for medical reasons.
- Family emergency
- Financial Emergency
- Educational pursuit of academic endeavor other than regular classroom work
- Research, either through an established internship program or planned research with a LUCOM faculty member. A written letter of support from the research advisor must accompany the LOA request.
- Active military service (a copy of military orders must be provided)

A voluntary leave of absence cannot be used to avoid dismissal for academic or disciplinary reasons.

- A student will not be granted more than two total student requested leaves of absence within the program of study at LUCOM leading to a DO degree.
- Students placed on a student requested LOA will have the time of leave counted towards the six- year time limit used by state licensing boards and medical school accrediting bodies. Leaves of absence do not extend the maximum of six (6) years from matriculation into medical school to complete all requirements for graduation.
- Students on leave of absence will not be considered actively enrolled and therefore, are not permitted to participate in any educational activities, extracurricular activities, campus services, or clinical assignments of any kind.
- A student may not be allowed to return in the middle of a course or semester, but may be directed to begin after a leave of absence during a specific starting point such as a start of a semester, or new academic year, etc.
- While on a leave of absence, a student is not eligible to make up incomplete class work, remediate any examinations, or take the COMLEX Level 1 or Level 2 CE examination or Step 1 or Step 2 of the United States Medical Licensing Examination (USMLE). These are professionalism, academic, and administrative requirements that all students must honor at LUCOM.
- As a result of any Leave of Absence, a student will no longer be accounted for in the class rank calculations.

- A voluntary leave of absence will not be granted in excess of one (1) year either cumulatively or six (6) months within a single leave during the student's matriculation unless exception is granted by the Office of the Dean.
- If a student is approved for a leave of absence while they are currently not in good standing, are under review for a disciplinary action, or have a disciplinary action imposed on him or her, then the student may not be reinstated to the College without a review by the SPC. Upon completion of its review, the SPC shall make a recommendation to the Dean to reinstate or not reinstate the student. If the student is denied reinstatement, his or her status will be changed to either a withdrawal or a dismissal. If appropriate, students may be reinstated with disciplinary action requirements at the beginning of their readmission.

If a student is granted a leave of absence while current course work is still in progress, they will be withdrawn from those courses. In all such cases an appropriate designation for each course in progress will be entered on the transcript as follows: a W, if no graded course work has been completed; a WP, if graded course work has been completed and is at a passing level; and a WF, if graded course work is not at a passing level. In such cases of withdrawal from a course, students will be required to complete all course requirements when they return from their leave of absence in compliance with repeat protocol.

### **10.3. Leave of Absence Records**

Leave of absence records and the date of each determination shall be placed in the student's permanent record.

### **10.4. Withdrawal from College**

Withdrawal is a voluntary resignation by the student under which they surrender all rights and privileges as a student in the COM. A student fails to attend classes or be present at their assigned clinical rotation site for five (5) consecutive calendar days without written notification to the Dean as to the reason for the absence, as well as their intention to continue studies in the College, shall be considered withdrawn from the College.

To return to school after withdrawal, the student must apply for readmission through the Office of Admissions and Student Services.

Withdrawal in good standing is a designation that is placed on the transcript to indicate to anyone receiving those transcripts that the individual had passed all previous courses and was currently passing the courses that they were enrolled in at the time of the withdrawal.

Withdrawal not in good standing indicates that either the student has unremediated failures in previous courses or the student is currently failing a course they are taking at the time of withdrawal.

These withdrawal designations are intended to serve as notification to any academic institution, including LUCOM if the student should reapply, the status of the student at the time of their withdrawal.

Once a student withdraws from the COM, they will no longer be accounted for in the class rank calculations.

### **10.5. Withdrawal from a Course**

Withdrawal from a course or courses must be distinguished from a withdrawal from the College (see "Withdrawal" section).

A student who has no graded course work or who has passing course work in a course in progress may withdraw from a course at any time before the final examination. Students should call, email or visit the LUCOM Registrar's Office to request a withdrawal from a course. Students will receive a notation of W on their transcript, if no graded course work has been completed, or WP, if graded work has been taken and completed at a passing level.

A student who has failing course work in a course in progress can only withdraw with grade of 'W' if less than 50 percent of the course has been completed and if they have received approval from either the Office of the Dean or the Senior Associate Dean of Academic Affairs. A course will be considered 50 percent completed when half of all of the lectures, labs, or small group sessions have been delivered. In cases where 50 percent has been completed, the student will receive a notation of WF on their transcript to indicate that withdrawal occurred while the student was failing completed course work.

During an academic year, a student will be allowed to withdraw from no more than one course while failing. These guidelines may not apply to students placed on a leave of absence. In such instances, all cases will be individually reviewed (see "Leave of Absence" section).

As a result of any course withdrawal, with exception to courses not specifically required for graduation, a student will no longer be accounted for in the class rank calculations.

#### **10.5.A. Requesting Leave of Absence or Withdrawal**

A student intending to pursue a leave of absence, course withdrawal, or program withdrawal must request the appropriate form from the LUCOM Office of the Registrar. Provision of this form begins the official leave of absence and withdrawal process.

### **10.6. Auditing**

Students may request to audit classes they previously passed to remain up to date on the content. Auditing will be available only through permission from the Dean. Auditing students will be permitted to attend lectures and have access to the course material, including lecture-capture. The student will not be permitted to participate in class evaluations or assessments. Auditing students will not participate in labs or team activities. OMM and PCM courses are not available to be audited. Auditing students may be charged for their attendance at the same rate as students



on altered degree plans unless otherwise specified by the Dean. Audited courses will appear on the student's transcript and be notated accordingly with a grade of "AU".

## **Chapter 11. General Policies & Procedures<sup>48</sup>**

### **11.1. Addresses<sup>49</sup>**

It is the responsibility of the student to keep the College, through the Office of Admissions and Student Services, up to date on their mailing address, phone number, and emergency contact information. Addresses, phone numbers, and emergency contact information can be changed in the student's ASIST account. OMS-III and OMS-IV students must also notify the Office of Clinical Education of any changes in mailing address, phone number, or emergency contact information in addition to the Office of Admissions and Student Services. It is required that the appropriate office be notified of any changes within 30 days to ensure that the student is available for information and emergencies. It is the responsibility of the student to inform the Office of Admissions and Student Services of the address to be used during their vacation periods. Non-compliance may result in disciplinary action.

### **11.2. Dress Code**

Dress is a personal form of expression, which conveys how we see ourselves in the world. There are times when a different standard of dress is required for different activities. The form of dress shows respect for the people with whom we interact, their perspective of the world, and the role we play within it. As professionals, students need to understand and respect that their manner of dress sends a message to patients and other professionals. At all times, all individuals in the LUCOM community, including students, faculty and staff, are expected to show good judgment in their attire and grooming. Generally, everyday attire should be neat, clean, and conservative, neither too tight, nor overly revealing. Shoes and socks/stockings should also be clean and appropriate.

Students must maintain a professional appearance appropriate for students attending medical school. Therefore, attire should be clean, neat, and convey a professional appearance whenever the student is on the main campus or at any off-campus educational site.

The dress code is to be maintained at all times on the campus, including but not limited to, the administration building, classrooms, library, standardized patient and small group facilities, laboratories, whenever school is in session, generally from 8:00 a.m. until 6:00 p.m. Monday through Friday. The dress code also applies to all areas involved in providing patient care including clinical rotations when the student is on duty. Those failing to comply may be dismissed from the classroom and/or the campus resulting in him/her being reported to the Associate Director of Student Services for appropriate disciplinary actions.

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<sup>48</sup> 9.2 Academic Standards

<sup>49</sup> 5.3 Safety, Health, and Wellness



For all students, the University issued identification badge must be worn at all times in addition to the acceptable professional or business casual attire noted below:

**11.2.A. For male students:**

- Slacks or pants
- Shirt with collar
- Sweater or sweat-shirts over a collared shirt
- Suit or sports coat
- Business, dress, or athletic shoes

**11.2.B. For female students:**

- Slacks, pants, dress, or skirt
- Professionally appropriate blouse/sweater
- Sweater or sweat-shirt over a collared shirt
- Scarf
- Athletic, dress or business shoes

**11.2.C. For Classrooms and Laboratories:**

Dress standards will be established by course directors. Classroom attire should convey awareness that the medical student is entering a profession that is held in high regard by the members of the public. This is particularly important for the student as it conveys to faculty and others an understanding of the role they will assume as practicing physicians. If patients or the public are present during class, then a white coat is required for all students (this includes working with standardized patients in the simulation center.) Course directors have the discretion to institute specific requirements for other activities as deemed necessary for the course.

**11.2.D. For Clinical Settings:**

Professional activities, such as professional activities in all clinical settings, require formal professional dress that is standard clinical education practice in healthcare organizations. Unless otherwise specified, a short student-length white clinical coat as issued by LUCOM, nametag/name identification and LU issued ID badge will be required to be worn over standard professional dress while the student is on all LUCOM assigned clinical assignments in healthcare delivery settings when students are interacting with patients and supervised by attending clinical faculty. Students on clinical courses will comply with the dress code of the clinical site and OSHA standards. Students may wear scrubs if appropriate and approved by their preceptor. At no time should a student present to a clinical site in jeans, shorts, t-shirts, or other clothing that is detailed as inappropriate. If a course director, clinical supervisor, faculty, Director of Medical Education at a community-based site, or their designee observes a “violation” in this dress code, the individual student may be requested to leave the clinical setting and/or clinical site. When returning to the LUCOM campus, third- and fourth-year students are expected to comply with the LUCOM dress code as outlined in the LUCOM Student Handbook.

### **11.2.E. Casual Dress:**

Casual dress is permitted in settings where the public is not expected to be present. Dress should be appropriate to the event or dictated by safety protocols and OSHA requirements. Such settings may include but are not limited to the following: research laboratories, study groups, club meetings, recreational and social events.

### **11.2.F. Dress Code Violations:**

Students may not wear the following unless specified in the syllabus or required for laboratory experiences:

- Shorts or cutoffs
- Miniskirts
- Jeans or denim of any type (except on designated “Jean Day”)
- See-through clothing or halter tops
- Sandals, flip-flops, crocs, or any open-toed shoe
- T-shirts of any type may not be worn as the outer shirt
- Jogging, yoga, or other exercise clothing
- Inappropriately matched garments
- Garments with any offensive, suggestive, obscene, or unprofessional statements or gestures
- Hats, caps, or head coverings, other than religious cover, may not be worn in the classroom, laboratories, library, or other educational settings.

Scrubs may not be worn outside of the OMM, Anatomy or Clinical Medicine Laboratory.

Scrubs may not be worn on clinical rotations except on Surgery, OB, or ER unless directed by faculty or DSME.

Dress code violations will be reported by faculty and staff to the Office of Admissions and Student Services. The violations will be documented as follows.

Dress code violations reported from a student doctor about another student doctor will be reported to the Honor Court. Honor Court will notify Student Services of the violation so that it can be documented and addressed as follows:

- First violation: address in meeting with the Associate Director of Student Services
- Second violation: address with Assistant Dean of Admissions and Student Life or designee
- Third violation: student is reported to Student Progress Committee

### 11.3. Acceptable use of Computing Resources<sup>50</sup>

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of LUCOM. It applies to all users of the College's computing resources including students, faculty, staff, alumni, and guests of the College. Computing resources include all computers, related equipment, software, data, and local area networks for which the College is responsible as well as networks throughout the world to which the University provides computer access.

The computing resources of LUCOM are intended to be used for its programs of instruction and research and to conduct the legitimate business of the College. All users must have proper authorization for the use of the College's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the University/College's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable University Policies and applicable State and Federal laws.

Policy violations generally fall into five categories that involve the use of computing resources:

1. for purposes other than the University/College's programs of instruction and research and the legitimate business of the University/College
2. to harass, threaten or otherwise cause harm to specific individuals or classes of individuals
3. to impede, interfere with, impair, or otherwise cause harm to the activities of others
4. to download, post or install to University computers, or transport across University networks, material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of University contracts, or otherwise damaging to the University
5. to recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information

Examples of policy violations include, but are not limited to:

- using computer resources for personal reasons
- sending Email on matters not concerning the legitimate business of the University/College

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<sup>50</sup> 4.3 Information Technology, 5.1 Professionalism

- sending an individual or group repeated and unwanted (harassing) Email or using Email to threaten someone
- accessing, or attempting to access, another individual's data or information without proper authorization (e.g. using another's computing account and password to look at their personal information)
- propagating electronic chain mail, pyramid schemes, or sending forged or falsified Email
- obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained
- copying a graphical image from a Website without permission
- posting a University site-licensed program to a public bulletin board
- using illegally obtained licensed data/software, or using licensed data/software in violation of their licenses or purchase agreements
- releasing a virus, worm, or other program that damages or otherwise harms a system or network preventing others from accessing services
- attempting to tamper with or obstruct the operation of LU's computer systems or networks
- using or attempting to use LU's computer systems or networks as a means for the unauthorized access to computer systems or networks outside the University
- improper peer-to-peer file sharing
- viewing, distributing, downloading, posting or transporting child or any pornography via the Web, including sexually explicit material for personal use that is not required for educational purposes
- using University resources for unauthorized purposes (e.g. using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes)
- violating Federal copyright laws or the LU copyright policy

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and agents (e.g., the Office of the Dean, the Office of the Vice President and Provost for Academic Affairs, or the Office of Human Resources) depending on the individual's affiliation to the University. In cases where a user violates any of the terms of this policy, the University/College may, in addition to other remedies, temporarily or permanently deny access to any and all LU computing resources, and appropriate disciplinary actions may be taken, up to and including dismissal.

#### **11.4. Access to Computer Account<sup>51</sup>**

LU requires students to hold and maintain one official University computer account that is used to access major computing resources, including electronic mail. These University-assigned computer accounts correspond directly to LU email addresses (see below). All official electronic mail communications directed to LUCOM students will be sent exclusively to LU-assigned

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<sup>51</sup> 4.3 Information Technology, 4.4 Learning Resources

computer accounts to ensure timely and accurate delivery information. LUCOM students may forward their LU generated email to external locations, but do so at their own risk.

Relationship between LU computer account and email address:

If your assigned username is janedoe your email address will be *janedoe@liberty.edu*

Note: A computer account may also be referred to as an email name or a username.

### **11.5. Web Pages—Use of Material<sup>52</sup>**

You should assume that materials you find on the Web are copyrighted unless a disclaimer or waiver is expressly stated. You may not place any materials owned by others (i.e., copyrighted works) on your Web pages(s) without the expressed permission of the copyright owner (examples: graphic images from other Web pages, articles, video, audio, photographs, software, or images scanned from published works). You may include short quotations of text provided you identify in an obvious way (e.g., in a footnote) the author and the work from which the quotation is taken. If you want to include something from another Web page in one of your Web pages, then link to it rather than copy it. The occurrence of plagiarism on your Web page is subject to the same sanctions as apply to plagiarism in any other media.

Images in the LU graphics repository may be used on Web pages without permission. Clip art images provided with licensed software may be used if permitted in the license agreement for such software. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the picture or video. Every person has the right to privacy, which includes the right to restrict the use of their own image. In addition, the picture or video may be protected by copyright.

If you have received formal permission to use material owned by another, place the following suggested notice on the page that contains the copied material: Copyright 2005 by (name of the copyright owner). Used with permission.

Although a copyright notice is not required to assert a student's rights to their own original material, a student may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the suggested copyright notice should appear as follows:

Web pages: Copyright 2005 (your name). All rights reserved.

Organization Web pages (examples): Copyright 2005 *Cornell Law Review*. All Rights Reserved. Copyright 2005 The Graduate School of Computer and Information Sciences. All Rights Reserved.

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<sup>52</sup> 4.3 Information Technology

## 11.6. Policy for Use of Mobile Technology in Patient Care Areas<sup>53</sup>

Students are expected to act appropriately and professionally in all learning and clinical settings. The use of mobile devices may be appropriate, if respect for colleagues, faculty, the medical team and patients is observed, and clinical faculty supervisors permit the use of mobile devices in the context of the patient care being provided in the healthcare delivery system. Students should seek clarification from faculty and their clinical supervisors related to the use of mobile technology and when devices can be used and must always comply with local clinical and hospital policies that will further define any permitted use of devices. **Students are not permitted to use photography or videography in patient care or clinical settings.**

During lectures, conferences, and patient care activities students should:

1. Turn all electronic devices including cell phones to silent/vibrate.
2. Refrain from text messaging, checking email, talking on the phone, using photography or videography or using the internet.

## 11.7. Social Media<sup>54</sup>

Goal: To provide guidelines outlining how Liberty University College of Osteopathic Medicine (LUCOM) student-doctors should interact on social media, both professionally and personally, as they represent the COM. Conduct should be positive and productive and protects the future goals of the institution and the future of the students.

The administration of LUCOM recognizes that social networking websites and applications, including but not limited to Facebook, Instagram, and Twitter are an important and timely means of communication. However, students who use these websites and other applications must be aware of the critical importance of privatizing their web sites so that only trustworthy “friends” have access to the websites/applications. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from school.

Students must be thoughtful about how they present themselves in online networks. By virtue of self-identifying in such a network, students must be aware of how they are viewed by their peers, Liberty University (LU) and the LUCOM student body, its faculty and staff, future residency directors, future employers, and others who would be aware of their connection to the College.

LUCOM reserves the right to consider how a student presents themselves in online networks as a part of deciding whether or not that person is of appropriate ethical behavior for the institution

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<sup>53</sup> 5.1 Professionalism

<sup>54</sup> 4.3 Information Technology, 5.1 Professionalism

or whether or not the person represents a threat to any student, staff member, faculty member, or administration member.

LUCOM offers the support of the institution in defining appropriate social media as a tool in communication goals, providing social computing guidelines for LUCOM students engaging in online discourse and identifying themselves with LUCOM.

The remainder of the policy below is not intended for internet activities that do not associate or identify a student with LUCOM, do not use LUCOM email addresses, do not discuss an affiliation of any type with LUCOM (on any location), and are purely about personal matters.

## Definitions

1. **Administrator and Owner.** LUCOM Marketing will be the administrator and owner of official online social media platforms and groups that represent LUCOM. Students are not permitted to create their own social media pages, groups, handles, etc., that reflects an official connection/affiliation to the COM. Student organizations are invited to have their own private Facebook groups by official request and documentation; the director of LUCOM Marketing and the director of LUCOM Student Life will serve as administrators to said groups, with student organization leadership listed as moderators.
2. **Content Moderators.** Assigned by LUCOM Marketing/Student Services for moderating comments and postings by internal and external users, including deleting comments and posting that do not meet the criteria set forth in this policy.
3. **Official Communication.** Email serves as the official academic communication platform, social media posts may mirror said communication but will not replace it.

**Social Media Platforms.** Technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations and allow them to participate in content and community creation. Examples are Facebook, Twitter, LinkedIn, and YouTube.

## Official Institutional Web Communications

Because of the emerging nature of social media platforms these guidelines do not attempt to name every current and emerging platform. Rather, they apply to those cited and any other online platform available and emerging including social networking sites and sites with user-generated content. Examples include but are not limited to the following:

- YouTube
- Facebook
- iTunes
- LinkedIn
- Twitter
- Blogs
- Social media content that is hosted internally and protected

Institutional representation via online social media platforms can only be initiated and authorized through the efforts of LUCOM Marketing. There can be no official LUCOM sites or pages on the Web, You Tube, Facebook, Twitter, etc. unless they are developed by or authorized by LUCOM.

Any sites or pages existing without prior authorization as required above will be subject to review when discovered and may be requested to be closed and/or removed.

### **11.7.A. Guidelines for Online Professional or Personal Activity**

Online social media allow LUCOM faculty, staff, and students to engage in professional and personal conversations. These guidelines apply to students who identify themselves with LUCOM and/or use their LUCOM email address in social media platforms such as professional society blogs, LinkedIn, Facebook, etc. for deliberate professional engagement or casual conversation. These guidelines apply to private and password protected social media platforms as well as to open social platforms.

All professional and personal social media activity by students who use LUCOM or identify themselves with LUCOM must:

- Follow the LUCOM policies on professionalism and ethics standards
- Comply with all HIPAA, Conflict of Interest Policy, and Privacy policies of the College
- Not reveal proprietary financial information, violate intellectual property rights, or discuss patient care or similar sensitive or private content.
- When students identify themselves as a member of the LUCOM student body in any online forum and/or use their LUCOM email address, students must clarify that they are not speaking for LUCOM, what they stated is representative of their individual personal views and opinions and not necessarily the views and opinions of LUCOM. This statement however does not wave the responsibilities outlined above.

Offers to pay students for participating in online forums in their LUCOM role, offers advertising for pay and/or for endorsement, could constitute conflict of interest and are prohibited per LUCOM policies and guidelines.

All communications and/or requests from public and/or professional media and/or press to members of the student body requesting comments from LUCOM about policy, procedures, news stories, etc. are to be directed to LUCOM Marketing.

Violation of any of the above policies may result in disciplinary action, up to and including dismissal from the COM.

This social media policy is extended to personal activity and/or professional activity where the student identifies him/herself as a LUCOM student either through a bio, comments, or by using their LUCOM email address. The following disclaimer should be added whenever you identify yourself as part of LUCOM while not officially acting on behalf of the College or University: *The views and opinions expressed here are personal and not necessarily those of Liberty University or LUCOM, and in addition may not be used for advertising or product endorsement purposes.*



## Chapter 12. Clinical Rotations Policies & Procedures<sup>55</sup>

The following sections provide an overview of the current policies and procedures of Liberty University College of Osteopathic Medicine pertaining to clinical rotations and will primarily be referenced and utilized by students approaching or engaging in the OMS-III and OMS-IV curriculum. Important supplemental information such as critical dates, deadlines, or milestones to guide students' progress will be communicated to students via e-mail (Student Handbook, section 8.5).

Contact information for the Office of Clinical Education:

Phone: (434) 582-4100

E-mail: [LUCOMClinicalEducation@liberty.edu](mailto:LUCOMClinicalEducation@liberty.edu)

Communications between LUCOM and the student which require immediate resolution should be directed by telephone whereas other needs can be facilitated through e-mail.

### 12.1. Treatment of Students<sup>56</sup>

Students are referred to as "Student Doctor" in clinical settings. As a group, students are referred to as "Student Physicians." If students have a doctorate in any field, they cannot use this title while in any clinical settings related to their education whether in a student environment or not.

Students should expect to be treated as professionals by all clinical personnel, and students must in turn act professionally, ethically, and respectfully toward all clinic and hospital personnel they come in contact with. Courtesy and a professional demeanor are essential traits for a physician.

Students should be treated with respect as health care professionals, to receive quality education and input from the COM, its faculty and preceptors, to have their rights and obligations as detailed in student and faculty manuals and College catalog respected.

Students should be challenged to learn, but should not be belittled, humiliated, verbally or physically abused. Students should not be sexually harassed, either verbally or physically. Students should not be discriminated against on any basis including age, gender, race, religion, ethnicity, and national origin.

Students should be a participant in patient care decisions whenever possible.

Students should have their health care related education take priority over routine menial tasks.

If a preceptor feels a student lacks adequate knowledge or skills, the preceptor has the responsibility to inform and instruct the student so they can improve their performance. The

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<sup>55</sup> 5.4 Patient Care Supervision, 6.9 Clinical Education, 6.10 Clinical Experience

<sup>56</sup> 5.1 Professionalism

instructor should provide timely, fair, and accurate evaluations and completion of the student's evaluation and curriculum requirements.

If a student feels that a preceptor has committed infractions against the above standards, they have the responsibility of informing that preceptor, whether by direct contact or by way of an honest preceptor evaluation at the end of a rotation, of such feelings so that the preceptor can improve their performance. If they do not feel that the issues are addressed appropriately, they are to notify the Office of Clinical Education.

### **12.1.A. Retaliation and False Claims**

Retaliation against a person who reports, complains of, or provides information in a mistreatment investigation or proceeding is prohibited. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

Any person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, will be subject to disciplinary action and, in the case of students, will be considered a violation of the Honor Code. Any complaints anonymously reported will not be investigated.

## **12.2. Code of Conduct**

This code of conduct is designed to guide ethical behavior in hospitals, community clinics, research facilities, and various rotation sites included as clinical practice experiences.

This code of conduct represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptors, Office of Clinical Education, or faculty to the Chair of the Student Progress Committee may be investigated by this Committee with respect to both the magnitude and chronicity of incidents considered. These general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

While participating in Clinical Rotations, students enrolled at LUCOM will:

- Demonstrate respect and concern for the welfare of patients
- Treat patients and their families with respect and dignity both in their presence and in discussions with others
- Recognize when one's ability to function effectively is compromised and ask for relief or help
- Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary
- Refrain from the use alcohol, tobacco, or other drug in any manner that could compromise themselves or patient care
- Respect the rights of others
- Interact with members of the health care team in a considerate manner and with a spirit of cooperation

- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, age, religion, gender, sex, ethnicity, or socioeconomic status
- Respect the patient's modesty and privacy
- Respect the rights, opinions, and input of the patient and family in health care decision-making
- Be trustworthy
- Be truthful in communication to others
- Maintain confidentiality of patient information.
- Admit errors and not knowingly mislead others to promote one's self at the expense of the patient
- Participate responsibly in patient care or research to the best of their ability and with the appropriate supervision
- Undertake clinical duties and persevere until they are complete
- Notify the responsible person if something interferes with their ability to perform clinical tasks effectively.
- Report on time and be in attendance at clinical site until released by preceptor or supervisor. Absence without notice can be construed as patient abandonment.
- Have professional demeanor
- Maintain a neat and clean appearance, and dress in attire that is consistent with LUCOM dress code and accepted as professional to the population served.
- Be thoughtful and professional when interacting with patients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.

### **12.2.A. Medical Malpractice Insurance**

LUCOM provides medical malpractice insurance for students that are currently enrolled and participating in LUCOM approved clinical rotations, contributing to course completion, and under direct supervision of a fully licensed clinical preceptor.

### **12.2.B. Practicing Medicine<sup>57</sup>**

A Liberty University College of Osteopathic Medicine student doctor has yet to earn a license to practice medicine. Therefore, the student is neither legally nor ethically permitted to practice medicine. A student may be involved in assisting in the care of a patient, but only under the direct supervision of a licensed physician or clinician with privileges to provide the required level of care. The attending physician is responsible for the medical care of the patient and for the content and signing of all orders, progress notes, and other notes written or entered electronically by the student. A student may not administer treatment, including OMT, except under the direct supervision of a licensed physician or clinician.

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<sup>57</sup> 5.4 Patient Care Supervision

Students are prohibited from engaging in any activities (from the time of admission to the University until graduation or other termination of student status) that might be construed as the practice of medicine, or any phase thereof, without the proper supervision and direction of designated members of the faculty. Students who are alleged to have engaged in the practice of medicine, or any phase thereof, and are not in compliance with the requirements above, will be required to meet with the SPC and may be subject to disciplinary action including, but not limited to dismissal from the COM.

*i) Pre-Established Qualifications in Health Care*

Students seeking or holding employment or voluntary activity in a medical field, while enrolled as a student at LUCOM, are advised as follows:

Students who matriculate into LUCOM as a licensed practitioner, and who earned such licensure or certification prior to admission to medical school or during their time in medical school (i.e., medical doctor, dentist, podiatrist, chiropractor, or other licensed health care professionals) may desire to continue that work or volunteer role while enrolled (such as during breaks or on weekends). Students seeking or holding outside employment/voluntary activity in the health care field must not represent LUCOM in the role (do not wear LUCOM-issued badge or white coat, do not self-identify as a student-doctor, etc.).

The individual should be in good academic standing and should be careful to prioritize his/her educational and programmatic goals. The individual's care/service provided during such employment or voluntary work must be restricted to his/her current active licensure or certification. While working or volunteering in the healthcare field under a certification earned outside of LUCOM, the individual will not be covered by any of LUCOM's insurance policy including any medical malpractice or professional liability coverage. Furthermore, the paid or voluntary work will not be overseen, considered for academic credit, or regulated by LUCOM.

Students with a license/certification in other health care professions may not exercise the rights and responsibilities of their license while simultaneously performing their duties and responsibilities as a medical student on clinical rotations or during other LUCOM-sponsored experiences.

**12.2.C. Clinical Shadowing**

Shadowing experiences do not occur as part of the student's required curriculum and carry no associated course credit. Shadowing, however, affords students exposure to various medical practice settings and may enhance students' motivation to complete the degree and become a physician. Some core sites do not permit clinical shadowing; students should consult the Office of Medical Education before contacting core sites with clinical shadowing requests. Students seeking shadowing opportunities must adhere to the following principles:

1. Because the shadowing experience does not provide course credit and is completed on a voluntary basis, it is not protected by or covered under malpractice insurance provided by LUCOM for clinical coursework.

2. Shadowing experiences are to be observational only. Students must not perform any procedures (inclusive of osteopathic manipulation) or provide medical advice while on shadowing experiences.
3. Students must not wear their LUCOM white-coat nor their University-issued ID badge while shadowing.
4. Students must follow all hospital, facility, ambulatory, etc. policies when shadowing. Knowledge of and adherence to these policies is the student's responsibility.
5. It is the student's ethical and professional duty to fully explain their level of training and to serve only in an observational capacity while shadowing.
6. Any student delivering unsupervised medical care is engaging in unauthorized treatment in violation of College policy, is not insured by the College malpractice carrier, and may be subject to disciplinary action including dismissal.
7. Shadowing experiences are to be reported to the LUCOM Office of Medical Education.\*  
The physician who oversees the student's shadowing experience should:
  1. Establish how the student will be introduced to patients (e.g., "this medical student aspires to enter anesthesiology").
  2. Establish a protocol for establishing the patient's informed verbal consent for student observation.
  3. Establish boundaries and expectations as to when the student's questions are to be asked and answered.

\*Students engaging in shadowing opportunities are encouraged to complete and submit the Extra Curricular Shadowing Form in advance of the experience to the LUCOM Office of Medical Education (LUCOMMedEd@liberty.edu) including information about the physician who will oversee the shadowing experience. If the experience will be intermittent over several weeks or longer, enter the range of dates on the form to ensure the entirety of the experience is accounted for. The form and the information it provides will be retained for documentation and referential purposes, and will also serve to reiterate expectations for the supervising physician. Completion of the form facilitates data analysis, communication with the site and supervising physician, and fosters relationship development across clinical sites.

#### **12.2.D. Student Health Policies and Procedures**

All students at LUCOM, including third- and fourth-year students, are required to be in compliance with student health policies and procedures published within the LUCOM Academic Catalog and Student Handbook. Students should be aware that individual rotation sites may have additional requirements related to student health, immunizations, and/or insurance coverage, which supplement the expectations enforced by LUCOM. All vaccination requirements beyond those listed by LUCOM and required by the clinical rotation sites, are the responsibility of the student to either receive and/or apply (through the site) for exemption. Documentation of all vaccination information must be on file with LUCOM Student Health prior to participation in any patient contact.

#### **12.2.E. Firearms and Concealed Weapons Carry Permits**

Under no circumstances is a student doctor permitted to carry a firearm or weapon of any kind on the premise of a clinical rotation site. This policy extends to all sites in which the student is

receiving clinical education including, but not limited to, hospitals, clinics, laboratories, seminars, conferences or any other venue for which the student doctor is engaged in clinical education or training.

### **12.2.F. Responsibilities and Duties**

The student on a rotation service will be responsible at all times to the LUCOM clinical faculty and administrative personnel in charge of the rotation. In addition, all students will be expected to comply with the policies and procedures established by the hospital, clinic, or facilities at which they are being trained.

### **12.2.G. Student Attendance**

#### ***i) OMS-III Attendance***

LUCOM students are expected to be present for all days of a clinical rotation as assigned by the preceptor, site coordinator, DSME, or LUCOM Office of Clinical Education (OCE). Students must obtain approval for any absence from the LUCOM Office of Clinical Education and must complete and submit an Excused Absence Request Form. Students must have this form signed by those designated on the form to be considered for an excused absence. Excused absences are considered on a case-by-case basis. Typically, OCE will not approve a student for more than 2 excused absence days off of a four-week rotation, or 1 excused absence day off of a two-week rotation.

Students requesting to be excused from a clinical rotation or examination must submit the request to the OCE prior to the date of absence, at least 30 days for pre-planned events (i.e., professional meetings, weddings). The excused absence request must be submitted via the Excused Absence Request Form. A request is not considered approved until the student receives an email confirmation from the OCE. Likewise, the OCE will communicate if a request has been denied. LUCOM does not grant excused absences retroactively except in dire emergencies, but it does grant reasonable excused absences for requests made in advance. Unavoidable absences (i.e., illness, death of an immediate family member, motor vehicle accidents, etc.) may be excused as determined by the OCE. In addition to the form, for unavoidable absences, students must contact the OCE, their preceptor, and site coordinator by phone and/or in writing by 8:00 a.m. and/or prior to the start of their shift of the day they will be absent.

Supplemental documentation may be required by the OCE to substantiate the excused absence requests (e.g. doctor's note indicating the patient was seen/treated at a date in close proximity to the absence, obituary, wedding program, etc.). Students making requests to attend professional meetings should be detailed and specific in their requests. These requests must include the meeting/conference name, location, meeting dates, travel dates, method of travel, what the student hopes to learn/how they will benefit from the meeting, and if they are presenting or otherwise representing LUCOM (e.g. as a leader of a student organization).

Excused absences may need to be made up. In these cases, students may be required to submit proof that days they were required to make up were completed by signature from the preceptor or email from the preceptor and/or coordinator from the site.

Unexcused absences or tardiness may result in administrative action, including referral to an appropriate dean or to the Student Progress Committee for disciplinary action. A student may receive a failing grade for the clinical rotation if he or she has an unexcused absence.

As a member of the healthcare team during core or elective rotations, there is no guaranteed time off for holidays, traditional observances, or major days of religious significance. Students are expected to follow the holiday practice of the clinic or hospital at their site.

*ii) OMS-IV Attendance*

LUCOM students are expected to be present for all days of a clinical rotation as assigned by the preceptor, site coordinator, or LUCOM Office of Clinical Education (OCE). Students must obtain approval for any absence from the LUCOM Office of Clinical Education and must complete and submit an Excused Absence Request Form. This includes any time away for residency interviews. Students must have this form signed by those designated on the form to be considered for an excused absence. Excused absences are considered on a case-by-case basis. Typically, the OCE will not approve a student for more than 2 excused absence days off of a four-week rotation, or 1 excused absence day off of a two-week rotation.

Students requesting to be excused from a clinical rotation or examination must submit the request to the OCE prior to the date of absence, at least 30 days for pre-planned events (i.e., professional meetings, weddings). The excused absence request must be submitted via the Excused Absence Request Form. A request is not considered approved until the student receives an email confirmation from the OCE. Likewise, the OCE will communicate if a request has been denied. LUCOM does not grant excused absences retroactively except in dire emergencies, but it does grant reasonable excused absences for requests made in advance. Unavoidable absences (i.e., illness, death of an immediate family member, motor vehicle accidents, etc.) may be excused as determined by the OCE. In addition to the form, for unavoidable absences, students must contact the OCE, their preceptor, and site coordinator by phone and/or in writing by 8:00 a.m. and/or prior to the start of their shift of the day they will be absent.

Supplemental documentation may be required by the OCE to substantiate the excused absence requests (e.g. doctor's note indicating the patient was seen/treated at a date in close proximity to the absence, obituary, wedding program, etc.). Students making requests to attend professional meetings should be detailed and specific in their requests. These requests must include the meeting/conference name, location, meeting dates, travel dates, method of travel, what the student hopes to learn/how they will benefit from the meeting, and if they are presenting or otherwise representing LUCOM (e.g. as a leader of a student organization). Excused absences may need to be made up. In these cases, students may be required to submit proof that days they were required to make up were completed by signature from the preceptor or email from the preceptor and/or coordinator from the site.



Any reported unexcused absences or tardiness may result in administrative action, including referral to an appropriate dean or to the Student Progress Committee for disciplinary action. A student may receive a failing grade for the clinical rotation if he or she has a reported unexcused absence.

As a member of the healthcare team during core or elective rotations, there is no guaranteed time off for holidays, traditional observances, or major days of religious significance. Students are expected to follow the holiday practice of the clinic or hospital at their site.

### **12.2.H. Report on Time**

OMS-III clinical rotations begin the first Monday of each block and generally end the fourth Friday of the block unless an alternate schedule specifies differently. OMS-IV selective and elective rotations may have alternate begin and end dates. It is the student's responsibility to contact each site at least one week prior to arrival to obtain instructions regarding any required orientation and information about the service. Generally, OMS-III students report to the rotation site at 7:00 a.m. on the first day of each blockrotation and as directed by the preceptor or DSME for subsequent days. Students are to arrive on timeevery day at their clinical site.

### **12.2.I. Duty Hours**

Clinical rotations begin at 7 a.m. on the first Monday of the clerkship. In-hospital clinical rotations typically begin at 7 a.m. daily, and the typical student day is no longer than 12 hours. Out-patient rotations are typically 8 a.m. to 5 p.m. Monday – Friday. OMS-III clinical rotations end at 6 p.m. on the last Thursday of the rotation.

Students are to contact their preceptor prior to their first Monday of the clerkship to know what hours they will be working. Students should be prepared to work 60-72 hours per week on average. The workweek is typically 5 days and shall be limited to a minimum of 40 hours and a maximum of 80 hours. Examples of accepted hours may include but are not limited to clinical hours, community activities required by a course, didactic hours by the clerkship director or attending, and distance learning lectures. Students may not "compress" their clerkship schedule, working extra hours some weeks to complete the clerkship in less than the required weeks.

A four-week rotation should include a minimum of 160 hours per rotation. A two-week rotation should include a minimum of 80 hours per rotation.

A maximum workday is 16 hours and must be followed by 24 hours off. A student's night duty should follow a typical night float schedule, which includes 24 hours of rest before start of a day shift.

### **12.2.J. Departure**

Students are not to leave their designated rotation prior to the last day of the rotation. If they are assigned to a different site for end-of-rotation testing, they may be released on the last Thursday of the rotation at the completion of their shift to allow them to be present the following morning for end-of- rotation testing. Students may leave their assigned rotation site prior to the designated time only with the prior consent of LUCOM Office of Clinical Education, the DSME, and the supervising preceptor. Consent should be obtained no less than 14 days in advance unless an



emergency requires the alteration. The LUCOM Office of Clinical Education must be provided the details of necessity in order to provide the approval for the early departure.

### **12.2.K. Unprofessional Behavior**

The preceptor or DSME has the authority to dismiss a student from any rotation for violations of the student code of conduct, policies or procedures, threat to public health or safety, or as deemed appropriate for the continued operation of the clinical site. Such a dismissal will constitute a grade of incomplete until such time as the student appears before the Student Progress Committee (SPC). The SPC may find that the student shall receive a failing grade for the rotation, the student shall be allowed to repeat the rotation, or shall be subject to other disciplinary action up to and including dismissal from LUCOM. Any problems affecting students that are not quickly or adequately resolved at the site should be referred to the Dean and the LUCOM Office of Clinical Education. If a student is suspected of having a substance abuse or mental health problem that could affect patient care, the preceptor should report this situation to the appropriate clinical dean to expedite evaluation and further action.

### **12.2.L. Student Evaluation of Rotation**

All rotation requirements, apart from the end-of-rotation exam, are due by 6:00 p.m. on the 4th Thursday of the rotation unless specified differently in the syllabus.

### **12.2.M. End-of-Rotation Examinations**

Students take their examination the last Friday of the rotation. The student may need to travel and will prepare to take the COMAT exam. The COMAT exam is a standardized, specialty-specific examination prepared by the National Board of Osteopathic Medical Examiners (NBOME) and will correlate with the rotation they just completed.

The end-of-rotation examination, COMAT, is offered for all ten Core 3<sup>rd</sup> Year Clinical Courses.

The COMAT will be administered (for 4-week rotations) on the fourth Friday of the rotation at the core site or at LUCOM, if within the travel limitations. The OMM3 and ACM courses are two weeks in length, and may be administered on the second Friday, which corresponds to the last day of the rotation.

The COMAT is a proctored exam. All NBOME and COMAT policies will be in effect. The COMAT will be given one time for each rotation. There will be no options available to re-take the exam. If approved by the Dean and the LUCOM Office of Clinical Education, make-up tests may be scheduled by the LUCOM Office of Clinical Education at a time that is convenient to the required LUCOM personnel. It may be given at the next fourth Friday, requiring the student to take two COMAT exams in one day. It may be scheduled on weekends or in the evening. The student is required to contact the LUCOM Office of Clinical Education and schedule a time to make up the COMAT examination.

### **12.2.N.      Rotation Schedule Time Off Requests**

OMS-III and OMS-IV students seeking to drop rotations or take time off for personal, medical, or other reasons must contact the LUCOM Office of Clinical Education with his/her request. The Dean will serve as the final approving authority for such requests. All requests must be submitted to the LUCOM Office of Clinical Education at least 30 days prior to the date the requested break is to begin, unless due to a medical or other emergency. All requests are considered on a case-by-case basis and are subject to denial based upon the timeliness of submission and the circumstances surrounding the request. Additional documentation including, but not limited to, proof of need, medical documents, and request forms, may be required for request approval and/or return to rotations.

A rotation change request may impact financial aid. Students are encouraged to contact the LUCOM Office of Financial Aid and the LUCOM Office of the Registrar when considering rotation drops or withdrawals. Students are to submit requests at least 35 days in advance for all rotation changes to the Dean and LUCOM Office of Clinical Education for review.

Students requesting a schedule change, which would alter the student's anticipated graduation date, may constitute a Leave of Absence as defined by the LUCOM Student Handbook. Please see the LUCOM Student Handbook for additional information.

### **12.2.O.      Rotation Changes for OMS-IV**

Changes to the rotation schedule by fourth-year students are generally not allowed to assure all requirements are met for graduation. An audition or elective clinical rotation acceptance represents a commitment by the student that he/she intends to be present during the scheduled rotation time period. This commitment demonstrates a level of professionalism that all members of the osteopathic profession must understand and honor.

Rotations cannot be cancelled within 30 days of the start of the rotation. Any request for a change in an elective rotation must be submitted in writing to the Dean and the LUCOM Office of Clinical Education (OCE) a minimum of 35 days in advance of the start date of the rotation. A reason must be included in the request. Submission of a request does not guarantee approval of the request. Students may not cancel or change any scheduled rotation until official approval is given by the OCE. Failure to show up for a scheduled rotation will result in an "F" grade for that rotation. Changes to a rotation schedule may potentially delay the student's graduation, may affect the student's ability to obtain financial aid, could adversely delay the student's ability to begin residency on time, and may result in the student being referred to the Student Progress Committee (SPC) for an evaluation of the student's professionalism and ethics.

The cancelling of clinical rotations outside of these guidelines could negatively impact our educational partners and could adversely affect the opportunity for students to rotate at those sites in the future.

### **12.2.P. Affiliation Agreements**

OMS-IV student-doctors have the option to do selective or elective rotations at institutions other than our Core Hospital Affiliates by rotating at institutions with a fully executed affiliation agreement.

LUCOM provides an updated listing on its website of affiliated sites for students to choose for rotations. If a site is not listed, students may submit requests to the LUCOM Office of Affiliations to begin the affiliation process.

The Office of Affiliations will only accept agreement requests that are submitted via e-mail. The Affiliation Agreement Request form can be downloaded from LUCOM's website then must be emailed to [LUCOMAffiliations@liberty.edu](mailto:LUCOMAffiliations@liberty.edu).

Submitting a request for an affiliation agreement does not guarantee that an agreement will be finalized with the requested institution. New agreement requests may take 4-6 months or longer to process. Students should plan to have backup rotations in place with institutions who already have a fully executed agreements in place in case the Office of Affiliations is unable to come to agreeable terms with the institution or it takes longer than 4-6 months to process.

All email correspondence regarding affiliation agreements should be sent to [LUCOMAffiliations@liberty.edu](mailto:LUCOMAffiliations@liberty.edu). Do not email individual staff members regarding affiliation agreements.

### **12.3. Rotation Site Assignments<sup>58</sup>**

OMS-III core rotations take place in hospitals, clinics, and physicians' offices where the preceptors are credentialed and appointed faculty of LUCOM and where the college has formal affiliation agreements.

Students are not permitted to change core clinical rotations, dates, preceptors, or locations without the written permission of the LUCOM Office of Clinical Education. Any student who does request such a change must do so in writing at least 30 days in advance with specific reasons before any determination will be made by LUCOM. At times, additional documentation may be necessary.

LUCOM reserves the right to change its rotation sites, required rotations, and schedules at any time.

#### **12.3.A. Rotation Site Assignment Process**

During the fall semester of a student's OMS-II year, the Office of Clinical Education shall make available information concerning the core rotation sites and will educate students on the requirements, rights, and opportunities of the OMS-III clinical curriculum. During the spring

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<sup>58</sup> 6.11 Comparability across Clinical Education Sites

semester of a student's OMSII year, the Office of Clinical Education executes a systematic process by which students are assigned to core rotation sites. Detailed information concerning the site assignment process will be provided to students by the Office of Clinical Education. Students are expected to adhere to and meet all requirements and assigned deadlines set by the Office of Clinical Education pertaining to the site assignment process.

Students may be required to participate in on-site or virtual orientation session(s) prior to beginning clinical rotations.

### **12.3.B. Rotation Site Housing**

Students are expected to provide their own housing during the OMS-III and OMS-IV years. Student housing is not the responsibility of the College or University, and the ultimate responsibility for all housing and transportation belongs to the student.

Consistent with Liberty University policy, males and females should not be housed together unless they are first-degree relatives or married. Property should be cared for as if it belonged to the student. All students in hospital or college provided housing will individually and jointly be responsible for any damages incurred. No pets are allowed in housing provided by the university. Housing is for students only. While the students may have members of their family accompany them on their rotations, they are not permitted to occupy LUCOM housing unless approved 30 days in advance in writing by the LUCOM Office of Clinical Education. The student must assume all responsibility and costs associated with family housing, travel, and arrangements for family housing must be made on the student's own time. The student may elect to live with family or in privately arranged housing rather than in the provided housing. Under no circumstances must the location of the housing interfere with the student's ability to arrive at assigned duties on time at the rotation site.

### **12.3.C. Financial Responsibilities**

If a selective or elective site requires that an administrative fee be paid by LUCOM, the student will pay this additional cost to LUCOM, who will arrange to send payment to the site. LUCOM will pay up to \$100 of administrative fees or stipends to selective or elective sites outside of the core sites. Sites that charge a fee are noted on the online Affiliation List. LUCOM Office of Financial Aid has budgeted funds to the student's financial aid package for the cost of audition and away elective rotations. Please contact LUCOM Office of Financial Aid for more information on how to access these funds.

### **12.3.D. Meals**

Rotation sites are not obligated nor expected to provide meals to LUCOM students. If a rotation site chooses to provide meals for the students, it is done so strictly at the discretion of the medical institution and is in no way required or expected.

## 12.4. COMLEX Board Exams<sup>59</sup>

### 12.4.A. Overview of COMLEX Examinations

The Comprehensive Osteopathic Medical License Examination of the United States (COMLEX) is a three-level, national standardized licensure examination designed for licensure for the practice of osteopathic medicine. The examinations are offered by the National Board of Osteopathic Medical Examiners (NBOME). Osteopathic students have an individual relationship to the NBOME and must understand that the practice of medicine (beginning after graduation from the COM) commencing with entry into a graduate medical education program (residency program) is tied to passage of the NBOME examinations during undergraduate medical education years.

COMLEX Levels 1 and 2-CE are generally offered during the second and third year of medical study, and success on these examinations is a requirement for LUCOM graduation. Successful completion of COMLEX Levels 1 and 2-CE and graduation from a COCA accredited College of Osteopathic Medicine are requirements needed for residency programs to obtain Trainee Licenses for first-year residents accepted for residency. COMLEX Level 3 is offered following medical school graduation, typically in the first year of residency, and success is linked to advancement during residency, as well as ultimate state licensure. Student candidates and residency candidates with the NBOME are responsible for understanding and abiding by the policies and procedures set forth by the NBOME.

LUCOM requires all students to adhere to a timeline across all four years of the curriculum that promotes timely student progression, and optimally prepares students to meet graduation requirements for the DO degree. The timeline and requirements additionally equip students to become eligible to enter GME programs via the Match.

### 12.4.B. COMLEX Eligibility

#### *i) Academic and Professional Standing*

LUCOM and the National Board of Osteopathic Medical Examiners (NBOME) require that students be in good academic and professional standing at LUCOM to take COMLEX Level 1 and 2-CE. To sit for COMLEX Level 1, students must be currently passing or have passed all OMS-II curriculum requirements to date. Similarly, to sit for COMLEX Level 2-CE, students must be currently passing or have passed all OMS-III curriculum requirements to date.

#### *ii) Predictive Modeling*

In addition to meeting academic and professional eligibility requirements, LUCOM has developed predictive models that utilize student performance scores to predict COMLEX readiness for each COMLEX exam level. Prior to sitting for the exam, students must be released to sit for the COMLEX examination based upon the predictive model. Students will be notified of their eligibility and release status via email. Any students who are not released based on the predictive model

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<sup>59</sup> 6.12 COMLEX-USA

will receive further instructions in the email correspondence. Students are responsible for the information and instructions contained in all email correspondence. Being released to sit for COMLEX by the predictive model and/or the Board Release Group does not guarantee the student's success; the student is ultimately responsible for his/her preparation for and performance on the examination.

*iii) Board Release Group (BRG)*

The Board Release Group is charged with upholding the integrity of LUCOM's predictive model and enacting processes to evaluate student readiness, providing guidance to students to help them best prepare to take COMLEX, reviewing COMLEX delay requests, monitoring COMLEX test dates and associated policy compliance, and following up with students who fail a COMLEX examination. The BRG is comprised of LUCOM faculty and staff in various academic and administrative roles.

**12.4.C. Deadline to Sit for COMLEX<sup>60</sup>**

COMLEX Level 1 must be taken no later than the final day of spring semester of the OMS-II year of study and must not conflict with any clinical site orientation requirements. COMLEX Level 2-CE must be taken no later than the final day of spring semester of the OMS-III year of study. Students who sit after this deadline must receive prior approval from the Board Release Group.

Students are expected to schedule COMLEX exams and any necessary retakes following the deadlines established in this policy, deadlines established by the College administration, and the students' own timelines for completing rotations and graduating on time. Satisfactory completion of Level 1 and 2-CE is also factored into the COCA (Commission on Osteopathic College Accreditation) requirement for all students to complete degree requirements within six years (inclusive of any leaves of absence or interruptions of curriculum progress) from the date of matriculation.

**12.4.D. COMLEX/Rotation Delay Requests**

Students must take COMLEX within the timeline that the examination is offered once LUCOM determines the student is eligible. Students may not be absent from scheduled rotations or alter the established clinical training schedule for board study during their OMS-III or OMS-IV years outside of any time designated for board review by the COM administration, policy, or procedures without documented approval by the Board Release Group.

Students requesting a board study delay beyond the posted deadline or a rotation delay beyond the standard early-July start must complete the "Boards/Rotation Delay Request" form located on the LUCOM website under Academic Documents and Forms. The completed form must be received by May 31. The Board Release Group will review requests for COMLEX-related delays and the Office of Clinical Education will review requests that impact the rotation schedule.

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<sup>60</sup> 6.9 Clinical Education

Students seeking subsequent changes are required to submit a new request form. Submission of a request does not guarantee its approval.

### 12.4.E. COMLEX Failure

The Board Release Group, Office of Clinical Education, and the LUCOM Office of the Registrar will monitor COMLEX score reports provided by the National Board of Osteopathic Medical Examiners. Students who fail Level 1 or 2-CE of COMLEX will be contacted by the Director of Assessment and Outcomes or designee shortly after scores are released.

Students who fail Level 1 or 2-CE of COMLEX will be required to take action according to the following table. Any students who are required to, or choose to, complete an approved remedial program will be responsible for all costs associated with remedial programs. LUCOM has no obligation to consider any external individual or group or organization opinion(s) on student performance or preparation for licensing examinations. The student's date of graduation, inclusion in class rank, and rotation schedule or site placement may be negatively impacted by any board failures.

<b>First Failure</b>		
<b>All Levels</b>	N/A	<ol style="list-style-type: none"> <li>1. The LUCOM Director of Assessments and Outcomes contacts the student via e-mail</li> <li>2. Student is instructed to meet with the Board Release Group</li> <li>3. Develop and sign a study plan*** to retake the examination.</li> <li>4. Complete the study plan and retake the exam within 3 months.**</li> </ol>
<p>Note: Registration and rotation schedule adjustments may occur following a COMLEX failure. Any registration changes must be communicated with the Office of Clinical Education and the LUCOM Office of the Registrar. Rotation changes may impact aspects related to financial aid, therefore students are encouraged to discuss the implications of the options and their possible outcomes with the LUCOM Office of Financial Aid.</p>		
<b>First Failure</b>	<b>Immediate Action</b>	<b>Next Steps</b>
<b>Level 1*</b>	<ol style="list-style-type: none"> <li>1. Allowed to finish current clinical rotation.</li> <li>2. Removed from clinical rotations**</li> </ol>	Retake the exam** within 3 months after the date of the received failing score. Allowed to return to clinical rotations after sitting for the retake.
<b>Level 2-CE*</b>	Allowed to continue with rotations while studying and sitting for the next exam attempt.**	Retake the exam** within 3 months after the date of the received failing score. (Students who have not retaken the exam within 3 months after the date of their returned failing score may not be allowed to continue with future rotations until the exam is taken.)



<b>Second Failure</b>	<b>Immediate Action</b>	<b>Next Steps</b>
<b>Level 1*</b>	Dismissed from the College for failure to progress.	N/A
<b>Level 2-CE*</b>	Allowed to continue with rotations while studying and sitting for 3 <sup>rd</sup> exam attempt.	meet with the Board Release Group to develop a plan and timeline to retake the exam.
<b>Third Failure*</b>		
<b>Level 2-CE</b>	Any student who fails Level 2-CE three times will be dismissed from the College for failure to progress.	

\*Any student who has a combined total of three (3) COMLEX exam failures across levels 1 and 2 of the exam sequence will be dismissed from the College for failure to progress.

\*\*Students unable to retake the examination within 3 months must receive approval from the Board Release Group to schedule the exam for a later date or may be referred to the Student Progress Committee.

Failure to complete any of the stated requirements within the prescribed timelines can potentially lead to delayed academic progress, dismissal from school, or inability to achieve licensure.

### **12.5. Student Grading, OMS-III and OMS-IV**

A portion of the OMS-III student's rotation grade is based on the preceptor's evaluation of the student. The preceptor evaluation must be completed for each student on each rotation by the preceptor to whom the student has been assigned, or administratively by the DSME or the appropriate clinical dean.

If there is more than one supervising physician and/or paper evaluations are utilized, either the lead preceptor, the DSME, or the rotation site's Office of Medical Education is responsible for combining evaluations and forwarding one overall evaluation of the student to the LUCOM Office of Clinical Education. In a case where an evaluation by the preceptor cannot be obtained, the grade may be administratively assigned by the DSME. In a circumstance where the DSME is unable to produce a cumulative evaluation for a student, the Office of Clinical Education, per the direction of the appropriate clinical dean, will assume the responsibility of assigning a grade for the rotation.

Preceptors' summative comments in the designated field on student evaluations are used in the Medical Student Performance Evaluation (MSPE), or "Dean's Letter".

The OMS-IV student's rotation grade is based on the preceptor's evaluation of the student. The preceptor evaluation must be completed for each student on each rotation by the preceptor. Much like it is the responsibility of the OMS IV student to secure their rotations, it is also their responsibility to ensure that their preceptor completes and submits the evaluation to The Office of Clinical Education before leaving the rotation.



If there is more than one supervising physician and/or paper evaluations are utilized, either the lead preceptor, the DSME, or the rotation site's Office of Medical Education is responsible for combining evaluations and forwarding one overall evaluation of the student to the LUCOM Office of Clinical Education. In a case where an evaluation by the preceptor cannot be obtained, the grade may be administratively assigned by the DSME. In a circumstance where the DSME is unable to produce a cumulative evaluation for a student, the Office of Clinical Education, per the direction of the appropriate clinical dean, will assume the responsibility of assigning a grade for the rotation.

If a student fails a rotation/course, the LUCOM Office of Clinical Education will refer the student to the Student Progress Committee. Any failed OMS-III rotation/course must be successfully repeated prior to advancing to OMS-IV. Any failed fourth year rotation/course must be successfully repeated prior to degree conferral.

Failing any single rotation/course places the student on probation and will require appearance before Student Progress Committee (SPC). Failing two rotations/courses mandates a second referral to the SPC. The student may be subject to dismissal. Failing three rotations/courses is grounds for automatic dismissal. Failing any single repetition of a rotation/course is grounds for dismissal.

### **12.6. Medical Student Performance Evaluation (Dean's Letter)**

The Medical Student Performance Evaluation (MSPE) is a formal letter of objective evaluation issued by the Dean and serves as an evaluation tool in the application process for post-doctorate training programs. This evaluation summarizes the levels of accomplishment a student has achieved during medical school. Specifically, the MSPE provides a succinct chronology of a student's entry and progress through medical school, which includes the preclinical and clinical rotation records, noteworthy characteristics, commentary on the student's professional performance while in medical school, and the student's summary of academic performance. The MSPE is generally available for students by October of the OMS-IV year. Since the MSPE is a part of the student record, students may be permitted to review their MSPE prior to it being uploaded to ERAS. Students can only view the MSPE in the Office of the Registrar. The College of Osteopathic Medicine provides the document to ERAS and up to 10 other institutions free of charge. Thereafter it will cost \$5 for each request.

### **12.7. Electronic Residency Application Service (ERAS)<sup>61</sup>**

The Association of American Medical Colleges developed ERAS to transmit residency applications, letters of recommendation, the MSPE, transcripts, and other supporting credentials from applicants and medical schools to residency program directors.

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<sup>61</sup> 9.2 Academic Standards, 9.6 Career Counseling

The Office of Clinical Education will provide students with support and instructions for accessing ERAS.

## Chapter 13. Academic Conduct Standards<sup>62</sup>

The College of Osteopathic Medicine Academic Conduct Standards do not replace the University Student Honor Code (The Liberty Way), but rather supplements it for osteopathic medical students. Students are required to know and adhere to both the COMs Academic Conduct Standards and The Liberty Way. The Dean of LUCOM has established the following Academic Code of Conduct, which shall apply to all students enrolled in the COM.

All students are expected to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

It is not possible to list all examples of expected academic behavior nor is it possible to list all inappropriate, unprofessional or unethical academic behavior. The following acts that constitute a violation of the Academic Conduct Standards include, but are not limited to:

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise or performing work for another individual under false pretense. Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Students must avoid any impropriety or the appearance of impropriety in taking examinations or completing work in pursuance of their educational goals.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an administrative or academic exercise.
- Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code. Allowing or giving of one's work to another to be copied, providing exam question or answers, releasing, or selling term or research papers is prohibited. Knowingly furnishing false information to the institution
- Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. Students are expected to perform and submit original work, giving proper credit if the thoughts or words of another author are included.
- Unauthorized aids: Using unauthorized aids of any kind to create coursework; without permission from the instructor. Unauthorized aids include, but are not limited to:
  - The coursework of others.
  - The use of Artificial Intelligence (AI) aids, chatbots, or other equivalent forms of AI to create content for coursework.

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<sup>62</sup> 5.1 Professionalism, 9.2 Academic Standards, 12.6 Public Information

- The use of paraphrasing software to modify or alter materials the student did not create.
- Any other aid that compromises the originality or authenticity of coursework.
- Bribery: giving or offering money and/or favors in order to influence the judgement of a faculty or staff member in an attempt to gain an academic advantage.
- Forgery: falsely making, copying or altering documents or credentials.
- Utilization of position or power by a student for personal benefit, to the detriment of another student, faculty member, or member of the staff or in a capricious or arbitrary manner
- Failure to register for classes in the course of study at LUCOM by the prescribed deadlines set by LUCOM and the University for registration and check-in deadlines
- Failure to not seek appropriate review and approval for changing, dropping, or adding clinical rotations with clinical sites and hospital/healthcare organizations
- Failure to progress through the course of study at LUCOM due to professionalism violations, student conduct violations, or combinations thereof
- Failure to respond professionally in an effective and timely manner to the written communication and recommendations of leadership

Students in violation will be subject to disciplinary action up to and including suspension or dismissal from the COM.

## Chapter 14. General Conduct Standards<sup>63</sup>

The College of Osteopathic Medicine General Conduct Standards do not replace the University Student Honor Code (The Liberty Way), but rather supplements it for osteopathic medical students. Students are required to know and adhere to both the COMs General Conduct Standards and The Liberty Way. The Dean of LUCOM has established the following Academic Code of Conduct, which shall apply to all students enrolled in the COM.

Students enrolled at LUCOM are expected to adhere to behavior consistent with the high standards of the osteopathic medical profession, including the standards established by the osteopathic oath and code of ethics. Compliance with institutional regulations as well as city, state, and federal laws is expected.

Acts that may undermine the safety, mission, or reputation of the students of Liberty University or the College of Osteopathic Medicine or either institution are violations of the Personal Code of Conduct. Examples of such acts include, but are not limited to:

- Commission of a crime; or
- Violations of institutional policies, procedures and/or conduct standards, including standards of dress; or
- Causing public embarrassment to the College, the University, or its representatives, students, or employees; or

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<sup>63</sup> 1.5b Non-Discrimination for Faith-Based Institutions, 5.1 Professionalism, 5.3 Safety, Health, and Wellness, 12.6 Public Information

- Any attempt to provide or support residential students with the opportunity to break The Liberty Way

Osteopathic medical students shall act honorably and ethically. Dishonesty, unethical, unprofessional, or other designated inappropriate conduct shall not be tolerated. It is not possible to enumerate all forms of inappropriate behavior, some of which could raise serious questions concerning a student's ability to continue in the academic program or to practice after graduation and interpretation is the purview of the Student Progress Committee and the Dean. Below, however, are the general rules and policies that shall apply to all students.

Students will not interfere with the rights, safety, or health of members of the University or College community nor interfere with other student's rights and privileges in pursuit of their education. Students are expected to abide by all University, College, and program rules and regulations and all local, state, and federal laws and regulations affecting their education and profession. Violations include but are not limited to:

- Theft, robbery, and related crimes
- Vandalism or destruction of property
- Disorderly or disruptive conduct, public intoxication, lewd, indecent, or obscene behavior on the campus or at any College-sponsored or -supervised function or event
- Physical or verbal altercation, assault, battery, domestic violence, or other related crimes
- Possession, transfer, sale or use of illicit and or illegal drugs, misuse of legal drugs or other legal medications, or use, possess, distribute, or sell alcohol or tobacco products.
- Possession of or use of an unregistered firearm, fireworks, explosives, or other dangerous substances or items on campus, at University affiliated sites, or at any University sponsored event on or off campus. The possession of or use of firearms is regulated by LU policy or University affiliated sites' policy
- Appearance in the class or on the campus, at University affiliated sites or at any University sponsored events on or off campus that the student is under the influence of drugs or alcohol, illegal or illicit drugs, or chemicals
- Any act or conspiracy to commit an act that is harassing or abusive; an act that invades an individual's right to privacy; sexual harassment; discrimination and abuse against members of any racial, ethnic, religious group or on the basis of sex, gender, marital status or cultural group and/or any other protected group or as a result of an individual membership in any protected group
- Verbal or written disrespect to a faculty or staff member (this includes e-mails)
- Offensive or crude language directed at individuals
- Sexual misconduct
- Stalking
- Involvement with pornographic, obscene, indecent, or other similarly offensive materials, expressions, or conduct. Use of the University's computing network to obtain or distribute such materials
- Unacceptable use of computing resources as defined by the University
- Impeding or obstructing a LUCOM investigatory, administrative or judicial proceeding
- Threats of or actual damage to property or physical harm to others

- Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring hazing of another student, faculty, or staff member
- Failure to pay tuition and fees in a timely manner
- Embezzlement or misuse of COM and/or student organizational funds, resources, or monies
- Failure to comply with the directives of a LUCOM official
- Violation of the terms or conditions of a disciplinary sanction imposed by the administration
- Violation of state or federal law, rule, regulation, or ordinance
- Fraud, misrepresentation, forgery, alteration or falsification of any records, information, data or identity
- Plagiarism
- Unauthorized access to or utilization of restricted University documents, data, programs, and other types of information and informational systems.

### **14.1. Harassment and Assault<sup>64</sup>**

Liberty University is committed to providing students with a safe, professional environment free of assault or harassment in any form. Any act of harassment that threatens a person or persons is considered a serious and reportable offense.

Harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, (ADEA), and all applicable laws including Section 504 of the Rehabilitation Act of 1973.

Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Any act of assault, coercion, or activity initiated when an individual is physically or psychologically unable to provide consent is considered a serious offense.

Any LUCOM student who believes that they have been the subject of harassment in any form should immediately report the incident to their advisor, the Office of Student Services or to the Office of the Dean of LUCOM. The student will be given the opportunity to document their concerns and will then be informed of the recourse available to him/her under college policy and local and state statutes.

The College is committed to providing a safe environment and prompt, compassionate and discreet support to victims of harassment or assault should it occur. Students who desire assistance in contacting local authorities and/or assault support agencies can obtain such

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<sup>64</sup> 1.5b Non-Discrimination for Faith-Based Institutions, 4.2 Security and Public Safety

assistance from administration and staff through the Office of Student Services or the Office of the Dean.

All incidences of harassment or assault reported to LUCOM will be reported to LUPD if occurring on LU campus or appropriate law enforcement agency if occurrence is off LU or LUCOM premises for investigation and action.

## **14.2. Sexual Harassment and Interpersonal Violence Policy<sup>65</sup>**

Liberty University, including LUCOM, complies with Title IX of the Education Amendments of 1972 (“Title IX”), which prohibits unlawful discrimination on the basis of sex in any of its education or employment programs and activities. Liberty University does not unlawfully discriminate on the basis of sex in any of its education or employment programs and activities, nor does Liberty University tolerate sex discrimination or sexual harassment. Liberty University prohibits sexual harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, and retaliation, which are harmful to the well-being of the University community and its members, the learning and working environment, and collegial relationships amongst students, faculty, and employees. Liberty University will respond to reports of sex discrimination and sexual harassment with measures designed to eliminate such misconduct, prevent its recurrence, and remedy any adverse effects of the misconduct on individuals, members of the campus community, and university-related programs and activities. All members of the university community are encouraged to review Liberty University’s [Sexual Misconduct Policy](#), which is incorporated into the LUCOM Student Handbook, and other applicable university conduct codes, by reference.

For more information about [Liberty University’s Office of Equity & Compliance](#) and Title IX-related policies, contact:

**Nathan Friesema**

*Title IX Coordinator*

Liberty University Office of Equity & Compliance

**(434) 592-4999**

[oec@liberty.edu](mailto:oec@liberty.edu)

### **14.2.A. Reporting and Process**

Any student who believes that he or she has been the subject of sexual harassment, discrimination or assault in any form should immediately report the incident to the Office of Equity & Compliance and/or the Liberty University Police Department (LUPD). Students who would like assistance in contacting local authorities may request help from campus authorities.

Liberty University strongly encourages the reporting of all forms of sexual harassment, discrimination or assault. If you are not sure if an incident qualifies as a violation of the Policy on Sexual Misconduct or Nondiscrimination, please contact the Office of Equity & Inclusion:

**Nathan Friesema**

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<sup>65</sup> 1.5b Non-Discrimination for Faith-Based Institutions, 4.2 Security and Public Safety

*Title IX Coordinator*  
Liberty University Office of Equity & Compliance  
**(434) 592-4999**  
[oecc@liberty.edu](mailto:oecc@liberty.edu)

**Steve Ferro** (for reports involving employees)  
Deputy Title IX Coordinator  
Human Resources  
(434) 592-3340  
[smfoster@liberty.edu](mailto:smfoster@liberty.edu)

**Denny McHaney** (for reports involving allegations of disability discrimination)  
Deputy Title IX Coordinator  
Office of Disability Accommodations Support  
(434) 582-2159  
[odas@liberty.edu](mailto:odas@liberty.edu)

For confidential reporting options, please contact:

- [Student Counseling Services](#) - 434-582-2651 ([studentcounselingservices@liberty.edu](mailto:studentcounselingservices@liberty.edu))
- [Sexual Assault Response Program \(SARP\)](#) - 434-947-7273
- <https://www.liberty.edu/osd/lu-shepherd/> - 434-592-5411 ([lushepherd@liberty.edu](mailto:lushepherd@liberty.edu))

All responsible employees are required to report incidents of sexual harassment, discrimination or assault to the Title IX Office unless designated as a [confidential reporting option](#).

Liberty University will provide prompt, compassionate and discreet support services to victims. When a student contacts the University's Title IX Office, he/she will be given the opportunity to make a formal complaint with the Office. Immediate steps will be taken to inquire or investigate a complaint, stop the occurrence of the harassment/violence, protect and prevent re-occurrence, provide support and resources to those affected or involved and ensure the safety of the campus/community. Both interim measures and reasonable accommodations are available to affected parties. Reporting parties will review a Notification Checklist to ensure that the reporting parties are aware of resources and appropriate accommodations.

Any reporting party may request confidentiality but will be granted such on the basis at the discretion of the University's Office of Equity & Inclusion. Inquiries will be made into all reports regardless of the location of the incident absent a request for confidentiality. The grant of a request for confidentiality is a case by case decision in consideration of student/community safety. Pursuant to Va. Code § 23-9.2:15, in a situation involving sexual violence, a student's request for confidentiality will be granted at the discretion of the Threat Assessment Team.

Additionally, students, faculty or staff may contact the [Liberty University Police Department](#) (LUPD) or local police for emergencies, questions or concerns regarding an incident of sexual harassment, discrimination or assault.

**LUPD Emergency:** (434) 592-3911

**LUPD Non-emergency:** (434) 592-7641

### **14.3. Racial Harassment and Discrimination<sup>66</sup>**

LUCOM insists that all members of the College are entitled to and shall be afforded an environment free of racism - whether overt or subtle. Behavior that constitutes racial discrimination or harassment is prohibited by Title VII of the 1964 Civil Rights Act.

This includes, but is not limited to:

- racial or ethnic slurs
- coarse jesting with racial or ethnic overtones
- other forms of communication resulting in disparagement or intimidation

Any perceived incident should be reported to the Office of Student Affairs or the Office of the Dean. Staff will review the Racial Harassment & Discrimination policy with the complainant. A Grievance Form may be filed by the complainant with assistance from Staff and Administration of the COM.

An investigation will occur by the Student Progress Committee if the complaint concerns a student or the Faculty Council if the incident concerns a member of the faculty or staff. The investigating committee may call witnesses and hear testimony of the complaint. Witnesses and those requested to appear are not entitled to legal counsel during the hearing and investigation period or sessions.

The Student Progress Committee or Faculty Council will reach a conclusion concerning the grievance and make recommendations for actions, including disciplinary actions if indicated, to the Dean.

The Dean will adopt or modify the recommended actions and institute the actions.

The Dean will meet with complainant and accused to review outcome of investigation and actions recommended.

Any LUCOM student who is guilty of Racial Discrimination or Harassment is subject to disciplinary action up to and including dismissal from the COM.

Any Liberty University College of Osteopathic Medicine faculty or staff who is guilty of racial discrimination or harassment is subject to disciplinary action, including unpaid leaves of absence,

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<sup>66</sup> 1.5b Non-Discrimination for Faith-Based Institutions, 4.2 Security and Public Safety



mandated educational requirements, probation, suspension, up to dismissal as an employee at LUCOM.

LUCOM takes charges of racial discrimination and harassment seriously. If the investigation reveals a complaint was frivolous, groundless or fraudulent, the individual having made such a complaint is subject to disciplinary action.

#### **14.4. Impaired Student Program<sup>67</sup>**

All students, as a condition of enrollment at LUCOM must agree to abide by the College's policies on alcohol and drug usage and the impaired student policy. Under this policy, students who are identified abusing alcohol, legal or illegal substances are subject to dismissal from the College or may be referred to the Impaired Student Program (ISP) for further evaluation and treatment.

Entry into the ISP may be initiated at the student's own request or at the direction of the Dean. The Dean may, at their sole discretion, refer the matter to the ISP or initiate an investigation, which may include drug screens.

All students placed in the ISP must sign a release, including the release of medical records, allowing the College of Osteopathic Medicine (COM) access to any information necessary in order to monitor the student's compliance with the conditions of the program. Student confidentiality is maintained at all times and their records are stored within the appropriate treating department. Any lack of compliance by the student in meeting the conditions of the ISP or external agent shall result in dismissal from the COM.

Any student assigned to the ISP may have their clinical rotations or other clinical assignments suspended or scheduled at sites that will allow the student to be more appropriately monitored during the course of their participation in the ISP. Agreement to such scheduling modifications will be considered to be a requirement of continuing in the ISP while a participant in the program, the student must be under the supervision of a qualified external agent assigned by the ISP director.

Any acts of inappropriate behavior or violations of policies attributed to students participating in the Impaired Student Program or otherwise, shall continue to be referred to the Student Progress Committee for independent evaluation as is applicable to all students enrolled in the LUCOM.

Any member of the faculty who observes a student with symptoms suggestive of impairment secondary to emotional disturbance, substance abuse, or addiction will report the matter to the Dean for implementation of this policy.

The procedures regarding participation and responsibilities in the ISP are available from the Office of the Dean or the Assistant Dean of Admissions and Student Life.

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<sup>67</sup> 4.2 Security and Public Safety

### **14.5. Failure to Report a Violation<sup>68</sup>**

Every member of the COM has the duty to report all circumstances they have reason to believe constitute a violation of the code. Failure to report a violation of the code is itself a violation. All members of the College community have an affirmative duty to give testimony or evidence relevant to any alleged violation of the conduct standards.

### **14.6. Penalty<sup>69</sup>**

Any student of LUCOM who engages in the aforementioned Conduct violations, is subject to disciplinary action. Possible disciplinary actions can be found in the Academic & General Conduct Disciplinary Sanctions section of the LUCOM Student Handbook.

Since the University takes such charges seriously, where the results of an investigation reveal a conduct violation complaint of to be frivolous or groundless, the individual having made such a complaint may be subject to disciplinary action.

## **Chapter 15. Policies & Procedures for Code of Conduct Violations<sup>70</sup>**

For the duration of a student's enrollment at LUCOM, the student is expected to meet both academic and professionalism standards, set forth in the LUCOM policy manuals, independent of his/her course grades. Students with alleged professionalism concerns may be provided with improvement recommendations, referral to the Professional Advisory Group, or escalation to the Student Progress Committee.

Any member of the College community may file a written complaint with the Honor Court, a Representative of the Professional Advisory Group (PAG), or the Chair of the Student Progress Committee (SPC) setting forth-specific violations. The PAG handles student-specific incidents related to professionalism that are primarily first time offenses. If deemed appropriate by PAG, they may escalate the concern to SPC. The SPC shall have nonexclusive authority to evaluate all alleged student violations of misconduct, whether academic, moral, professional, or ethical.

During the period of time of any disciplinary action, except dismissal, the student may be directed to comply with the specific requirements intended to rehabilitate or monitor the student. These requirements may include counseling, auditing one or more courses, medical treatment, preparing scheduled reports, or any other requirement intended to rehabilitate the student and/or to ensure that the student is able to continue with their education without further monitoring.

Records of dismissal, suspension, probation, or leave of absence, and the date of each determination shall be placed in the student's permanent records.

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<sup>68</sup> 4.2 Security and Public Safety

<sup>69</sup> 4.2 Security and Public Safety

<sup>70</sup> 1.4 Governance & Program Policies, 5.1 Professionalism, 9.2 Academic Standards

Nothing shall limit the right of LUCOM to immediately remove a student from the College who has been accused of a violent act or threat, or any act that constitutes a violation of state, local, or federal criminal law subject to further proceedings consistent with these rules. A student who has been removed from the College shall not return until given permission to do so by the Dean.

Nothing shall prevent the Dean from taking action deemed necessary, including removing a matter from the committee's consideration, whenever, in the Dean's judgment, such action may prevent harm to the health, safety, and welfare of any individual, to school property, or to the integrity of the educational process.

Nothing shall limit the right of the College or any of its representatives or students to file a report with any law enforcement or civil agency.

### **15.1. Student Progress Committee Meeting Protocols and Process**

Proceedings to determine whether a student has violated a regulation, policy, behavior, or academic code of the College shall conform to the following protocols and process:

When informed of alleged violation, the Chair of the Student Progress Committee (SPC) will conduct a preliminary investigation. The Chair may, at that time, deescalate behavioral and/or professional concerns to the Professional Advisory Group (PAG, a subcommittee of SPC). The Professional Advisory Group may alternatively determine it necessary to escalate concerns to SPC for a hearing and committee deliberation.

The Chair will call a meeting of the committee and shall notify the charged student(s). The student(s) shall receive written notice of the time, place, and subject of the meeting. Legal representation or any other form of representation is prohibited during hearings before the SPC.

If desired, the student or complainant will provide the Chair with a list of any witnesses they may have secured to present in their support, in writing, no later than three business days before the meeting date. The student or complainant will be responsible for ensuring the presence of their witnesses.

Any witnesses will be called individually to be questioned and to provide any statements to the committee. Witnesses may be asked to remain outside the meeting room for later recall. The student will not be present during the questioning of any witnesses.

The student will be given the opportunity to present information concerning the issues and their statements to the committee. The student will only be present during their statements and to respond to any questions from the committee. If the student fails to appear at the designated location, date and time of the hearing, the student waives his/her right to attend the hearing and a decision will be made by the committee based on the available evidence. The committee may, in its discretion and for good cause, reschedule the hearing but it is not required to do so for any reason.

The Chair will dismiss the student and any witnesses. Deliberations of the committee shall be in closed session to protect the student's privacy.

At the conclusion of the discussion, the Committee shall make its recommendation(s) to the Dean in writing. Various disciplinary actions that may be recommended by the SPC include but are not limited to: reprimand, fine, probation, suspension, dismissal, and administrative leave of absence.

The Dean shall review the Committee's recommendation and render a final decision. The Dean may choose to accept, not accept, or change the committee's recommendations or they may send the case back to the committee for further investigation or action. The student shall be notified of the Dean's decision by U.S. mail, certified mail return receipt requested, or personal delivery.

The recommendations of the SPC and all reports, letters, and investigative records shall be maintained in the Office of the Dean's files for not less than five years. This investigatory information is not part of the student's permanent records or the student's transcript. Disciplinary action imposed by the Dean and administration is a permanent part of the student's record and may be recorded on the transcript.

### **15.2. Professional Advisory Group Meeting Process**

The role of the Professional Advisory Group (PAG) is to serve as a mentoring body and is designed to mentor students with professionalism/conduct issues in proper professional behavior. When a student is alleged to have disrupted a professional code of the College the following process will be considered when the concern is presented to PAG:

When informed of a potential professionalism concern, the Professional Advisory Group (PAG) will review the information presented to the group. The PAG may determine it necessary to escalate concerns to SPC for a hearing and committee deliberation. The PAG handles student-specific incidents related to professionalism that are primarily first-time offenses and are determined to merit discussion and action before escalation to SPC may be required.

The committee may meet with the involved student(s). The student(s) involved are expected to meet with the committee and complete any actions as assigned by the committee. Failure to do so may result in escalation of the concern to the SPC. Legal representation or any other form of representation is prohibited during meetings with the PAG.

The recommendations of the PAG and all related documentation shall be maintained until the individual student's graduation, then promptly discarded. This information is formative, not part of the student's permanent records or the student's transcript unless the nature of the incident requires permanent documentation (ex: misdemeanor) or future disciplinary action is taken regarding the same student during their time at LUCOM. Disciplinary action imposed by the Dean and administration is a permanent part of the student's record.

## **15.3. Academic & General Conduct Disciplinary Sanctions<sup>71</sup>**

### **15.3.A. Points**

A point's notification is an oral or written notification to the student that continuation or repetitive wrongful conduct may result in more severe disciplinary penalties. Whether the reprimand is oral or written initially, a copy of the document will be given to the student as well as placed in the student's file.

The Dean or designated Associate Dean shall notify the student that they have been placed on disciplinary status, but it is the student's responsibility to be aware of their disciplinary status at all times.

### **15.3.B. Academic Monitoring**

An internal academic monitoring status is utilized by LUCOM to enhance matriculated students' success with the curriculum. Students identified to be at academic risk will be internally noted and monitored within the Office of Medical Education and/or the Office of Clinical Education. This academic monitoring information may be made available to the Academic Support and Success Center as well as the academic and clinical deans to provide comprehensive academic support. Identified students may be required to meet with Medical Education Learning Specialists or an appropriate dean, and may have additional requirements and/or restrictions imposed by the Office of Medical Education, Office of Clinical Education, or the Office of the Dean.

### **15.3.C. Disciplinary Warning or Behavior Monitoring Status**

Formal notice to a student that their action and/or behavior have not met University and College standards. This sanction remains in effect for a designated period of time and may be expunged from the student file. This status is defined as a period during which a student has the opportunity to demonstrate that they can effectively cease behavioral misconduct. A student may remain a participating member of professional organizations while on warning or behavioral monitoring status. A student on Warning or Behavioral Monitoring status may be prohibited from participating in activities off campus or activities on campus that involve absence from any scheduled class, laboratory, clinical or other academic requirement without written permission of Office of Dean, holding office in any LUCOM professional organization, club, student government, or class and being elected to any honorary or other school organization.

### **15.3.D. Probation**

The Student Progress Committee may make a recommendation for probation to the Dean for, but not limited to:

- It is believed that a student has failed to achieve sufficient maturity of thought or professionalism

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<sup>71</sup> 5.1 Professionalism

- A student is responsible for an infraction of the laws, rules, or codes of conduct that govern the osteopathic medical profession and its members at LUCOM

Probation is defined as a period during which a student has the opportunity to demonstrate that they can remediate failing grades, academically redeem a failing cumulative average, or can effectively cease behavioral misconduct. Probation can be for any period of time, i.e. the remainder of a current term or may be for the remainder of the time the student is enrolled at LUCOM. While on probation, the student will be prohibited from participating in LUCOM sponsored student activities (e.g. mission trips, health fairs), holding office in any LUCOM organizational club, student government, or class and, being elected to any honorary or other school organization.

During probation for disciplinary reasons, the student must show appropriate behavioral, professional, and personal conduct as defined in the conditions of their probation. The student may be required to seek professional behavior modification education or counseling. Additionally, the student is required to refrain from any further violation of the code and may be required to perform community service or comply with any other requirements intended to rehabilitate the student.

Once the student has corrected all academic or behavioral deficiencies, the SPC may recommend to the Dean to remove the student from probation. If, while on probation, the student violates the terms of their probation, actions may be taken up to and including dismissal from the LUCOM. Probations that are issued for reasons that are not academic in nature will not be recorded on the student's transcript.

### **15.3.E. Suspension**

The Student Progress Committee may make a recommendation for academic suspension to the Dean for, but not limited to:

- the student fails to make satisfactory academic progress
- the student fails to meet academic standards
- the student has multiple course failures
- the student has not attained the academic level expected of the student at their level of education
- has not met the requirements for promotion to the next academic level
- the student has a Student Progress Committee granted sanction

The Student Progress Committee may make a recommendation for suspension to the Dean for, but not limited to:

- the student has deviated from the policies and procedures
- the student has violated Academic Conduct Standards
- the student has violated General Conduct Standards

Suspension bars a student from attending school as a student for credit for a defined period of time. A student suspended for disciplinary reasons will be removed from the academic enrollment

with revocation of all other privileges or activities, including the privilege of entering the campus or any affiliated sites for a specified period of time. As a result of suspension, a student will no longer be accounted for in the class rank calculations. Suspension is included in the calculation of the six-year limit for completing all graduation requirements.

In the preclinical years, suspension cannot be less than the remainder of the academic semester if the interruption to classes and laboratories will result in the failure of current courses. In the clinical years, suspension can be imposed for the remainder of the current rotation and/or future additional rotations.

Readmission will not be entertained until the suspension period is completed and any required actions are satisfactorily fulfilled. Return of the student is subject to approval of the University and College administration and faculty. When a student returns from a defined suspension period, they will be placed on academic probation until satisfactory progress is made. A student on this status will have program restrictions.

While appealing an academic suspension, a student may continue to attend classes and take all examinations pending the results of the appeal.

### **15.3.F. Dismissal**

The Student Progress Committee may make a recommendation for academic dismissal to the Dean for, but not limited to:

- A student found to have misrepresented himself/herself on licensing examinations and/or conducted himself/herself inappropriately and/or unprofessionally during licensing examination testing sessions.
- A student found to be in violation of LUCOM's or NBOME's licensing examination protocols or procedures (including all requirements and timelines)
- Failure to make satisfactory academic progress
- \*Failure of two or more courses during any academic year
- \*Failure of three or more courses during any academic year
  - In such cases, no opportunity for remediation will be permitted
- \*Failure of four or more courses during any academic year
  - In such cases, no opportunity for remediation will be permitted.
- Failure of a repeated course or repeated clinical rotation
- Failure of a total of two clinical rotations
  - Any failing F grade received will be counted toward this total regardless of whether the rotation was repeated and passed
- Exceeding the six-year limit for completing all graduation requirements
- The student has a SPC granted sanction

The Student Progress Committee may make a recommendation for dismissal to the Dean for, but not limited to:

- A student found to have represented themselves as a Doctor of Osteopathic Medicine (D.O.) or to have practiced medicine, or any phase thereof, not under the direct supervision of a licensed physician or a clinical faculty member of the University
- Circumstances of a legal, moral, behavioral, ethical, or academic nature that warrant such action or would result in the student not being able to practice as an osteopathic



physician.

- Determination by the Student Progress Committee and Dean that the student's actions would prevent the student from practicing or that they do not meet the professional and ethical standards expected of an osteopathic physician.
- Failure to fully meet the stipulations of a suspension within the time prescribed

\*Remediation of a course failed during one academic year does not remove it from the total failures allowed per year. Failing a remediation examination does not count as a second course failure. In cases of a second failure in the same course, remediation examinations will not be permitted.

Dismissal is the permanent termination of a student's academic enrollment where they are not allowed to return to the program. As with all disciplinary actions, the Dean is responsible for imposing this recommendation. As a result of any dismissal, a student will no longer be accounted for in the class rank calculations. As a result of any dismissal, the status of the student will be updated to reflect disenrollment to an external organization such as the National Board of Osteopathic Medical Examiners.

While appealing a dismissal by the Dean, a student may continue to attend classes and take all examinations pending the results of the appeal.

### **15.3.G. Other Sanctions**

- Expulsion: permanent dismissal from the University with no right for future readmission.
- Temporary Suspension: action taken removing and barring the student from the campus and/or affiliated University sites pending final determination of student's status taken by the Dean or Director for Admissions and Student Life.
- Final Disciplinary Probation: disciplinary sanction taken when a student is in violation of University or College standards, under which the following conditions may exist:
  - The sanction is for the remainder of the student's career. The action may be reviewed by the Dean no sooner than two academic semesters or its equivalent after the sanction is imposed. The student may request in writing reduction of the sanction after two semesters to disciplinary probation if they can demonstrate reason to substantiate the request.
  - Another violation of the University policy or standards of conduct while on final disciplinary probation will result in at a minimum a suspension.
- Verbal Warning: A verbal admonition to the student by a University or College faculty, administration or staff member that their behavior is inappropriate. A verbal warning will be noted in the student's file for a designated period of time and expunged if no further violations occur.
- Fines: Penalty fees payable to the University for Violations of policy, rules, or regulations.
- Restitution: Payment made for damages or losses to the University or College is directed by the adjudicating body.
- Restriction or Revocation of Privileges: Student may be restricted from participation in extra-curricular activities, i.e., serve as an officer in a LUCOM organization or national organization, mission trips, etc.

- Counseling Intervention: College or University directed professional evaluation or treatment for behavioral or psychological issues
- Other Appropriate Actions: As determined by the SPC or the Dean.

### **15.3.H. Readmission Policy<sup>72</sup>**

If a student withdraws from Liberty University College of Osteopathic Medicine, they may not apply for admission to a new class starting less than 12 calendar months after the date of withdrawal. The student may only reapply as a first year student. In order to be considered for admission, the candidate must provide adequate evidence that the conditions and/or factors that caused the prior withdrawal have changed significantly, so that there is reasonable expectation that the applicant can perform satisfactorily if admitted.

Any applicant applying for admission must do so through the Office of Admissions and must follow the same procedure as any other entering student. Admission will be solely at the discretion of the Dean as are all admissions. The student's prior academic record will remain a part of their overall academic record and will be recorded on the permanent transcript. If admitted, none of the student's prior grades will be utilized in calculating their new cumulative or term average. If admitted, the student may follow the process for advance standing as published at the time.

## **Chapter 16. Grievances & Appeals<sup>73</sup>**

Any student has the right to seek redress of a grievance with immunity from disciplinary action or retaliation without regard to the student's sex, gender, race, religion, disability, color, creed, ethnic, or national origin as included in the regulations of Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973. The following procedures provide instructions for general academic and non-academic grievances. For complaints regarding COCA accreditation standards, refer to Chapter 18 of the LUCOM Student Handbook. For a student to address a grievance, they must utilize the following procedures:

### **16.1. Non-academic Grievance**

The student will present the grievance to the student's assigned faculty adviser. If the faculty adviser cannot affect a resolution to the problem, the student may then consult with the Office of Admissions and Student Services.

The Assistant Dean of Admissions and Student Life or Dean's designee will hear the grievance. If a satisfactory solution cannot be achieved, the student will be advised to prepare a written, signed request, setting forth the grievance and requesting a hearing with the Honor Court or Student Progress Committee.

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<sup>72</sup> 9.1 Admissions Policy

<sup>73</sup> 1.4 Governance & Program Policies, 9.2 Academic Standards

Copies of appropriate and relevant documentation must be appended to this request, which will include a statement to redress the student requests.

The student will submit the request to the Office of Admissions and Student Services, who will present it to the Chairperson of the appropriate committee.

The Chairperson shall convene the committee after receipt of a written request. The student will be notified in advance of the date, time, and place of the meeting.

The meeting shall be internal, private, and closed to non-University persons. Non- University personnel are not available for consultation during these meetings. Legal representation or any other form of representation is prohibited during the hearing. At the meeting, the student will be afforded a full and fair opportunity to present the grievance and to respond to relevant questions posed by members of the committee.

The Committee will, after deliberation, make a recommendation to the Dean.

Following receipt of the Committee's recommendation, the Dean or his designee will advise the student, in writing, delivered by either certified mail or in person, of the action taken to resolve the grievance.

## **16.2. LUCOM Policy or Procedure Grievance**

Concerns, questions or grievances regarding LUCOM policies and procedures should be addressed to the SGA Administration. The SGA will present the grievances to LUCOM Administration for an appropriate and reasonable resolution.

## **16.3. Academic Grievances**

Matters regarding grading disputes shall include all concerns related to specific grades received or the processes by which grades are determined. The student should begin by addressing his/her concern with the Office of Medical Education or the Office of Clinical Education, who will inform the appropriate Assistant/Associate Dean. In all appeals regarding a grading dispute or appeal situations, the decision of the Dean is final.

A student who has difficulty in negotiating the grading dispute appeals process may seek guidance from the College's Office for Student Services.

### **16.3.A. Assignment Grade**

Syllabi for courses that include laboratory practical examinations or graded assessments involving standardized patients or simulation exercises stipulate the process for making a grade appeal. Additionally, appeals must be submitted in writing via LUCOM email and must copy [LUCOMMedEd@liberty.edu](mailto:LUCOMMedEd@liberty.edu). Students will receive a written response within 7 business days.

### **16.3.B. Course Grade**

A student seeking to appeal a decision regarding a final course grade during the first and second year should seek solutions through the following administrative channels; proceeding in the order stated if a resolution cannot be reached:

1. Senior Executive Director of Medical Education at [LUCOMMedEd@Liberty.Edu](mailto:LUCOMMedEd@Liberty.Edu)
2. Senior Associate Dean of Academic Affairs
3. Dean (final level of appeal)

A student seeking to resolve a grade concern through the administrative channels above must initiate such action in writing within 5 calendar days from the date students are notified that final course grades have been sent to the LUCOM Registrar. Review of a student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, they may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within 5 calendar days of the date the decision was rendered at each level of the appeal. No administrative grade changes will be accepted 45 days after the grade is recorded.

### **16.3.C. Clinical Rotation Evaluation**

The following process is available to a student pertaining to an appeal of grades and comments made on the Preceptor Evaluation of Student.

Students should seek solutions through the LUCOM Office of Clinical Education. Appeals must be submitted in writing via LUCOM email to [LUCOMClinicalEducation@liberty.edu](mailto:LUCOMClinicalEducation@liberty.edu). The LUCOM Office of Clinical Education may involve the DSME, the preceptor, or the appropriate clinical chair or clerkship director, if necessary.

Students seeking to resolve a complaint through the administrative channels listed above must initiate such action in writing within 30 days from the date that the grades or comments were recorded by the LUCOM Office of the Registrar. Students will receive a written response within 7 business days.

### **16.3.D. Clinical Rotation Grade**

A student seeking to appeal a decision regarding a rotation final grade during the third and fourth years should seek solutions through the following administrative channels; proceeding in the order stated if a resolution cannot be reached:

1. Senior Executive Director of Medical Education at [LUCOMClinicalEducation@liberty.edu](mailto:LUCOMClinicalEducation@liberty.edu)
2. Associate Dean of Clinical Affairs and GME
3. Dean (final level of approval)

Students seeking to resolve a grade concern through the administrative channels listed above must initiate such action in writing no later than 30 days from the date that the final grade was recorded by the Office of the Registrar. Review of a student problem and complaint at each administrative level will be carried out as expeditiously as possible. If the student is not satisfied with the decision, they may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within 5 calendar days of the date the decision was rendered at each level of the appeal. No administrative grade changes will be accepted 60 days after the grade is recorded.

#### **16.4. Appeals of Academic, Disciplinary or Dismissal Action**

A written appeal by a student doctor of a Dean's decision regarding an academic, disciplinary or dismissal action must be submitted in writing to the Office of the Dean within 72 hours of receipt of notice of the action or disposition of a hearing.

To appeal a decision made by the Dean relating to academic, dismissal or disciplinary actions reference Chapter 17.

### **Chapter 17. Appeals Process<sup>74</sup>**

Student appeals are reviewed as part of an informal proceeding. Rules of civil procedure and evidence will not apply. Appeals must be presented in writing for consideration. All procedures and actions are aimed to safeguard and preserve the educational and developmental mission of the College of Osteopathic Medicine.

Written appeals of an academic, dismissal or disciplinary decision rendered by the Dean must fall into one or more of the following categories:

- The student has new evidence that was not available prior to the original hearing.
- The prescribed process was not adhered to during the student's hearing.
- The decision communicated by the Dean is disproportional to the student's academic or disciplinary inefficiencies.

#### **17.1. Appeals Request Process**

If a student doctor appeals an academic, disciplinary or dismissal decision made by the Dean, the appeal must be submitted in writing within 72 hours upon receipt of the Dean's decision.

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<sup>74</sup> 1.4 Governance & Program Policies, 9.2 Academic Standards

Written appeals must be submitted to the Office of the Dean for distribution to the Faculty Council Chair. The Faculty Council Chair is responsible for convening an ad hoc committee for the purpose of reviewing the written appeal.

Any appeals not submitted in writing to the Office of the Dean will not be considered. The written appeal must contain a concise, written statement of all relevant facts applicable under the criteria listed in 17 and include the result sought.

### **17.2. Review Board**

Written appeals shall be reviewed by an ad hoc appeals committee, chaired by the Faculty Council Chair. The Faculty Council Chair is elected each academic year by the Faculty. Appeals shall be received from the Office of the Dean.

The Appeals Committee, as an ad hoc committee, will be comprised of, at minimum, three (3) voting members with one (1) non-voting, representative from the Student Progress Committee (SPC). The Chair of the Faculty Council Committee will chair the appeals committee and will be responsible for convening the committee upon receipt of a written appeal.

Summary of notes will be taken.

### **17.3. Appeals Procedures**

The appeals committee must convene and render a decision within seven (7) business days upon receipt of written appeal from the Office of the Dean.

The student will be notified as to the date of the committee's review and may continue to attend classes and take all examinations pending the results of the appeal. It is the student's responsibility while waiting on an appeal decision to be reached to communicate with the Office of the Registrar and the Office of Financial Aid to understand his/her financial and academic obligations to the COM.

The ad hoc appeals committee will review the written request to appeal the decision of the Dean. The Chair of the ad hoc committee is responsible to distribute the written appeal to committee members. All requests must provide written justification of at least one of the criteria under 17 for appealing a Dean's decision on academic, disciplinary or dismissal action.

The ad hoc committee will render a decision based on the student's written appeal by majority vote of the voting committee members in attendance. The committee may render a decision of yes the appeal has merit, no the appeal does not have merit, or request additional information.

If the appeal is found to have merit, the ad hoc committee will move to reopen the case. The committee will then submit their written recommendation to the Dean.

Appeals found to have no merit will be dismissed. The Dean's original decision will stand. Student will be notified in writing by the Chair of the appeals committee.

The ad hoc committee may request additional information if it deems necessary in order to render a decision. Students must supply requested additional information within 72 hours of the committee's request. Upon obtaining additional information, the committee will decide if the appeal has merit to reopen and submit a recommendation to the Dean or if the appeal has no merit and will be dismissed.

Once a decision is reached by majority vote, a written recommendation will be sent to the Dean for consideration.

The committee's written recommendation will be submitted to the Dean, and the Dean's subsequent decision will be final.

#### **17.4. Notification of the Dean's Decision**

An appeals decision determined to have merit to consider will be forwarded in writing to the Dean by the Chair of the ad hoc appeals committee with the committee's written recommendation. The Dean will render a final decision in writing within a time period not to exceed ten (10) business days.

The Office of the Dean will forward it to the student by certified mail to the student's last official address or hand deliver with receipt.

All decisions of the Dean will be final and binding.



## ACCREDITATION COMPLAINT POLICY AND PROCEDURE

### 18.1 Complaint Policy

Faculty, staff, students, and members of the general public have an opportunity to file complaints regarding any issues of non-compliance regarding any accreditation standard(s) directly with LUCOM or its accreditation body, the Commission on Osteopathic College Accreditation (COCA). The complainant will provide evidence that an effort has been made to resolve the problem through the recommended route with the COM administration and will include information about all other actions initiated to resolve the problems.

Complaints filed directly with LUCOM's Office of the Dean are permanently retained, and shall be maintained for a period of seven years by the Provost. Complaints will be resolved through a fair adjudication process, will be treated confidentially, to the extent possible, and without any retaliation to the complainant.

For individuals filing an accreditation complaint directly with LUCOM, please refer to the procedure outlined below. For individuals filing an accreditation complaint directly with the COCA, please refer to the procedures outlined in the following link: [COCA Complaint Procedures](#). Individuals can also access a public [COCA complaint form](#) located on LUCOM's [webpage](#).

### 18.2 Complaint Procedure

When filing a complaint directly with LUCOM, the procedures set forth below apply only to complaints that directly implicate LUCOM's educational program(s) and its non-compliance with relevant accreditation standards. All complaints will be addressed confidentially by the COM's executive leadership and applicable stakeholders as directed by the Dean, guided by the sensitivities of the complaint.

1. If an individual has an accreditation-related concern and wishes to file a formal complaint regarding non-compliance of accreditation standards of LUCOM's educational program the individual should submit the complaint in writing to the Dean of the program. If the complaint directly involves the Dean, then the complaint may be submitted to the Provost of Liberty University. The written complaint may be submitted in person to the appropriate office, submitted by U.S. mail, or e-mailed from the student's or employee's LU e-mail account, or by the individuals' email account if they are the general public.
2. The written complaint should indicate the specific accrediting agency and the specific accreditation standard(s) that is in non-compliance. It should describe in detail the circumstances of the matter and explain how the matter directly implicates the LUCOM program to the accreditation standard(s). The complaint should explicitly state which

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<sup>75</sup> 1.4 Governance & Program Policies, 2.4 Accreditation Standard Complaint Policies and Procedures, 12.6 Public Information

accreditation standard(s) is being implicated.

3. The complainant must provide their name and email address to allow further communication about the complaint. Official LU email address must be used if an employee or student. If the complaint is submitted by U.S. mail, it must also provide the individual's mailing address. To the extent possible, LUCOM will redact name and address to maintain confidentiality.
4. The written complaint must be dated and signed. A complaint submitted by e-mail is deemed to be signed by the student or employee from whose e-mail account the complaint is submitted. A complaint submitted by email by the general public is deemed to be signed by the individual if they include their full name.

### **18.3 Process of Adjudication and Resolution**

1. The Dean to whom the complaint is submitted will acknowledge receipt within five (5) business days of receipt of the written complaint. That acknowledgement will be made via email.
2. The Dean to whom the complaint is submitted may delegate responsibility for investigating the complaint, responding to the complaint, or resolving the matter to another administrator, faculty member, or staff member. All complaints will be addressed confidentially, guided by the sensitivities of the complaint.
3. Once the complaint has been acknowledged, the Dean or designee will respond to the complainant no later than ten (10) business days after acknowledged receipt of the complaint. The written response will either be a substantive response to the complaint or information about what steps are being taken to address the complaint or to further investigate the complaint.
4. If further investigation is needed, the complainant will be informed of the steps being taken. Upon completion of the investigation, a response will be provided to the complainant within ten (10) business days.

### **18.4 Appeal Process**

1. The individual filing the complaint may appeal the decision of the Dean within ten (10) business days of issuance of the response. The appeal shall be to the Provost of Liberty University. The appeal must be in writing addressed to the Provost, signed by the individual, and it must thoroughly explain the basis for the appeal. All evidentiary documents should be provided.
2. The Provost or designee will acknowledge receipt of the appeal within five (5) business days via email.
3. The Provost will adjudicate the appeal and send a response within fifteen (15) business days after acknowledged receipt of the appeal. The Provost may request additional information and/or interview which must be provided within five (5) business days.

4. The decision of the Provost shall be final.

### **18.5 Retention of Records**

A record of each complaint and its resolution, including any decision on appeal, shall be retained confidentially by the office of the Provost for a period of seven years and permanently by LUCOM's Office of the Dean.

### **18.6 Non-Retaliation**

LUCOM maintains a non-retaliation policy that protects any individual making a complaint. LUCOM will not permit any employee or student to retaliate in any manner.

### **18.7 Filing a Complaint to the Accrediting Agency**

If the complaint resolution process was not handled appropriately by LUCOM, or if the outcome of the complaint(s) was not satisfactory, the complainant has the option to file a confidential complaint directly to the accrediting agency as described below.

Complaints should: (1) be against an accredited educational program or program in candidacy status, (2) relate to a specific accreditation standard(s), (3) include documentation that demonstrates that the institutional complaint process was completed, and (4) provide explicit reasons why the institutional complaint process was unsatisfactory.

All complaints must be submitted in writing and sent to the appropriate accrediting agency listed below. Your name and contact information must be included.

#### **Commission on Osteopathic College Accreditation (COCA)**

142 E. Ontario St. Chicago, IL 60611-2864

PH: 312-202-8174

[predoc@osteopathic.org](mailto:predoc@osteopathic.org)

For further information, please refer to [COCA's Complaint Procedures](#).

## Chapter 19. Reservation of Power

This handbook is not intended to be a contract or part of a contractual agreement between LUCOM and the student. The Student Handbook is available online at [www.Liberty.edu/LUCOM](http://www.Liberty.edu/LUCOM). Changes in the content of the Student Handbook may be made at any time, by the University or College administration. Notice of anticipated changes will be given to the students in advance of implementation, whenever possible. Each addition of the student handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. Failure to read the handbook and to be familiar with the rules, policies, and procedures contained in it does not excuse the student from being required to comply with the provisions of the policy.

Liberty University reserves the rights to amend, modify, add to, or delete from its rules, policies and procedures without notice, affecting its institutional relationship with students as deemed necessary by the administration without such change being considered a violation of the relationship between the University or College and the student. Such changes may include but are not limited to changes in tuition and/or fees, academic requirements, curriculum or responsibilities of the student.