

Western University of Health Sciences

**College of Osteopathic Medicine of
the Pacific**

**Heatherington College of
Osteopathic Medicine**

**Doctor of Osteopathic Medicine (DO)
2026/2027 Catalog**

Conditions of Accuracy

The information within is accurate at the time of publication and reflects standard operating conditions for the academic year. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this catalog should be aware that the information changes from time to time at the sole discretion of Western University of Health Sciences (WesternU) and that these changes might alter information contained in this publication. More current and complete information may be obtained in the appropriate department, school, or administrative offices. Some changes can also be found on the Western University of Health Sciences website. Western University of Health Sciences reserves the right at any time, without advance notice, to change any part of the catalog; no vested rights shall run or be created by the catalog, including the right to notice of any modification, novation, amendment, supplementation, or other change of any term, provision, or content of the catalog; such right of Western University of Health Sciences to enact changes shall include but not be limited to (a) attendance or curriculum requirements; (b) changes to tuition and fees; (c) changes in the academic calendar; (d) changes in admission and registration requirements; (e) changes in the regulations and requirements governing instruction in and graduation from Western University of Health Sciences; (f) changes of instructors and faculty; (g) changes of rules and regulations governing the students and student body organizations; (h) changes of on-campus facilities; (i) changes of extra-curricular student activities, programs, and offerings; (j) conduct or academic standing; and (k) changes of any other program or regulation affecting students or other interested parties. Western University of Health Sciences further reserves the right to make such changes should economic conditions, health conditions, changes in law, government orders, or a local, state, or national emergency make it necessary to do so. Such changes may supplement and supersede any inconsistent provisions found in this Catalog, and will be published using typical communication channels, including mail, email, publication to the university web site, press releases, and other channels as deemed appropriate. This catalog does not constitute a contract, or terms or conditions of contract between the student, staff, and/or faculty and Western University of Health Sciences.

Text for the catalog was prepared as of June 1, 2026. The information herein applies to the academic year 2026/2027.

Table of Contents

Conditions of Accuracy	2
College of Osteopathic Medicine of the Pacific	7
Accreditation.....	7
Complaints Regarding Accreditation Standards	7
General Information	8
The Osteopathic Philosophy and Tenets	8
Mission and Core Competencies.....	8
<i>The Osteopathic Oath</i>	9
Personal Competencies for Admission and Matriculation	11
Observation.....	11
Communication.....	12
Motor	13
Sensory.....	14
Intellectual, Conceptual, Integrative, and Quantitative Abilities.....	15
Behavioral, Professional, and Social Attributes	16
Physical Health	18
Admissions Policies and Procedures.....	19
Reasonable Accommodations during the Admissions Process.....	20
Minimum Application Requirements.....	20
Minimum Enrollment Requirements	20
Applicants with Foreign Coursework	21
International Applicants.....	21
Criminal Background Check during the Admissions Process	22
Deferred Admission	22
Transfers from Other Colleges of Osteopathic Medicine	22
Transferability of Courses Taken at WesternU	23
Registration.....	24
Registration Late Fee Appeals.....	24
Student Health Insurance Requirement	24
New Student Orientation/Welcome Week.....	24

Student Initiated Changes in Enrollment Status.....	24
Full-Time Status.....	25
Time Limits	25
Tuition and Fees.....	26
Modified Curriculum/Repeated Coursework Tuition Rates	27
Computer Technology.....	27
Clinical Rotations Expenses.....	27
Subject Examination Repeat and OSCE/EPA Repeat Fees	28
Failed Rotations Fees	28
Student Support Services.....	29
Students’ Rights and Responsibilities	29
Academic Advisement.....	29
Tutorial Assistance Program	30
Board Advising	30
LEAD Department	30
Office of Career and Professional Development	31
General Academic Policies and Procedures.....	32
AOA Nomenclature	32
Student Disability Accommodation Process	32
Attendance and Absences from Curricular Activities	33
The College Time-Off Request (TOR) Expectations.....	34
Requesting Religious Accommodation	35
Academic Requirements for Student Government	36
Examination Policies	36
Grading of Students by Academic and Non-Academic Health Care Professionals.....	37
Protocol for Input on Matters of Student Concern.....	37
Course Repeats and Remediation.....	38
OMM Competency Evaluation Prior to Return from LOA	38
Licensing Examinations	39
Graduate Medical Education	40
Criminal Background Investigations or Live Scan Fingerprinting.....	41
Drug Screenings	41

Drugs and Alcohol on Campus Policy.....	42
Anatomy Lab Rules.....	42
Service Animals on Campus	44
Student Rights and Responsibilities in the Learning Environment.....	45
AOA Code of Ethics	45
Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories and Lecture Halls, or Associated Academic Activities.....	45
Student Injuries and Illnesses in Clinical Settings	45
Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”).....	46
College Dress Code.....	46
College Student Honor Code.....	47
College Student Code of Ethics	47
Professionalism Concerns and Non-Disciplinary Interventions.....	49
Reporting Violations to the Office of Student Conduct and Professionalism.....	49
Standards of Academic Progress.....	51
Prescription for Academic Success	51
Prescription for Professional Growth and Enhancement	51
Student Performance Committee (SPC)	51
Outcomes for Unsatisfactory Academic Progress.....	53
Adverse Actions	57
Appeals Process	59
Graduation	60
Evaluation and Grading.....	62
Pre-Clinical Curriculum Grading (OMS 1 & 2):	62
Clinical Curriculum Grading (OMS 3 & 4):.....	62
Cumulative Numeric Scores and Class Rank	63
Administrative Grades	63
Audit.....	63
Missing Grades.....	64
Incomplete Grade (I): Courses or Blocks.....	64
Incomplete Grade (I): Rotations.....	64

Grade Reports	64
Grade Changes Pre-Clinical (OMS 1 & 2)	64
Grade Changes Clinical (OMS 3 & 4)	65
Credit Hour Calculation	65
Curriculum Organization	66
Graduation Service Requirement.....	66
Pre-Clinical Curriculum (OMS 1 and 2).....	66
Clinical Curriculum (OMS 3 and 4)	69
Optional Programs	70
Course Descriptions	73
Pre-Clinical	73
Clinical (OMS 3 and 4).....	76
Clinical NMM/OMM Fellowship Students	80
Honors and Awards.....	82
Academic Calendar	82

College of Osteopathic Medicine of the Pacific

The College of Osteopathic Medicine of the Pacific (COMP)/Heatherington College of Osteopathic Medicine (WesternU HCOM) (formerly COMP-Northwest) is one college comprised of two campuses. Together, COMP (Pomona, CA), and WesternU HCOM (Lebanon, OR) comprise the total student body, faculty, and staff of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific/Heatherington College of Osteopathic Medicine. Unless a topic refers to a specific site, all references regarding the College will pertain to both sites and will collectively be referred to as the College.

The College catalog serves as a supplement to the University catalog. The College faculty, staff, and students must abide by the content of the University catalog in addition to the College catalog. The 2026-2027 catalogs supersede previous versions, and all students are held responsible for the information contained in both the University and the College 2026-2027 AY catalogs.

Accreditation

The academic program of Western University of Health Sciences, College of Osteopathic Medicine of the Pacific/Heatherington College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA), which is recognized by the United States Department of Education (USDE). The College has received accreditation status from the American Osteopathic Association's Commission on Osteopathic College Accreditation, which is the recognized accrediting agency for the approval of colleges preparing osteopathic physicians. The address, email, and phone number of the accrediting agency are Secretary, COCA; American Osteopathic Association; 142 East Ontario Street; Chicago, IL 60611; E-mail predoc@osteopathic.org; Telephone 312/202-8124; Fax 312/202-8424.

In addition to the COCA, WesternU HCOM is authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 3225 25th Street SE, Salem, Oregon 97302.

Complaints Regarding Accreditation Standards

The College is committed to meeting and exceeding the standards of accreditation for colleges of osteopathic medicine as described by the American Osteopathic Association's Commission on Osteopathic College Accreditation. It is the policy of the College that an individual who believes the College may not be in compliance with a standard of accreditation has the right to file a complaint through the following procedure:

- A written, dated, and signed complaint can be filed with the COMP/WesternU HCOM Office of Student Affairs. For email delivery, the complaint can be sent to OSAPomona@westernu.edu for the COMP campus or OSALebanon@westernu.edu for the WesternU HCOM campus.
- A student affairs professional will consult with the Dean of COMP/WesternU HCOM (the Dean), or Dean's designee, and form an appointed committee of faculty and students to investigate the complaint.

- The results of the investigation shall include findings of fact, a determination of compliance or non-compliance, and recommended corrective actions if non-compliance is determined. The results will be communicated in writing to the Dean, or Dean's designee, the COMP/WesternU HCOM Office of Student Affairs and to the complainant.
- If corrective action is indicated, the Dean, or Dean's designee, will respond to the appointed committee with a plan for such action within 30 days of receipt of the committee's findings and recommendations.
- Records of all proceedings regarding complaints will be maintained by the COMP/WesternU HCOM Office of Student Affairs.

In the event that the complainant is not satisfied with the appointed committee's determination and/or the resulting corrective action plan, the complainant may communicate their complaint directly to [COCA](#). If the complainant desires, the complaint may be filed directly with the COCA without filing a complaint with the COMP/WesternU HCOM Office of Student Affairs.

Any complaints filed with the COCA must follow the complaint procedure noted on the [COCA Complaint Procedures](#) website. The College is committed to protecting the confidentiality of the complainant and assuring an environment of non-retaliation.

General Information

The Osteopathic Philosophy and Tenets

As a college of osteopathic medicine, the College honors the philosophy and tenets of osteopathic medicine. The tenets of osteopathic medicine are:

1. The body is a unit; the person is a unit of body, mind, and spirit.
2. The body is capable of self-regulation, self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the inter-relationship of structure and function.

Additional information regarding the osteopathic philosophy can be found by viewing the College [Osteopathic Philosophy](#) webpage.

Mission and Core Competencies

The Mission of the College (COMP and WesternU HCOM) is to prepare students to become technically competent, culturally sensitive, professional, and compassionate physicians who are prepared for graduate medical education, who are lifelong learners, and who will serve society by providing comprehensive, patient centered healthcare with the distinctive osteopathic philosophy.

This is accomplished through excellence in curriculum, translational research, service, osteopathic clinical practice, and the enhancement of osteopathic graduate medical education.

Core Competencies in Support of the College's Mission Statement

- Medical Knowledge
- Osteopathic Philosophy
- Patient Centered Care
- Professionalism (Leadership)
- Interpersonal & Communication Skills
- Practice Based Learning & Improvement
- Systems Based Practice

The [mission and core competencies](#) serve as the curricular foundation for the College. Core competencies, also called Program Learning Outcomes (PLOs), support the achievement of Western University of Health Sciences' [Institutional Learning Outcomes](#) (Student Learning Outcome Domains).

The Osteopathic Pledge of Commitment and Oath

The Osteopathic Pledge of Commitment and Oath are taken as a commitment to the osteopathic profession. The Pledge of Commitment is taken at the beginning of the first year of medical school and instills in the entering student the values they are committing to as they strive toward becoming osteopathic physicians. The Oath is taken upon graduation and serves as a commitment and a guiding document for the graduate as they transition from being an osteopathic medical student to an osteopathic physician.

Pledge of Commitment

As I embark upon my studies at Western University of Health Sciences, I will: enter into a relationship of mutual respect with my professors and my colleagues to enhance the learning environment and to gain the knowledge, skills, and attitudes of a competent and compassionate health care professional; accept responsibility only for those matters for which I am competent; maintain the trust expected of a health care professional, and never take advantage of the relationship I have with patients; show compassion and respect for all others; set worthy examples in the application of humanistic principles in my relationships with patients and others within the health care community; work toward improving my sensitivity and skills in human interaction, understanding, and respecting the differences among my patients and colleagues; value the knowledge and wisdom of the health care professionals who have preceded me in the profession, and endeavor to contribute to the humanistic tradition and philosophy; recognize my weaknesses and strengths and strive to develop those qualities that will earn the respect of my patients, my colleagues, my family, and myself; continue learning throughout all the days of my life.

The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and life of my patients, to retain their confidence and respect both

as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for nefarious purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathic medicine as taught by my profession.

In the presence of this gathering, I bind myself to my oath.

Personal Competencies for Admission and Matriculation

A candidate for admission to the COMP/WesternU HCOM Doctor of Osteopathic Medicine Program must possess, or be able to achieve through reasonable accommodation, certain sensory, motor, cognitive, and behavioral abilities necessary to perform the essential activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the program. These personal competencies may also be referred to as technical standards in documents from the Commission on Osteopathic College Accreditation (COCA). The practice of osteopathic medicine requires the performance of specific essential functions that fall into broad categories, which include but are not limited to the categories defined below.

Graduating with a Doctor of Osteopathic Medicine degree signifies that the individual is prepared for entry into graduate medical education (GME). It therefore follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and be able to render a wide spectrum of osteopathic medical patient care. The student must be able to integrate, consistently, quickly, and accurately, all information received by whatever sense(s) employed. In addition, the individual must have the intellectual ability to learn, analyze, synthesize, and apply various types of information in a self-directed manner within the context of patient care. These requirements are consistent with acceptable clinical norms for licensed physicians.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (HFCDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5441 or visit the [HFCDHP web site](#). Requests are reviewed on an individual basis in accordance with applicable law. Accommodations are implemented prospectively following approval by HFCDHP. Accommodations are not considered reasonable if they would result in an undue administrative or financial burden, constitute a fundamental alteration of a course or program, or compromise the essential functions of the program.

Under all circumstances, a candidate or student must have the capacity to manage their lives and anticipate their own needs and should be able to perform the following in a reasonably independent manner, with or without reasonable accommodations.

Observation

Candidates and students must be able to obtain information and/or observe demonstrations, experiments, and microscopic laboratory exercises. These include but are not limited to activities such as dissection of cadavers; examination of specimens in anatomy, pathology, and neuroanatomy laboratories; and microbiologic study of microorganisms and tissues in normal and pathologic states. They must be able to accurately comment on their observation of a patient accurately at a distance and close at hand for purposes of interactions, evaluation, and treatment. Reasonable accommodations such as the use of assistive devices (e.g., magnification or adaptive microscopy), may be provided for students with visual impairments to enable them to meet the observation and visual requirements.

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

Expectation	Examples
<p>Possess sufficient uncorrected or corrected visual acuity and color perception to:</p> <ul style="list-style-type: none"> • Identify objects as small as 2 mm macroscopically • Observe motion and observe and evaluate the human gait • Identify an object from a background of other objects • Identify the difference in objects 	<ul style="list-style-type: none"> • Locate and identify dissected nerves • Evaluate posture, locomotion, and movement in a clinical setting • Identify landmarks on tympanic membranes • Identify materials correctly to be used in laboratories • Locate, identify, and describe foreign bodies, blood vessels, sutures, and skin lesions • Provide information that is found on printed materials such as handouts, exams, and computer screens • Discriminate body height and depth differences and identify anatomic landmarks for symmetry and postural differences

Communication

Candidates and students must be able to demonstrate communication skills that result in the effective and efficient exchange of information and collaboration with patients, their families, colleagues, faculty, staff, members of the health care team, and all other individuals with whom they have contact.

Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team as well as record information accurately and clearly. They must be able to obtain a medical history in a timely fashion, have the capacity for comfortable verbal and non-verbal communication and be able to establish therapeutic relationships with patients. In any case where a candidate's ability to communicate is compromised, the candidate must be able to utilize approved alternative methods (e.g., assistive technology, sign language interpreters, captions) or other reasonable accommodations and/or abilities to communicate with patients/clients and members of the healthcare team. Candidates must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly; and communicate effectively and efficiently in English with other health care professionals in a variety of patient settings.

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

Expectation	Examples
Have fluency in formal and colloquial oral and written English skills	<ul style="list-style-type: none"> • Demonstrate command of the course material to a professor or attending physician • Comprehend oral lectures, ask questions clearly, and demonstrate comprehension of answers • Explain procedures and discuss results with professors and fellow students • Explain medical conditions to patients, attending physicians and fellow students • Explain procedures and discuss test results on prescribed treatments with patients, attending physicians and fellow students • Comprehend laboratory safety and emergency situation instructions • Effectively explain informed consent for procedures to patients and their families • Effectively compose written communication, including documentation of patient history, physical exam, assessment, and treatment plan
Effectively perceive and convey sentiments non-verbally with patients and all members of the healthcare team	<ul style="list-style-type: none"> • Recognize, comprehend, and respond appropriately to spoken or non-verbal communication • Recognize signs of distress or discomfort

Motor

Candidates and students must possess the capacity and demonstrate sufficient motor and tactile function to perform all medical, diagnostic, therapeutic and surgical procedures considered essential to patient safety and the practice of osteopathic medicine, including physical examinations and diagnostic maneuvers that include but are not limited to palpation, auscultation, and percussion. Such actions may require coordination of both gross and fine muscular movements and strength, vestibular function, and functional use of the senses of touch to meet professional care standards. In any case where a candidate's ability to complete and interpret physical findings using such skills and functions is compromised, the candidate must demonstrate reasonable alternative means and/or utilize functional equivalents to retrieve these physical findings. A candidate must be able to respond to clinical, emergent, and urgent situations in a timely manner and provide direct general and emergency treatment to patients in a range of situations and conditions. Additionally, candidates and students must demonstrate sufficient posture, balance, flexibility, mobility, strength, and endurance for standing, sitting, and participating in the laboratory, classroom, and clinical and surgical experiences. Candidates and students must be willing and able to touch and examine without regard to race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information, or other characteristics protected by law. Reasonable accommodations or functional equivalents may be provided for students who cannot safely perform these activities due to a disability. Candidates and students must meet safety standards applicable to inpatient and outpatient settings and adhere to universal precautions procedures.

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

Expectation	Examples
Demonstrate equilibrium and coordination of gross and fine muscular movements	<ul style="list-style-type: none"> • Demonstrate sufficient strength and mobility (general, upper extremity, lower extremity, core) to provide general care and emergency treatment to patients including cardiopulmonary resuscitation (CPR), administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, assist with surgical procedures (i.e., handing off of instruments, perform retraction), perform simple obstetrical maneuvers, and perform OMT • Coordinate fine movement of fingertips, palms, and wrists as in elevation of the cranium • Stand with limited opportunity for gross movement for a minimum of 2 hours at a time, as necessary for particular medical procedures, such as performance of obstetrical delivery, assistance of surgical delivery, and assistance of surgical procedure(s)
Demonstrate sufficient visual-motor coordination permitting delicate manipulations of specimens, instruments, and equipment	<ul style="list-style-type: none"> • Participate in laboratory exercises using the required equipment • Perform minor medical procedures such as venipuncture and suturing.

Sensory

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

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific

expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
Possess accurate sense of touch and temperature discrimination	<ul style="list-style-type: none"> • Palpate the musculoskeletal system • Perform history and physical examination procedures specific to an individual • Perform a bimanual pelvic exam • Palpate distances in depth, elevation, and width of body structures • Palpate tissue texture differences, hydration states, fine muscle tension differences, changes in moisture and temperature
Evaluation and Treatment Integration	<ul style="list-style-type: none"> • Utilize medical equipment (e.g. stethoscope, ophthalmoscope, etc.) or reasonable alternatives such as adaptive equipment or functional equivalents to appropriately evaluate patients • Recognize structures and patient conditions accurately • Assess symmetry of anatomical landmarks and patient range of motion

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates must have sufficient cognitive (mental) abilities and effective learning techniques to assimilate and engage with the detailed and complex information presented in medical training including didactic curriculum and clinical coursework. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team, and collaborative activities; individual study; preparation and presentation of reports; use of computer technology; medical simulation; clinical encounters; coaching; and personal reflection. They must be able to rapidly adapt to different learning environments and modalities. Candidates must be able to memorize, measure, calculate, reason, analyze, synthesize/interpret, problem solve, think critically, and communicate their knowledge and reasoning quickly and efficiently in both remote and in-person settings. They must recognize, comprehend, and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events. Candidates must be able to interpret connections and make accurate, fact-based conclusions based on available data and information. They must be able to formulate and test hypotheses consistent with the scientific method that enable effective and timely problem solving in diagnosis and treatment of patients in a variety of clinical modalities. They must be able to make timely, prudent, informed, and defensible decisions in the best interests of patients. Candidates and students must be able to concentrate, timely analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.

Included below is a table containing relevant examples specific to this competency area. This table does not limit nor otherwise restrict the standard that students and candidates for admission are responsible for meeting and/or performing the skills and abilities defined in this area, irrespective of whether a specific

expectation and/or example is included in this table. The examples presented are for illustrative and informational purposes only and are not intended to be an exhaustive listing of requirements.

Expectation	Examples
<p>Be able to process multifunctional data and sensory input requiring cognitive recall and motor skills rapidly and initiate critical actions</p>	<ul style="list-style-type: none"> • Perform osteopathic or medical evaluation of patient posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with acceptable clinical norms • Comprehend oral and written presentations of material and communicate that understanding upon examination in a timely manner, oftentimes within the same class period as presented • Successfully complete objective exams designed to assess whether students can apply knowledge learned and successfully complete problem-solving exercises • Evaluate emergency situations including apnea, respiratory or cardiac arrest, bleeding, and severe trauma, requiring rapid responses such as intubation and medication

Behavioral, Professional, and Social Attributes

Candidates must possess sufficient maturity, professionalism, and emotional stability for full utilization of their intellectual abilities, which includes, but is not limited to, the exercise of good judgment and the prompt completion of all responsibilities associated with the education process and the diagnosis and care of patients. Candidates must exhibit integrity, honesty, interest, motivation, professionalism, and compassion for others and are expected to display a spirit of cooperation and teamwork. They are expected to display a willingness to engage with whatever clinical task is before them. Candidates are expected to understand the legal and ethical aspects of the practice of medicine and function within these standards of the medical profession. Candidates must interact with patients and their families, health care professionals, colleagues, faculty, and staff in a courteous, professional, and respectful manner. Candidates must accept responsibility for learning and exercising good judgement and are expected to contribute to collaborative, constructive learning environments, accept constructive feedback from others and take personal responsibility for making appropriate positive changes. Candidates must possess the physical, mental, and emotional endurance and resilience to tolerate demanding workloads, meet the work hour needs associated with patient care, to function in a competent and professional manner in high stress fast-paced situations and to adapt to changing environments, display flexibility and manage the uncertainties intrinsic in the care of patients and the health care system. They must be capable of regular, reliable, and punctual attendance for classes and their clinical responsibilities. For candidates with disabilities, HFCDHP will evaluate reasonable accommodations to ensure essential functions can be met safely and effectively before any determination is made that a student cannot meet these standards.

It is expected that minimum accommodation will be requested with regards to this set of standards.

Additionally, the College maintains a curriculum that stresses the importance of the body as a unit and the applicability of touch as an integral part of diagnosis and treatment for all patients of all genders. To acquire competencies in physical diagnosis and osteopathic manipulative medical diagnosis and treatment, all students are required to touch others and be touched. Students are required to assume the role of the patient to develop an understanding of the patient experience throughout the curriculum. This includes but is not limited to permitting self and demonstrating on others physical exams such as abdominal, cardiac, and musculoskeletal, osteopathic structural exams, osteopathic diagnosis, and osteopathic manipulative treatment. Candidates and students must be willing and able to touch and examine without regard to race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information, body habitus or other characteristics throughout their entire osteopathic medical training, starting with the first year.

For students with disabilities that may affect their ability to meet essential functions, engage in an individualized interactive process to evaluate reasonable accommodations and functional alternatives in accordance with applicable law and the personal competencies, which define the program’s essential technical standards. Accommodations will be provided unless they would fundamentally alter the nature of the program, jeopardize the health or safety of others, or impose an undue burden.

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

Expectation	Examples
Manage priorities successfully, including competing demands and multiple tasks under time constraints	<ul style="list-style-type: none"> • Maintain satisfactory academic progress including completing exams and other time-sensitive assessments and requirements, including patient care, and attending mandatory classes, laboratory sessions and educational programs
Exhibit appropriate behavior, judgment, and ethical standards	<ul style="list-style-type: none"> • Active participation in and contribution to learning situations • Maintain professional communications and interactions with faculty, staff, classmates, patients, and all members of the health care team • Adhere to the Standards of Professionalism and Ethics as described in the University and College Catalogs and other documents
Adapt successfully to changing environments	<ul style="list-style-type: none"> • Maintain attention, actively participate, and meaningfully contribute to dialogue and practical applications in the classroom, small group exercises, laboratory activities, and in-patient care
Possess constructive, positive, and mature interpersonal skills, interest, and motivation	<ul style="list-style-type: none"> • Accept criticism and respond with appropriate modification of behavior

Expectation	Examples
	<ul style="list-style-type: none"> • Timely and adequately respond to personal or academic struggles; seek assistance, practice planning, and avoid procrastination
Participate as both a student patient and a student physician in the learning environment	<ul style="list-style-type: none"> • Allow for exposure and palpation of non-sexual body parts when serving as a student patient in the learning environment • Expose and palpate non-sexual body parts when serving as a student physician in the learning environment • Participate in learning, including dissection, of cadaveric donor patients • Participate in practice examinations, in scenarios including all genders, as both a student patient and a student physician.

Physical Health

To ensure compliance with the respective state’s Department of Public Health requirements and exhibit exemplary commitment to the rights and integrity of all parties in the education of health care professional students, the College has established medical status credentialing requirements that must be completed prior to matriculation. In addition to the personal competencies listed above, candidates for the Doctor of Osteopathic Medicine degree also must be able to participate in required educational and clinical activities in a manner that does not pose a direct threat to the health or safety of patients or others, consistent with applicable law. Determinations regarding communicable diseases will be made based on an individualized assessment using current public health guidance and reasonable medical judgment. Chronic or temporary medical conditions will be evaluated individually, and reasonable accommodations or academic adjustments will be considered in accordance with the ADA, Section 504, and applicable state laws. Medical status credentialing is designed to ensure that the safety of patients is not compromised while protecting the rights and safety of students as well. For detailed information, contact the Student/Employee Health Coordinator at stu-emphealth@westernu.edu.

Special Note: Students who require reasonable accommodation(s) to meet the competencies outlined within this document are expected to contact ^{HF}CDHP in a timely manner to begin the interactive process. Due to the unique nature of the Osteopathic Principles and Practices discipline, the Neuromusculoskeletal/Osteopathic Manipulative Medicine (NMM/OMM) Department may assess and implement certain adjustments to standard maneuvers/techniques for students who possess a temporary physical/medical condition. These adjustments are limited to non-essential components of the NMM/OMM curriculum and do not constitute reasonable accommodations. **Adjustments will be provided to ^{HF}CDHP for record keeping.** Requests made directly to instructional personnel related to the NMM/OMM Course, even if implemented, are not considered reasonable accommodations. In the event that the NMM/OMM Department is unable to identify and/or implement a suitable non-essential adjustment, the student will be referred to ^{HF}CDHP for consideration through the formal interactive process.

Admissions Policies and Procedures

The College accepts applications from all qualified candidates. However, many more applications are received from qualified candidates than can be admitted. While grades and Medical College Admission Test (MCAT) scores are important in selecting candidates for admission, the Admissions Committee recognizes that these statistics, by themselves, do not guarantee later success as an osteopathic physician. Therefore, the Admissions Committee employs a holistic approach in which non-academic criteria are also important in making the selection. The College seeks to enhance its student population and considers factors additional to academic performance, such as a well-rounded background, life experiences, work experiences, letters of recommendation, interest in and knowledge of osteopathic medicine, and professional promise. To help ascertain these factors, applicants are required to take part in a Multiple Mini Interview (MMI). Decisions of the Admissions Committee regarding the admission of applicants to its programs are final and are not subject to any appeal process.

Notice of Non-Discrimination and Equal Opportunity

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. WesternU strictly prohibits unlawful discrimination in all its programs, activities, admissions, and employment. WesternU prohibits discrimination based on the following characteristics:

- Race (including traits associated with race, such as hair texture and protective hairstyles)
- Ethnicity, Color, and National Origin
- Immigration Status and Ancestry
- Sex, Gender, Gender Identity, and Gender Expression
- Sexual Orientation
- Physical or Mental Disability
- Age
- Religion (including religious dress and grooming practices)
- Medical Condition and Genetic Information
- Marital Status
- Pregnancy (including childbirth, breastfeeding, or related medical conditions)
- Military or Veteran Status
- Perceived Characteristics - Discrimination is prohibited if an individual is perceived to have any of the above characteristics.
- Association with Protected Groups – Discrimination based on association with a person or group with one or more protected characteristics is also prohibited.
- Other Legally Protected Classes – WesternU complies with all federal, state, and local laws, regulations, and ordinances regarding discrimination.

WesternU has designated the Associate Vice President for the [Office of Title IX and Equal Opportunity Compliance Initiatives \(OTIXEO\)](#) to coordinate WesternU's compliance with federal and state civil rights laws regarding protected characteristics. Inquiries about WesternU's prohibitions against discrimination, harassment, and retaliation can be directed to Associate Vice President (AVP) for the Office of Title IX and Equal Opportunity Compliance Initiatives (OTIXEO) or to the U.S. Department of Education, Office for Civil Rights.

Reasonable Accommodations during the Admissions Process

Candidates seeking accommodations during the admissions process, including Interview Day, must contact the Office of Admissions with sufficient advance notice for ^{HF}CDHP to evaluate the request and arrange any approved accommodations. Certain accommodations, however, require scheduling through external vendors and cannot be arranged on short notice or the day of the event. Requests submitted without sufficient advance notice may limit WesternU's ability to provide some accommodations for that activity; although ^{HF}CDHP and Admissions will continue to explore reasonable alternatives whenever possible. The Office of Admissions coordinates accommodation requests with ^{HF}CDHP. Admissions does not evaluate disability status or review medical documentation; its role is limited to referring applicants to ^{HF}CDHP and implementing ^{HF}CDHP approved accommodations for specific admissions activities. All requests for accommodations will be handled in a manner that is consistent with the university's policies and in full compliance with the ADA, ADA, Section 504 of the Rehabilitation Act, and applicable state laws. This section applies only to candidates during the admissions process; for additional information regarding ^{HF}CDHP's registration process, please refer to <https://www.westernu.edu/cdhp/registration-process/>, or review the Student Disability Accommodation Process section.

Minimum Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2026-2027 academic year. Current admission and application requirements for the DO program, including prerequisite coursework requirements, can be located on the [Prospective Student](#) website.

Candidates for admission to the College must meet all elements defined below **at the time of application**:

- Recommended minimum overall science and overall grade point average of 3.00 **OR** a minimum of a one-year master's degree program science grade point average of 3.40 with a minimum of 25 semester science credit hours.
- Completion of a minimum of 90 semester credit hours leading to a baccalaureate degree.
- Recommended MCAT score of 500 or higher must be taken within the last three years.
- To better understand the typical candidate accepted by the College, please visit the [Competitive Candidate Profile](#) section of the Prospective Student website.

Minimum Enrollment Requirements

- Completion of a baccalaureate degree and/or advanced degree (*e.g.*, MS, PhD) from a regionally accredited institution or an institution that is recognized by the United States Department of Education. Degree must be conferred prior to matriculation or via a COMP linkage program.
- Completion of the equivalent of 8 semester credit hours in, biology, physics, inorganic chemistry, and organic chemistry; the equivalent of 6 semester credit hours in English and behavioral sciences. The College also requires completion of all accompanying science laboratory courses. All prerequisite coursework **must** be completed by June 1 of the year the student plans to enter the program.
- One semester, or the equivalent, of biochemistry, physiology, and genetics is recommended.

- The College does not accept alternative educational experiences or other professional training to meet admissions requirements.

Candidates applying via a linkage program with a partner institution must meet ALL requirements of the contracted program.

AACOMAS and Secondary Applications

The College participates in a centralized application service through the [American Association of Colleges of Osteopathic Medicine Application Service \(AACOMAS\)](#). Individuals interested in applying to the College can click on the “Applicants” area of this website for information and application instructions. Applicants must arrange to have official MCAT scores, and transcripts from all prior undergraduate, graduate, and professional institutions attended released to AACOMAS. All coursework taken outside of the United States must be evaluated by one of the approved services and provided to AACOMAS. All coursework must be reported to AACOMAS even if the work is not pertinent to medical education.

Upon receipt of the initial application and transcript(s), AACOMAS will verify grades and transmit standardized information to the applicant and to their designated osteopathic medical colleges. AACOMAS takes no part in the evaluation or selection of applicants and does not review applications to determine if the application is completed correctly. The College conducts a review of the AACOMAS applications received, and selected applicants may be invited to complete the electronic secondary application and provide supporting documents for consideration by the Admissions Committee.

Applicants with Foreign Coursework

Applicants must report all coursework completed outside the United States and must submit their transcripts for evaluation to [College and University Approved Service](#) at the candidate's expense. A course-by-course evaluation is required, and all coursework must be designated as undergraduate, graduate, or professional. The course evaluation must be sent directly to AACOMAS from the evaluation service.

International Applicants

An international applicant is defined as an applicant who is not a United States citizen or permanent resident of the United States.

International applicants are required to meet all requirements for admission. For a complete list of admissions requirements, please refer to the [Apply Now](#) section of the Prospective Student website.

- If an international applicant is currently enrolled in a foreign medical college or other health professions programs, no part of that medical or health professions curriculum can be used to fulfill any part of the College's academic requirements for granting a Doctor of Osteopathic Medicine degree.
- Foreign medical graduates are not eligible to apply for advanced standing into the program.
- Prior to an acceptance of an offer of admission, international applicants are required to schedule a meeting with the Office for International Students and Scholars within three days of notification of an offer of admission. They are also required to review and sign the Resource Document provided by the Admissions Office as part of the acceptance process.

For detailed information, please visit the International Student section of the [Doctor of Osteopathic Medicine webpage](#).

Acceptance Deposit

The College follows the AACOMAS Guidelines for receipt of acceptance deposits.

Additionally, applicants selected for admission will be subject to the following:

Criminal Background Check during the Admissions Process

Your admission into the DO program will be contingent upon a satisfactory criminal background check, which is to be completed and submitted prior to matriculation. The background check is required to verify that your history is consistent with the University's Standards of Student Conduct, and to ensure that you will be qualified to participate in the required clinical education experiences. The College reserves the right to rescind an offer of admission based on the results of a criminal background check or if it is not completed in a timely manner prior to matriculation.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete their academic program successfully. Furthermore, certain convictions may also prevent students from obtaining employment and/or licensure in the State of California or other states.

Applicants are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. Supplemental or additional background checks may be required during the course of the DO program to meet the requirements of clinical education sites. Procedures for obtaining a background investigation will be provided to the student by the appropriate academic program staff. Students have an affirmative obligation to report all arrests and convictions to College administration to proactively identify solutions (if possible) and/or determine the impact on future licensure. For further information related to criminal background checks including those required during enrollment, please see the Criminal Background Investigations or Live Scan Fingerprinting section of this Catalog and the University Catalog.

Rescindment of Admissions Offers

An offer of admission to the class may be rescinded, or an enrolled student may be dismissed, for failure to meet admissions requirements or discovery of behavior in violation of the Standards of Academic Integrity, Professionalism, and Student Conduct as described in the University and College catalogs.

Deferred Admission

Deferred admission is considered on a case-by-case basis by the Associate Director of Admissions for COMP (Pomona CA) and the Associate Director of Admissions for WesternU HCOM (Lebanon, OR) and may be granted for one year only.

Transfers from Other Colleges of Osteopathic Medicine

Transfer applications from students studying at schools accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation will be considered on a case-by-case basis.

It is the policy of the College that all potential transfer students meet the admissions and pre-matriculation criteria as defined on the [Transferring into WesternU website](#).

Transfers will only be considered to begin the third year and all transfer students must have successfully completed COMLEX-USA Level 1 prior to acceptance into the College. All transfer students must complete at least 50% of the educational program at the College. Please see the [Transferring into WesternU](#) on the Prospective Student website for detailed transfer requirements and instructions. Prior coursework transferred from another institution will not be included in the student's WesternU GPA calculation. In addition, transfer students are excluded from class rank calculations. Transfer students must fulfill all graduation requirements as identified by the College. Transfers will not be considered for students attending Liaison Committee on Medical Education (LCME) accredited Colleges of Medicine.

Transferability of Courses Taken at WesternU

Whether WesternU course credits transfer to another institution is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn at WesternU is also at the complete discretion of the institution to which you may seek to transfer. Further information regarding the transferability of courses taken at WesternU can be found in the University catalog.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the Registrar's Office website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

If a student is assessed late fees for a registration period, they may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

Student Health Insurance Requirement

All full-time students at Western University of Health Sciences are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance page](#) on the Office of the Registrar website.

New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first year and repeating students. The material presented during this week is critical for success in the program.

Student Initiated Changes in Enrollment Status

Voluntary Leave of Absence

A student may request a Voluntary Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, military service, or pursuit of academic research opportunity. For additional information on requesting a Voluntary Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Transfer to another College of Medicine

If a student in good academic standing wishes to transfer to another medical school, the student may request the transfer by sending a letter to the Dean, or Dean's designee, documenting the reason for the transfer request. In addition to the letter to the Dean, or Dean's designee, the student must also provide the Dean, or Dean's designee, with a letter of good standing obtained from the Office of the Registrar.

Voluntary Withdrawal

A student may request to fully separate from WesternU at any time by submitting a Voluntary Withdrawal form. Students interested in initiating the Voluntary Withdrawal process must begin by contacting their

College Dean, or designee (Dean or Director of Student Affairs). The College will submit the signed Voluntary Withdrawal form to the Registrar's Office for processing and distribution. Please note that once processed, WesternU email address, MyPortal access, and all other online services are inactivated immediately following withdrawal from the University. For additional information on the Voluntary Withdrawal process, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time Status

All DO students enrolled in at least one class/rotation are considered full-time students.

Time Limits

The Doctor of Osteopathic Medicine program is designed to be completed in four (4) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Students who are unable to meet the 6-year time limit for the DO program will be referred to the Student Performance Committee (SPC) and may be administratively withdrawn.

Administrative Withdrawal

Please see 'Administrative Withdrawal from University/Program' section in the University Catalog.

Tuition and Fees

By action of the Board of Trustees, DO tuition and fees for the 2026/2027 academic year (subject to change) are as follows:

Institutional Fees

\$72,040.00	Annual Tuition
\$40.00	Student Body Fee (Years 1 and 2)
\$20.00	Student Body Fee (Years 3 and 4)
\$2,625	Program Support Fee (All Students)
\$978.00	Student Service Fee (All Students)
\$475.00	Graduation Fee

Non-institutional Fees*

\$40.00-\$75.00	Drug Screening (Approximate range)
\$60.00-\$200.00	Criminal Background Check (Approximate range: based on state and additional circumstances)
\$30.00	Audience Response System (<i>e.g.</i> , Top Hat)
\$600.00 - \$1,200.00	Medical Equipment
\$1,500.00 - \$2,800.00	Required Laptop Computer
\$600-1200**	Required iPad (must be obtained as directed by the College, prices subject to change) **
\$1145.00	Textbooks and Supplies (First year)
\$45.00	Anatomy Supplies (Gloves, Scrubs, Dissection Kit) – Year 1 Only
\$1,100.00	Software required for ISSM 3 and ISSM 4 – Year 2 Only
\$ 745.00**	COMLEX-USA Examination Level 1 and 2CE***
\$60.00	Discipline Specific Subject Examination Remediation (Each)
\$150.00	Discipline Specific OSCE Remediation (Each)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (per month)
\$235.00	Annual Parking Permit (Pomona Campus Only) [Automobile]
\$118.00	Annual Parking Permit (Pomona Campus Only) [Motorcycle]
\$40.00	Locker Key Replacement Fee
\$10.00	Student ID Replacement Fee

*Expenses listed above are estimates and subject to change.

** All students in COMP and WesternU HCOM are required to have an iPad. This iPad will be considered your professional iPad. It comes pre-loaded with software to help you be successful during your training. Additionally, the College will be pushing software and messages directly to your device through a management system. The College will be using the iPad for communication, software for your classes, and to utilize modern digital medical devices that can attach directly to the iPad. This iPad is yours to keep and

once you graduate, the College will remove the management system. Several iPad options will be available to purchase.

Prices will vary slightly based on taxes and fees. Depending on the model selected by the student the iPad price range is \$690.00-\$1100.00. The required iPad must be obtained as directed by the College.

If a student chooses an option to utilize their personal iPad, they will be required to agree to register their personal device in the university device management system.

***COMLEX-USA fees are subject to change by the NBOME and are updated regularly. Visit the [NBOME Web site](#) for the most current COMLEX-USA fees.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified curriculum as defined by the Office of Academic Affairs or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2026/2027 are shown below:

\$1,412.55	DO Year 1 Modified Curriculum Per Credit Hour Charge
\$1,566.09	DO Year 2 Modified Curriculum Per Credit Hour Charge
\$1,385.38	DO Year 3 Modified Curriculum Per Credit Hour Charge
\$2,058.29	DO Year 4 Modified Curriculum Per Credit Hour Charge

Computer Technology

In addition to the iPad, each student is required to have a laptop computer that meets the specifications outlined here, [Link: WesternU Student Laptop Requirements](#).

The laptops will be used for e-mail communication with classmates and faculty, for accessing computer- and server-based course information, instructional software, online bibliographic databases, electronic bibliographies, and for participating in course exercises/activities/exams. Computers will be needed by students on campus as well as at their local residences and when rotating in off-campus courses/rotations; therefore, laptop computers are required instead of desktop models.

The iPad is utilized for select examinations (*e.g.*, anatomy lab practical) and for use in select learning activities.

Clinical Rotations Expenses

During the OMS 3 year, students are required to return to their respective home campus (Pomona, CA, or Lebanon, OR) at least twice to attend the mandatory Didactic/Conference Weeks activities. Students may also be expected to return in the OMS 4 year for required activities. Any travel, food, housing, or other expenses incurred for these activities are the responsibility of the student. Additionally, OMS 3 and IV students may choose to do elective rotations at non-core sites, including international sites (OMS 4 students or Global Health Track OMS 3 students only), which may create self-imposed additional expenses. Additionally, some elective rotations done at or through other institutions (*e.g.*, certain hospitals or other medical schools) may involve application fees and/or other charges. Since these rotations are electives, these fees are the student's responsibility.

Subject Examination Repeat and OSCE/EPA Repeat Fees

Students who fail a post-rotation discipline specific COMAT subject examination will be expected to pay any fees associated with a COMAT exam remediation, and any travel expenses related to return to their respective campus or other location of the respective exam as determined by the Department of Clinical Education.

Students who fail one or more CPE-2 or CPE-3 Objective Structured Clinical Examinations (OSCE) will be charged a fee of \$150 for each OSCE that must be remediated/re-tested, and the student is responsible for any travel expenses related to return to the respective campus.

Failed Rotations Fees

Students repeating coursework will be charged the per unit cost of the course/rotation.

Student Support Services

A wide variety of support services are available to students including but not limited to physical health services (e.g., insurance, MEDWell, physical health service locations), mental health services (e.g., behavioral health counseling, psychiatrist recommendations, mental health service locations, peer mentoring, free stress management apps), academic support (e.g., academic counseling, career counseling, tutoring, disability support), and financial support resources (e.g., budget increase, debt management, research, emergency and student leader funding). A summary of the most up-to-date services with contact information is provided on the Office of Student Affairs (OSA) SharePoint site: [Student Support Resources \(COMP\).pdf \(sharepoint.com\)](#), [Student Support Resources \(WesternU HCOM\).pdf](#) (Accessible to COMP/WesternU HCOM students only).

Students' Rights and Responsibilities

Students have the right to have support and assistance from the College in maintaining a climate conducive to thinking and learning. University teaching reflects consideration for the dignity of students and their rights as persons. Student or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include, but are not limited to:

- Discrimination, harassment or retaliation, as defined under WesternU policies or procedures
- Sexual harassment or sexual misconduct, as defined under WesternU policies or procedures
- Unwanted physical contact
- Verbal abuse, profanity, or demeaning comments
- Inappropriate or unprofessional criticism, which belittles, embarrasses, or humiliates
- Unreasonable requests to perform personal services
- Grading used to punish or reward a student for nonacademic activities rather than to evaluate performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring students to perform tasks beyond their level of competency without supervision

Information about reporting allegations of sexual misconduct by WesternU students, employees, or third parties can be found in the Sexual and Gender-Based Harassment, Interpersonal Violence, and Other Sexual Misconduct (SIM) Policy. Please refer to [WesternU's Title IX Resource](#) page for further information.

Information about reporting allegations of discrimination and harassment by WesternU students, employees, or third parties can be found in the Equal Opportunity and Civil Rights (EOCR) Policy. Please refer to [WesternU's Title IX Resource](#) page for further information.

Information about reporting allegations of hazing can be found in the Anti Hazing Policy. Please refer to [WesternU's Title IX Resource](#) page for further information.

Academic Advisement

COMP/WesternU HCOM students will be assigned a faculty advisor upon matriculation. The academic advisor-student relationship can become a valuable aspect of medical education. It provides an opportunity to develop sustained individual contacts between faculty and students on both academic and personal levels. If either the student or the advisor does not find the relationship helpful, either is free to

seek a change. If a student wishes to change advisors, they should identify a preferred advisor and ask if they are willing and able to take them on as an advisee. If they agree, the student should submit a Team Dynamix (TDX) ticket to the Office of Student Affairs and request that their advisor on record be officially changed. The Office of Student Affairs is also happy to make advisor recommendations if the student is not sure whom to select. If a faculty member wishes to change advisees, they should contact the Office of Student Affairs on their respective campus to request that the student in question be assigned to another advisor.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty or desiring content support. It is free to all students. Students can be recommended for this program by any faculty member or may self-identify to TAP to receive assistance. Tutors are experienced students who are in good academic standing and are identified through an on-line interest form as well as faculty/staff recommendation. Group tutoring is the methodology most used by the TAP. TAP support is contingent upon availability of tutors and the support of the college program. To receive TAP services during a semester, students first must have a LEAD counseling appointment during the semester and then select from the courses/content the student would like tutorial support. For more information on academic counseling and the TAP program, contact the Department of Learning Enhancement and Academic Development (LEAD).

Board Advising

The COMP/WesternU HCOM faculty serve as student advisors to provide guidance and advice on the national licensing board examination (NBOME and NBME) preparation process. The faculty are dedicated to the support and success of COMP/WesternU HCOM students on their national licensing board exams, providing personalized guidance as well as overall strategies based on current best practices for examination success.

LEAD Department

The Department of Learning Enhancement and Academic Development (LEAD) is a part of the Office for Student Success and Student Life. LEAD's goal is to help each WesternU student successfully complete their course of instruction and assists students by providing one-on-one academic counseling, peer tutoring, the Summer Preparedness and Readiness Course, board exam preparation, and wellbeing support. LEAD offers academic counseling for students to evaluate their respective approaches to learning, studying, and processing of information. Students' symbiotic relationship with an academic counselor allows for the development and implementation of methods to solve identified barriers to effective learning and aids the processes of successful resolution. Additionally, LEAD may facilitate learning enrichment forums, workshops, on-campus exam reviews, or tutor-led large group reviews.

The Department of LEAD serves all WesternU students. LEAD personnel are available both virtually and in-person for academic counseling appointments, which can be made online through the LEAD website or by email. Additionally, LEAD personnel may be available for students on a walk-in basis dependent upon staff availability. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the [LEAD](#) website.

Office of Career and Professional Development

The objective of the Office of Career and Professional Development (OCPD) is to provide students with the information, resources, and experiences necessary to make good career decisions on specialty choice and to be successful in the residency match. This is accomplished throughout the four-year curriculum, and through individualized counseling. Career development is a lifetime process of self-assessment, career exploration, career-decision making, and implementation. To assist students through this process, the College has developed excellent resources utilizing technology, faculty advisors, career seminars, and student interest groups. The ultimate goal is to provide a high quality individualized holistic approach in professionally developing individuals to achieve their long-term career goals.

In addition to the support provided through the faculty advisor program, students also have access to the career-advising resources through the OCPD. This office is designed to provide the necessary resources to ensure medical students' success in board preparation and residency placement. The services provided include:

- Personal brand development.
- Personalized medical specialty advising and selection.
- Curriculum vitae preparation.
- Personal statement development.
- Letters of recommendation strategy.
- Access to Texas Star residency database.
- Medical Student Performance Evaluations (MSPE).
- Residency application preparation assistance
- Mock interviews and communication strategies.
- Pre- and post-residency activities (Scramble/SOAP assistance, Match Celebration).

Faculty development sessions are provided to guide faculty advisors to mentor their students effectively. The faculty workshops include the spectrum of services provided for students, as well as advanced mentoring strategies for medical licensure examination preparation, guiding students through the residency timeline and training program placement.

The OCPD and its services are promoted through integrated curricular sessions throughout the entire curriculum.

General Academic Policies and Procedures

AOA Nomenclature

In compliance with the standardized nomenclature of the American Osteopathic Association (AOA), matriculants receive the designation Osteopathic Medical Student (OMS) followed by the current year in the program.

Student Disability Accommodation Process

The Harris Family Center for Disability and Health Policy (^{HF}CDHP) values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office responsible for determining and approving reasonable academic modifications or accommodations. WesternU does not discriminate on the basis of disability and complies with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), and applicable state laws.

^{HF}CDHP's role in the accommodation process is to engage in an interactive process and to provide students with disabilities with the legally mandated and necessary support to afford equal access to the University's programs and activities. Only accommodations approved through ^{HF}CDHP constitute official reasonable accommodations under the ADA and Section 504. Instructional personnel may, at their discretion, provide temporary or informal academic flexibility; however, such measures do not replace or supersede the formal accommodation review and approval process administered by ^{HF}CDHP.

A student's disclosure of a disability or health-related condition alerts the University to a potential need for accommodation; however, students must complete the ^{HF}CDHP registration process for accommodations to be formally reviewed, approved, and implemented. Disclosure of a disability or the submission of documentation in response to a process or procedure established by their respective college or program, does not, by itself, constitute a formal request for accommodations.

Students must be able to perform all the essential functions of the program with or without reasonable accommodation. Essential functions are defined in the program's published personal competencies and are assessed on an individualized basis through the interactive process.

The University will provide reasonable accommodations but is not required to make modifications that would fundamentally alter the nature of essential requirements of a program, result in an undue burden, or pose a direct threat to the health or safety of others. A fundamental alteration of a course or program is not considered a reasonable accommodation.

Students must adhere to the enrollment and documentation procedures set forth by ^{HF}CDHP to formally request accommodation. In the event a student discloses a disability to instructional personnel or administrators outside of ^{HF}CDHP, the student will be referred to ^{HF}CDHP for guidance on the accommodation request process. Requests for academic consideration related to circumstances other than the student's own disability (e.g., family bereavement or common illness) are not considered requests for reasonable accommodation under the ^{HF}CDHP Provision of Academic Accommodation(s) Policy and Procedure, the ADA, or Section 504 and are governed by separate institutional or program policies.

Accommodation determinations for clinical, laboratory, and experiential education are made on an individualized basis and may involve coordination with clinical training sites. Approved accommodations

must be consistent with program requirements, personal competencies, and patient safety obligations. The availability and implementation of accommodations in clinical settings may vary by site and setting. Requests are reviewed on an individual basis in accordance with applicable law. Accommodations are implemented prospectively following approval by ^{HF}CDHP.

Students may file a grievance with ^{HF}CDHP regarding the denial or implementation of disability accommodations or concerns about access or discrimination. Grievances should be submitted promptly, no later than 30 calendar days from the decision or activity being appealed. Filing a grievance will not result in retaliation. Information, including the right to file with the U.S. Department of Education Office for Civil Rights, is available at <https://www.westernu.edu/cdhp/grievance-procedures/>.

To request accommodations and initiate the interactive process at WesternU, students are encouraged to visit <https://www.westernu.edu/cdhp/> to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. ^{HF}CDHP will promptly engage with students in the interactive process to review and implement accommodation requests. All inquiries are handled confidentially, and students may obtain general information without registering.

To schedule an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu. For the Pomona campus, students may call (909) 469-5441, or visit in person at 309 E. Second Street, Building 390, Pomona CA, 91766. Center hours are Monday through Friday, from 8:00 a.m. to 5:00 pm. For more information, please visit <https://www.westernu.edu/cdhp/>.

Attendance and Absences from Curricular Activities

The DO program is full-time and in-person requiring students to be present and available to fulfill their academic responsibilities including coursework, clinical activities, and other academic responsibilities as directed by the College.

Students are expected to participate fully in all scheduled educational activities in person or online as indicated in the curricular schedule. Students remain responsible for all course content regardless of attendance. The College recognizes that, on occasion, students may need to miss a mandatory curricular activity due to unavoidable or required circumstances. Requests for excused absences must be submitted in advance through the [TOR Expectations page in TDX](#). In emergency situations when advance submission is not possible (e.g. car accident, hospitalization), students must notify the Associate Dean or Director of Student Affairs prior to the start of the missed activity and submit the TOR as soon as the emergency has resolved. If a TOR has not been approved by the start of the activity, students are expected to attend as scheduled or may be subject to unexcused absence consequences.

Students must be present for all scheduled preclinical examinations and may not begin an examination more than fifteen (15) minutes after the scheduled start time or take an examination at an alternate time without prior approval from the Office of Student Affairs. An unexcused absence from an examination constitutes grounds for summary failure of that examination (score of zero). Examinations during the clinical phase of the curriculum may be subject to different reporting requirements; students should refer to the [Clinical Education Manual](#) for applicable policies.

Some mandatory activities cannot be made up. Even when a TOR is approved, students may still forfeit points or experience other academic consequences depending on the nature of the activity and course requirements. Students are responsible for reviewing course syllabi and proactively communicating directly with the department offering the activity regarding make-up opportunities.

An unexcused absence from any mandatory curricular activity will result in forfeiture of associated points and any additional consequences outlined in the applicable course syllabus or departmental communications. Failure to meet attendance requirements in courses where attendance is graded or required as a threshold criterion may constitute a failure to meet Standards of Academic Progress and may result in referral to the Student Performance Committee under the Evaluation of Student Performance (Academic Hearing Process). Non-compliance with attendance requirements which reflect a pattern of unexcused absences may result in the student being referred to the Student Performance Committee for appropriate action which may include disciplinary action including failure of a course, repeating a course, or dismissal from the program.

The College Time-Off Request (TOR) Expectations

The College Time-Off Request (TOR) process governs excused absences from mandatory college-scheduled curricular activities and is intended to balance student well-being with academic and professional responsibilities. Students may be approved for a maximum of six (6) personal or medical absences (partial or full days) per academic year. Of these, only one (1) TOR may be used for an examination day and only one (1) may be used for lateness. Decisions related to whether an absence is excused or unexcused are final and not subject to appeal.

If a medical condition or disability requires accommodations, such as more than the allowed absences per academic year, the student should complete the ^{HF}CDHP registration process as soon as possible. ^{HF}CDHP is the authorized entity at WesternU to approve reasonable accommodations under the ADA and Section 504. Registration includes the interactive process, which may include implementation of appropriate accommodations. The TOR process does not constitute an authorization of reasonable accommodations and cannot serve as a substitute for the ^{HF}CDHP registration process.

TORs must be submitted prior to the start of the missed activity, with planned absences submitted at least thirty days in advance. Requests should be submitted only for the time necessary for the event itself, reasonable travel time, and a modest buffer. Required documentation, as determined by the Office of Student Affairs, must be uploaded within two working days from the start of the absence, and approval should never be assumed. Late or emergency requests require interactive communication with the Office of Student Affairs prior to the missed activity, and approval should not be assumed. See Student Resource Documents for phone numbers ([WesternU HCOM](#) | [COMP](#)).

Students are expected to schedule medical appointments outside of mandatory curricular time whenever possible. If a routine appointment must occur during required curricular time due to urgency or limited provider availability, documentation must confirm that efforts were made to schedule outside of required time and that no alternatives were available. Preclinical students are expected to use flexible or asynchronous time for such appointments and should rarely require TORs for this purpose. Clinical students should schedule appointments to minimize disruption to patient care and learning. Approved time away is limited to the duration of the event; reasonable travel time, and a modest buffer, and partial-day TORs should be submitted when applicable.

TORs must be submitted prior to the start of the missed activity, and supporting documentation must be submitted within two (2) working days of the start of the absence. Students should not assume approval. Last-minute or emergency requests require consultation with the Director or Dean of Student Affairs prior to the missed activity. See student resource documents for contact information ([COMP](#) | [WesternU HCOM](#)) TORs that do not meet submission requirements will be declined and the absence considered unexcused.

Absences are considered unexcused if a student fails to attend a mandatory session, exceeds the six (6) approved absences, or does not meet TOR requirements. A pattern of unexcused absences constitutes a professionalism concern and will result in referral to the Student Performance Committee.

Approval of a TOR does not eliminate potential academic consequences and may delay academic progress. In the preclinical curriculum, absences from hands-on coursework may result in grade deductions, ineligibility for on-time practical examinations, and/or required hour-for-hour make-up work, and attendance at scheduled make-up sessions is required. In the clinical curriculum, absences from required activities such as Clinical Conference Weeks or plenary sessions may affect rotation eligibility or result in rescheduling of rotations.

TORs are limited during designated blackout dates and are reviewed on a case-by-case basis. Blackout dates include hands-on sessions, assessment dates, and Clinical Conference Weeks.

Non-disability related, emergency requests exceeding the annual limit may be considered for a one-time exception by a designated committee.

Students are expected to review the [TOR Expectations page in TDX](#) for more details, including blackout dates, research-related absences and multi-day or partial-day requests.

Requesting Religious Accommodation

In keeping with the University's commitment to humanism, WesternU recognizes and supports the provision of academic reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that can be implemented without materially interfering with the University's legitimate educational or operational objectives. The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations.

Students wishing to be excused from class attendance for religious observances must submit a written request to the official WesternU email address of the instructor prior to their absence and receive a written response from the instructor acknowledging receipt prior to any absence as stated in the policy above. Alternative request methods, including but not limited to verbal communication, text messages, hard copy letters, notes, phone calls, and voicemail, will not be accepted. Students are responsible for satisfying all academic requirements for a course as defined by the instructor.

It is the responsibility of the student to inform the instructor(s) about requests for excused absences within the first two weeks of the class each semester after reviewing course syllabi for potential scheduling conflicts. If such conflicts occur during the first two weeks of classes in the semester, the student must notify the instructor(s), in writing at least three calendar days (72 hours) before the date that they will be absent.

The faculty of WesternU shall accommodate students wishing to observe religious holidays when such observances require students to be absent from any curricular activities. It is the responsibility of the instructor(s) to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed due to the absence.

Religious accommodation requests are not limited to holiday observances and may arise from a wide range of faith-based practices and commitments, including but not limited to scheduled prayer, dietary restrictions, fasting periods, religiously mandated dress or grooming, ritual purification practices, and

deeply held theological or philosophical beliefs. Because the nature and scope of such requests vary considerably, each will be evaluated individually based on its particular circumstances. In such instances, students should contact the Office of Student Affairs to discuss such religious accommodation requests. The Office of Humanism is available as a resource throughout this process and may be engaged as circumstances warrant.

Retaliation is Prohibited. The University prohibits retaliation against students who request a religious accommodation or who participate in an approved accommodation. An employee who violates this anti-retaliation provision may be subject to discipline, up to and including termination.

Grievance Procedure: In the event that agreement cannot be reached regarding an academic religious accommodation, the student should bring the issue to the relevant college dean and to the Office of Student Success and Student Life via email studentlife@westernu.edu for review and resolution as applicable. If advice in resolving the issue is needed, the Office of Humanism will be consulted, as appropriate.

Academic Requirements for Student Government

To apply for and maintain eligibility for student government, students must be in good academic standing and must have passed all courses and rotations to date.

Examination Policies

For most examinations, a student will sit in an assigned seat, unless prior arrangements have been made with the College's Office of Academic Affairs (OAA). Examinations will be administered in the form of a computer-based examination, paper examination, practical examination, and/or oral examination. During an examination, a student may not leave the room until they have completed the examination, except in an emergency or as excused by the proctor (e.g., restroom break). If a student is excused to leave the room temporarily, the proctor will accompany the student. No additional time will be granted for the student's time out of the examination room. In addition, students are allowed a maximum of one restroom break after two hours of testing.

Once a student completes their examination and leaves the examination room, they will not be permitted to re-enter the room until the examination is complete. All student belongings, except those required for the examination, will be kept in an OAA designated location. No food or drink (except bottled water) will be allowed during examinations.

For exams that are administered virtually, students must have two devices; one device to take the exam and a second device for Zoom proctoring. Proctoring device must be setup so that exam proctor can see the student's face, both hands, testing device, and optional items (e.g., whiteboard, mouse, etc.). The student's testing space must be clear of everything except for testing device, optional whiteboard and dry-erase marker, and a drink in a clear container. No papers or other writing utensils, recording devices, smart watches, electronic devices or helps of any kind are allowed near or within view. Students may use ear plugs (foam) for noise reduction and present these items to the exam proctor before starting their assessment. No other type of ear buds or headphones will be allowed. Students should not talk or mouth anything during the assessment. Students should not cover their mouth with their hand, clothing, hair, etc. The OAA will provide advanced information, typically 24 hours prior to the exam, regarding the exam timing and Zoom link information.

Students who miss an examination with a documented TOR may not be in or near the designated testing area, including being in the building where the exam is administered, during or immediately following the examination period. The student who misses an examination must also not discuss the content of the examination with anyone and must remove themselves from a situation where students who took the exam may be discussing any aspect of the examination. Furthermore, any student who took the examination and discusses it with a student who was excused will be in violation of the honor code policy. Violations of this policy will be considered a violation of Standards of Student Conduct and may result in a referral to the Office of Student Conduct and Professionalism.

Violations of Examination Policies

Cheating, or actions that give the appearance of cheating, will not be tolerated. Students are not to discuss examination questions with other students during any examination or any other assessment curricular activity, whether it is administered all at once, in segments, or over extended periods. Additionally, students are not allowed to discuss the examination with those who have not yet taken the examination.

If an examination proctor observes a student behaving in a way that could be perceived as cheating, immediately following the examination, the proctor has the authority to refer the situation to the College's Office of Academic Affairs, which may ultimately refer the matter to the Office of Student Conduct and Professionalism.

If a student suspects a violation during an examination, they are responsible to report this to the proctor in accordance with the honor code. Students are not authorized to intervene directly.

Grading of Students by Academic and Non-Academic Health Care Professionals

The College provides boundaries and expectations regarding the potential conflict of interest of clinical faculty regarding education and patient care of its students. Clinical faculty employed by the college may also provide clinical care in the community. Medical students may seek medical care from a clinical faculty member in the college in which they are enrolled, creating a possible clash of multiple interests. In order for students to receive quality and prompt medical care while being assured that their relationship with their clinician will not affect their grade or academic advancement, the clinical faculty member must recuse themselves from grading of that student.

Protocol for Input on Matters of Student Concern

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the faculty advisor. If the problem is not resolved at the faculty advisor level, the matter should be brought to the appropriate college's Student Affairs personnel, then the College Dean, or Dean's designee. If the matter has not been resolved at those levels, the final arbiter is the Provost.

When an incident arises involving a faculty member and a student, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the Office of Student Affairs will be notified and the matter should be referred to the Department Chair, then Dean, or Dean's designee, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member and a student, the dispute resolution process begins with the Supervisor/Department Chair followed by the Dean, or Dean's designee. The Office of Human Resources is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.

This protocol does not apply to concerns involving discrimination, harassment or retaliation. For information related to complaints involving discrimination, harassment and retaliation, including community resources, emergency and on-going assistance; mental health services; reporting options and other available support are as follows and can be located on the University's Title IX resource website.

Course Repeats and Remediation

The educational objectives that underlie remedial teaching and evaluation will be the same as the educational objectives that underlie regular courses in the curriculum.

If the student is allowed to remediate or repeat a course, block, or rotation, the College's Office of Academic Affairs will communicate with the student the specifics regarding the format and expectations for the student to demonstrate acceptable academic performance and complete the curricular requirement(s). Students must complete all incompletes and/or remediations by 7/7 (1st years) or 6/30 (2nd years).

A student who successfully remediates a course/block/rotation will receive a grade of "RP."

If a student is directed to repeat a course/block/rotation(s), the grades for both the original and repeated course/block/rotation(s) will be recorded on the official transcript. Only the most recent grade(s) received will be included in the student's GPA calculation. Students will be charged full tuition for repeated coursework, including repeated clinical rotations.

OMM Competency Evaluation Prior to Return from LOA

If a student does not participate in hands-on Osteopathic Manipulative Medicine (OMM) instruction for more than 30 days, they will be required to complete a Pre-Return OMM Competency at the NMM/OMM Department's earliest convenience prior to their return to the hands-on OMM curriculum. The student will be asked to demonstrate their ability to accurately perform the techniques previously learned to minimize the chances of them injuring a classmate due to improper technique, and to ensure that they have the foundational knowledge and skills necessary for advanced training upon their return.

If they pass the Pre-Return OMM Competency they will be allowed to proceed with the hands-on OMM curriculum, if not, they will be required to work with the faculty and/or fellows to strengthen their skills and be reassessed. If upon re-assessment they are still unable to demonstrate their ability to accurately perform the techniques previously learned, they will be referred to the Student Performance Committee (see "Limited Academic Progress" section under "Outcomes for Unsatisfactory Academic Performance).

Licensing Examinations

Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA) (National Licensing Examinations) Requirements

COMLEX-USA licensing examinations are a series of exams administered by the National Board of Osteopathic Medical Examiners (NBOME). It is a requirement for all osteopathic medical graduates to pass all COMLEX-USA exams to obtain a license to practice medicine. Successful completion of the COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (CE) are requirements for graduation from the College. See Academic Progress section of the catalog for more detail.

Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE)

The College administers an examination called the COMSAE for Phase One and Phase Two. These examinations are integrated into the curriculum. The COMSAE is designed to gauge the base of the student's knowledge and ability as they prepare to take the COMLEX-USA Level 1 and Level 2 CE examinations. The College will use the results of this examination to determine if the student is at risk for eventual COMLEX-USA Level 1 or Level 2 CE failure. The inability to achieve a minimum score on the COMSAE, as determined by the College's Office of Academic Affairs (OAA), may result in a delay in sitting for the COMLEX-USA Level 1 or Level 2 CE examination until the student meets the minimum requirement established by the College. This may delay the start of or continuation of the Clinical Education phase of the curriculum (core and elective rotations) and/or potentially prevent the student from advancing in the curriculum to the next academic year, (*i.e.*, OMS 3 to OMS 4). Students who do not achieve the minimum score on the COMSAE within the recommended timeframe provided by the OAA will be required to meet with the Student Performance Committee, or its designated body.

United States Medical Licensing Examination (USMLE)

While the United States Medical Licensing Examination (USMLE) series is not a requirement for graduation from the College, it is recognized that this examination series may potentially be beneficial toward the achievement of career objectives for some students. As such, students who take these examinations may be granted time-off through the same process as described for the COMLEX-USA series. Should a student require time off for the USMLE Step 1 or Step 2 CK the student should submit a TOR through the Office of Student Affairs SharePoint site. Students who are deciding whether this examination may be of benefit to their future career objectives are encouraged to consult with the Office of Career and Professional Development. Typically, a student is only approved for a TOR on the date of their scheduled USMLE exam.

NBOME/NBME Testing Accommodations

If a student requires accommodations as defined by the Americans with Disabilities Act (ADA), they must contact the NBOME/NBME directly. Accommodations provided by the University do not guarantee that accommodations will be provided by the NBOME or NBME. Students who request test accommodations for any NBOME or NBME examination are encouraged to contact the ^{HF}CDHP as early as possible for assistance. It should be noted that the process can take from six months to a year and therefore, students should begin the process one year before they plan to sit for any of the licensing exams (*i.e.*, the summer after completing the first year).

Completion of Requirements for Upcoming Rotations

Students are required to complete any applications, supplemental items, and/or clearance paperwork in accordance with site deadlines, or a minimum of 60 days, in advance of the rotation start date. Requirements vary by site; please review the Clinical Education Manual as well as any other details provided by the Clinical Education department for site specific requirements and those posted in the

learning management system. Failure to submit site specific clearance/on-boarding documents by the site's stated deadline will result in the student being placed on academic suspension.

Graduate Medical Education

Graduation from the College with a DO degree does not guarantee placement in a residency program or eventual licensure. Obtaining a graduate medical education (GME) position, commonly known as internship or residency, is dependent upon many factors. GME programs evaluate candidates in areas that include but are not limited to curricular performance, licensing examination scores, interpersonal skills, and timely participation in the residency application process. Candidates most commonly participate in a competitive process known as "The Match" to secure a GME position. This primarily occurs through the National Resident Matching Program (NRMP) for positions offered by the Accreditation Council for Graduate Medical Education (ACGME) but may also include other "matches" for specific specialties or the military GME positions.

Students are required to be familiar with and comply with all policies and requirements of the match in which they are participating. A "match" offer is a legal contractual obligation between the student and the residency program. Failure to abide by a "match" obligation is a "match" violation. The most common match violation is an attempt to procure an alternative placement at any point after the match process has initiated (i.e. post-ranking). Any match violation is grounds for dismissal from the College. Some students obtain a position outside of the main NRMP match process listed above. Examples include the Supplemental Offer and Acceptance Program through the NRMP and the scramble process. In addition, some students will go through the Supplemental Offer and Acceptance Program through the NRMP in order to secure a residency position. Should a student breach their contract, they will be referred to the Student Performance Committee and will be subject to dismissal.

We do not require all our students to go through the match, however, if a student receives a contract outside the match process, they need to immediately inform the Dean and the Dean of GME so that their eligibility for NRMP or any other match service is noted. Students who participate in other matches, such as military, San Francisco, or the Urology match, will need to comply with all the same policies and requirements for which they are participating.

The College upholds the highest standards for compliance with various match programs. Some match programs, namely the NRMP, require the University to verify that students will be able to begin their residency program on July 1 in the year of their graduation. Students who have not completed all COMLEX-USA Exam requirements as detailed in the 'Licensing Examinations' section of this catalog may be verified as eligible for the match but place themselves at risk for delayed graduation and/or inability to start a residency program on time. Students who are verified and obtain placement via the NRMP, but who are then unable to start their program on July 1, will be required to contact the NRMP for a match waiver. Failure to request a match waiver could result in a match violation as outlined in the NRMP's match participation agreement.

Additionally, the College expects students to demonstrate the utmost professional demeanor throughout the residency application process, which includes interviews. The NRMP or the program will notify the respective college Deans, or Dean's designee, when a student fails to show for a scheduled interview. As this constitutes unprofessional conduct, students who fail to show for an interview will be referred to the Office of Student Conduct and Professionalism.

Medical Student Performance Evaluation (MSPE)

The Medical Student Performance Evaluation (MSPE) is a cumulative evaluation of a student's academic career relative to their peers and includes assessment of both academic performance and professional attributes. The MSPE is one metric commonly utilized by Program Directors in consideration of candidates for graduate medical education. Decisions resulting from the Student Performance Committee recommendations may be included in the MSPE under the adverse action section.

Criminal Background Investigations or Live Scan Fingerprinting

To meet state and industry specific requirements, hospital facilities, school districts, and clinical sites, may require students to complete criminal background checks, including Live Scan fingerprinting, prior to beginning rotations/clinical experiences and/or during their enrollment at WesternU. Consequently, to assure patient safety, students admitted to programs with clinical training requirements will be required to complete a criminal background check prior to matriculation and/or as a component of the scheduling of the rotation/clinical experiences.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete their academic program successfully. Furthermore, certain convictions may also prevent students from obtaining licensure in the State of California or other states.

Students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. Supplemental or additional background checks may be required during the course of enrollment to meet the requirements of clinical education sites. Procedures for obtaining a background investigation will be provided to the student by the appropriate academic program staff. Students have an affirmative obligation to report all arrests and convictions to their College administration to proactively identify solutions (if possible) and/or determine the impact on future licensure. For further information related to criminal convictions, please see the Standards of Student Conduct section in the University Catalog.

Drug Screenings

WesternU students who are required to complete clinical rotations as part of their program of study may be subject to drug testing as a condition of placement at clinical rotation sites. In accordance with the [Drug and Alcohol on Campus Policy](#), students who receive a positive drug test result will be required to take affirmative steps to validate that result by submitting appropriate documentation within the timeframe and manner specified by the Student and Employee Health Office (SEHO). The illegal or unauthorized use or abuse of drugs that impair a student's ability to perform academically or disrupts others in the performance of their work or academic endeavors is strictly prohibited. Any failure to comply with a validation directive from SEHO may result in a referral to the Office of Student Conduct and Professionalism. Further, any failure to appropriately validate a positive drug test may be considered a violation of the [Drug and Alcohol on Campus Policy](#) and will be referred for to the Office of Student Conduct and Professionalism. Any student who violates this policy will be subject to disciplinary action, up to and including dismissal from their program of study.

Drugs and Alcohol on Campus Policy

The Drugs and Alcohol on Campus Policy can be found in the University Catalog. Students will be required to complete a drug screening along with a background check on an annual basis to be permitted to begin any clinical practice experiences. This is in addition to what is outlined in the University or College Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies. For further information related to Drug Screening, please review the [Drugs and Alcohol Policy](#) and the Student Health and Safety section in the University Catalog.

Anatomy Lab Rules

Lab safety and responsibility are of paramount importance for students in the medical anatomy lab. DO Students will receive an orientation to the Anatomy Lab provided by faculty prior to their first Anatomy Lab activity. After orientation by Anatomy faculty, only DO students are entrusted with badge access to the Western University of Health Sciences (WesternU) COMP or WesternU HCOM Anatomy Labs (according to their campus). Students MUST follow all rules of the Anatomy Lab at all times. Failure to do so may result in dismissal from the Anatomy Lab and may affect your ability to pass curriculum. DO students are expected to respect the donor patients at all times.

- Gloves must always be used when touching donors.
- Never remove models or imaging studies from the lab. Do not touch imaging studies or pathology specimens.
- Be gentle with the articulated skeletons/models/etc. Always wash the plastic models clean with soap and water after use and dry thoroughly with paper towels.
- Keep the Lab clean and tidy. Always clean up after yourself and your group.
- When done viewing a donor patient, always cover it up completely, use the wetting solution, and zip the bag closed/close the cover.
- If you notice anything unusual about your donor, including potential mold, please alert the Anatomy Lab or Willed Body Director immediately.
- ABSOLUTELY NO photos or filming are permitted in the Anatomy Lab unless you have express written permission from the Anatomy Lab Director or an Anatomy faculty member for research purposes.

Dress Code: Dress code is scrubs or clothes you don't mind getting dirty; long pants to the ankles, and shirts to the hips with sleeves at least to the elbows (recommend long sleeves); close-toed shoes with no heel, and long hair tied back. Lab coats and face masks are optional. Eye protection is required as per faculty direction dependent on the lab activities.

Food and Drink: No food or drink is ever allowed in the lab. There is no smoking or vaping allowed in the anatomy lab. This is a regulation of the federal and state [Occupational Safety and Health Administrations \(OSHA\)](#).

Injury: Report any injury or chemical exposure to Lab Director or Manager immediately and fill out an incident form (QR code in lab). You will be oriented to the following, so be sure you can locate: handwash sinks, first aid kit, eyewash station, and exits.

Required Safety Warning: Since the anatomy lab may contain some formaldehyde fumes, the Occupational Safety and Health Administration requires us to give everyone who is to be in the lab the following warning:

Formaldehyde is toxic by inhalation and if swallowed. It is an irritant to the eyes, respiratory system, and skin. It may cause cancer. Repeated or prolonged exposure increases the risk.

Chemical Sensitivity: Students are advised to use a respirator if they find themselves sensitive to the Anatomy Lab environment (frequent eye watering, respiratory discomfort). There may be a respirator for your use, or you may need to purchase one; please consult with the Anatomy Lab Director. Students who are pregnant, trying for pregnancy, or breast-feeding will want to consult with their OB-GYN or PCP on use of a respirator. Please note there may not be other options available if a student cannot attend live, in-person Anatomy Labs.

Fire Escapes: You will be oriented to the fire escapes in each campus' anatomy lab. In the event of an earthquake or fire, you will be directed by faculty and/or lab staff. Do NOT use the elevators to exit if there is a fire or earthquake as power may be lost during these emergencies, leaving you stranded.

Video Surveillance: There is 24-hour video surveillance of Anatomy Labs, which is recorded. This is in place to protect the donors.

Cleaning: During orientation students will be instructed in how to clean their station and around their station. This includes wiping down surfaces, washing and drying dissection tools, putting donor tissue in tissue bins, putting paper towels and scalpel blade wrappers in the trash, putting used scalpel blades in a sharps container, and sweeping the floor around the station. Always use the proper sinks for washing tools. Stack stools in the proper place after use. If your donor has an ID tag, do not remove it. Do not remove labels from tables. Follow all directions of your Willd Body staff and Anatomy faculty.

Human Remains: Only human remains are permitted in the COMP/WesternU HCOM anatomy labs. Non-human remains are not allowed (please contact the College of Veterinary Medicine).

Visitors in the Anatomy Lab

DO students or any other non-anatomy faculty may bring visitors to the lab ONLY if they have obtained the prior written approval from the Chairman of Anatomy and Body Donation Program Director **and** complied with the Visitors on Campus policy. Visitor requests must be submitted through the online Anatomy Lab Use Request system, which is available upon request from the Chair or Vice-Chair/Directors of the Anatomy Labs. Requests are reviewed promptly by the Chair/Vice-Chair of Anatomy, and the request granted, granted with modifications, or denied. All visitors must sign and return a liability form which is sent after approval of a Lab Use Request.

Authorized Visitors are defined as any person who is not a current DO student at WesternU, or an Anatomy Faculty of these colleges who has obtained the prior written approval from the Chairman of Anatomy and Body Donation Program Director. If a DO student obtains appropriate approval to bring in a visitor, such student is at all times responsible for the acts of their visitor and it is such student's responsibility to ensure the anatomy lab rules are followed.

Any Authorized Visitor(s) must always be accompanied by a faculty or pre-approved designated student(s) (by the Lab Director or Chairperson). Tour leader must enter the lab first to alert individuals who may be inside to cease all dissection activities and make sure all donors are properly covered prior to visitors entering the lab. Visitor access is limited to the main entry. Students are never permitted to bring in casual visitors.

Authorized Visitors are never allowed to be inside the lab unsupervised.

No one under age 16 is allowed in the Anatomy Lab at any time. Any visitors ages 16-18 require a signed parental consent form which must be submitted to the Director of the Body Donation Program (Director) or his/her designee prior to entry into the lab.

Authorized Visitors are not allowed to dissect or hold dissection tools. While supervised, Authorized Visitors may be guided to palpate anatomical structures during tours on embalmed donors. Visitors are not permitted to view the embalming process.

Additional information can be found in the [Anatomy Laboratory: Operations, Visitors, and Tours University policy](#).

Contacts: The COMP Anatomy Lab Director is Dr. Thierra Nalley, tnalley@westernu.edu, and the Willed Body Director for COMP is Steven Nichols, snicols@westernu.edu, 909-706-3467. The WesternU HCOM Anatomy Lab Director is Dr. Edie Sperling, esperling@westernu.edu, and the Willed Body Director for WesternU HCOM is Mike Osborne, mosborne@westernu.edu, 541-409-2511. Dr. Mohammad Elsalanty is the WesternU faculty with oversight of both Anatomy labs.

Service Animals on Campus

In accordance with university policy and the Americans with Disabilities Act (ADA), individuals with disabilities are permitted to bring service animals, as defined under the ADA. Emotional support animals and pets are generally prohibited on campus and at clinical rotation sites. Students seeking further information should consult the Animals on University Property Policy, available at <https://www.westernu.edu/cdhp/service-emotional-support-animals/>, or contact the ^{HF}CDHP for additional guidance at disabilityaccommodations@westernu.edu.

Student Rights and Responsibilities in the Learning Environment

- Students have the right to expect clear guidelines regarding assignments and examinations, as well as to have testing environments that are conducive to academic honesty.
- Students cannot be compelled to perform procedures or examinations that I believe are unethical or beyond the level of my training.
- Students have the right not to be harassed and not to be subjected to romantic or sexual overtures from those who are supervising my work.
- Students have the right to be challenged to learn, but not abused or humiliated.

AOA Code of Ethics

COMP/WesternU HCOM students, faculty and staff support and endorse the [AOA Code of Ethics](#).

Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories and Lecture Halls, or Associated Academic Activities

Videotaping, audiotaping, still photography and digital note taking are not permitted in the University laboratories, lecture halls, or clinical sites without the expressed permission of the involved instructor or through approved accommodations from the ^{HF}CDHP office. For further details, please refer to this policy in the University Catalog.

Student Injuries and Illnesses in Clinical Settings

In the event of a student injury or illness (e.g., needle stick, puncture wound, slip/fall, etc.) during a clinical experience the following should be followed:

- Students are to immediately notify their preceptor and their College's Clinical Rotations Office. As soon as possible, students are to submit an Incident Report (https://webapp.westernu.edu/incident_report).
- Obtain medical treatment (e.g., blood draw). It is the student's choice where they obtain medical treatment. They can do so, if possible, at the clinical site, Urgent Care, local hospital or from their primary care provider.

Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The [Incident Report Form](#) can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)

The Standards of Student Conduct encompass three components: the Standards of Academic Integrity, the Standards of Professionalism, and the Standards of Student Conduct. Collectively, these three components are referred to as the Standards of Student Conduct and are located in the [University Catalog](#). Students are expected to make themselves aware of and abide by the expectations contained in the Standards of Student Conduct and related policy statements. Ignorance is not a justification for violating the Standards of Student Conduct.

Because of the professional nature of a graduate health degree program, WesternU expects a higher standard of student conduct. The Standards of Student Conduct articulates violations that are most common and/or readily identifiable. Conduct violating the Standards of Student Conduct that are not specifically mentioned may still be subject to disciplinary action. Any questions regarding interpretation of the Standards of Student Conduct defined in the University Catalog should be referred to the Office of Student Conduct and Professionalism.

The College level Standards of Student are outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Prior to matriculation, all first-year students will sign a copy of the Student Honor Code and Student Code of Ethics. By signing this document, students acknowledge that their entry into the study of osteopathic medicine joins them to a profession that conducts itself according to a long-standing moral and ethical code. Furthermore, students affirm that they will strive in all efforts to meet these standards for the betterment of the profession and the patients it serves. Students will be prompt, successfully perform their academic coursework and comport themselves in a professional manner.

College Dress Code

The purpose of the College’s dress code is to standardize the dress of students to promote professional standards with regard to safety, cleanliness, comfort, and image. All articles of clothing worn on campus, or any affiliated site must be clean, professional, and in good repair.

The dress code requirement must be adhered to while students are on campus or in clinical rotations. Certain courses and rotations may require specific dress (examples: scrubs for anatomy lab and professional dress for Clinical Rotations). Students are expected to be familiar with dress requirements for all curricular elements as detailed in the course syllabi, Clinical Education Manual, or as directed by faculty. While on clinical rotations, students are also expected to abide by dress requirements of the affiliated facility.

Special Note: Any student who may require a religious accommodation of the College Dress Code may do so by contacting the Dean’s Office to discuss such religious accommodation requests. The Office of Humanism is available as a resource throughout this process and may be engaged as circumstances warrant. In the event that agreement cannot be reached regarding an academic religious accommodation, the student should bring the issue to the relevant College dean and to the Office of Student Success and Student Life via email studentlife@westernu.edu for review and resolution as applicable. If advice in resolving the issue is needed, the Office of Humanism will be consulted, as appropriate.

Violations of this policy will be considered a violation of Standards of Student Conduct and may result in a referral to the Office of Student Conduct and Professionalism.

College Student Honor Code

Students accepted into the DO program are expected to hold themselves and each other to the highest standard of professionalism and honesty. They are also expected to build a sense of mutual trust as they would as future physicians, who are invested in the health and safety of all patients. COMP/WesternU HCOM administration, staff and faculty base all relationships and interactions with students on a core belief that every student accepted into the DO program is worthy of the highest respect and trust. This belief guides the Student Honor Code of Conduct, which lays down the essential framework for all osteopathic medical students/physicians-in-training as we believe that behaviors and choices made as a 'physician-in-training' foreshadow those made as a physician. Additionally, as students are representatives of the University and the osteopathic profession, they are expected to behave and communicate in ways that uphold the trust and/or respect for members of the University and osteopathic community.

Violations of this policy will be considered a violation of Standards of Student Conduct and may result in a referral to the Office of Student Conduct and Professionalism.

College Student Code of Ethics

The following code of ethics will be adopted by every student: "I understand that it is a great privilege to study osteopathic medicine. Over the course of my training, I will assume extraordinary responsibility for the health and well-being of others. This undertaking requires that I uphold the highest standards of ethical and compassionate behavior. Accordingly, I have adopted the following statement of principles to guide me throughout my academic, clinical, and research work. I will strive to uphold both the spirit and the letter of this code in my years in the DO program and throughout my osteopathic medical career."

Honesty

- I will not bribe anyone to obtain a personal favorable outcome in any situation.
- I will not attempt to procure, seek, or share any unauthorized assignments, answers, questions, or cases, including practice questions, especially when such is indicated explicitly by the Office of Academic Affairs, or the instructor/professor.
- I will not engage in plagiarism, using or taking credit of others' work without authorization of any kind.
- I will be truthful in all communications; written and/or verbal. I will not falsify any documentation concerned with medical school; academic or otherwise. These may include but are not limited to: A doctor's note regarding excusal from curriculum, documents submitted to University/College entities such as financial aid, research data, rotations documentation including those relevant to a specific clinic/hospital and other documentation.

Confidentiality

- I will regard confidentiality as a central obligation of patient care. In cases of personal information pertaining to classmates, patients, rotation site employees, staff, faculty etc., I will refrain from sharing as gossip.

- I will limit discussions of patients to members of the health care team in settings removed from the public ear (e.g., not in elevators, hallways, cafeterias, etc.).
- I will not share, post, or release information that is considered confidential or private, especially those involving patients and patient records, even on my personal social media platforms. I understand that it is a serious HIPAA violation to publish any patient information without official written consent.
- I will use extreme caution when 'tagging' people and places in any of my photos or posts on social media. e.g., when publishing photographs or images taken inside a healthcare facility in which patients or Patient Health Information (PHI) may be visible. I understand that doing so may be a serious breach of the Student Honor Code as this may cause an inadvertent breach of confidentiality/HIPAA.

Respect for Others

- I will honor all policies guiding the use of shared spaces like classrooms, parking lots, laboratories, hallways, study spaces and any rooms associated with the structure and/or function of the University. This includes articles like equipment, appliances, furniture etc. of shared use within those spaces as well.
- I will dialogue with University/College officials, preceptors, rotation site employees, and peers in a respectful, non-judgmental, and cooperative manner, regardless of the alignment/agreement with their perspectives and opinions.
- I will treat patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team.
- I will interact with patients in a way that ensures their privacy and respects their modesty.
- I will not violate and/or tolerate any form of discrimination as identified by the University Non-Discrimination policy and detailed in the Sexual Harassment and Sexual Misconduct Policy and the Non-Discrimination, Anti-Harassment, and Non-Retaliation Policy.

Responsibility

- I will conduct myself professionally in my demeanor, use of language, and appearance as a student of the University, the College and/or the osteopathic profession, including my social media platforms. I will set patient care as the highest priority in the clinical setting.
- I will recognize my own limitations and will seek help when my level of experience is inadequate to handle a situation on my own.
- In accordance with Drug-Free Workplace Policy, I will not use, distribute, or consume any kind of illicit controlled substances.
- I will not attend curricular or extra-curricular professional events including WesternU sanctioned and/or sponsored activities under the influence of alcohol or any controlled substances.

- I will not use my professional position to engage in romantic or sexual relationships with patients or members of their families.
- I will not share or post sexually explicit communication/images on social media platforms that are not becoming of a future osteopathic physician.
- I will not provide unsupervised (without the approval from a faculty or supervising preceptor) medical evaluation, diagnosis, or treatment.
- I will make myself aware of important policies pertaining to items like absences/time off, IRB approval requirements, University branding requirements, physician-shadowing processes, HIPAA, policies of my rotation sites, clubs and other activities that involves risk management, financial transactions etc. I will reach out to the Office of Student Affairs or the relevant department whenever I am in need of direction and advice regarding policies.

Violations of this policy will be considered a violation of Standards of Student Conduct and may result in a referral to the Office of Student Conduct and Professionalism.

Professionalism Concerns and Non-Disciplinary Interventions

COMP and WesternU HCOM recognize that professional behavior is a core competency of graduate health professions education. Accordingly, the College may evaluate reports that raise professionalism concerns, including but not limited to *professional demeanor, accountability, respect, effective interpersonal skills, and ethical behavior*. Upon identifying such concerns, the College retains discretion to determine the appropriate response and course of action, provided that resulting action constitutes a non-disciplinary measure, which may include but is not limited to mentoring, coaching, a written advisement, a Professional Behavior Improvement Plan, or other non-disciplinary approaches. These measures are educational in nature and are intended to serve as constructive interventions and/or advisements designed to support the student's professional development. Non-disciplinary measures do not constitute, and shall not be construed as, formal sanctions as defined under the Standards of Student Conduct set forth in the University Catalog. For more information, please refer to Prescription for Professional Growth and Enhancement of this Catalog.

Students are expected to engage in good faith with any non-disciplinary measures implemented by the College. A student's failure or refusal to comply with such measures may result in a referral to the Office of Student Conduct and Professionalism for further review pursuant to the applicable University student conduct process.

Reporting Violations to the Office of Student Conduct and Professionalism

Western University of Health Sciences has centralized the student conduct process under the **Office of Student Conduct and Professionalism**. Previously, student conduct matters were managed at the college level; all such matters are now handled centrally by the Office of Student Conduct and Professionalism to ensure a consistent, fair, and transparent process across all colleges and programs.

All student conduct reports, including concerns related to alleged violations of the Standards of Academic Integrity, Professionalism or Student Conduct, contained in this College Catalog and the University Catalog should be submitted directly to the Office of Student Conduct and Professionalism using the [WesternU Student Conduct and Professionalism Incident Report Form](#). The Office of Student Conduct and

Professionalism will review each report and determine the appropriate course of action in accordance with University policies and procedures.

Students, faculty, staff, and administrators are encouraged to direct any questions about the conduct process to the Office of Student Conduct and Professionalism. Additional information regarding the Office of Student Conduct and Professionalism and the Student Conduct Process is available in the University Catalog.

Standards of Academic Progress

Satisfactory academic progress and retention in the DO program is defined as passing all courses and maintaining a cumulative numeric score of at least 70% for each of the four academic years. A final grade of “No Pass” or a numeric score below 70% in any course, block or rotation must be remediated prior to promotion to the next academic year or graduation. Retention requirements must be completed as specified and within six years from the date of matriculation. Professional conduct is defined by the Standards of Academic Integrity, Professionalism, and Student Conduct (as noted in the WesternU Catalog), College Student Honor Code and the College Student Code of Ethics. Students perceived by faculty, administration, or colleagues to be in violation of these standards will be referred to the Student Performance Committee, or its designated body.

Prescription for Academic Success

Students who encounter academic challenges, such as failing an examination, consistently performing poorly in the curriculum, or repeatedly retaking exams to pass blocks, may be required to participate in a Prescription for Academic Success. This prescription offers structured academic support, which may include regular meetings with a faculty advisor, consultations with learning specialists, mandatory participation in key educational activities, referrals to the University’s Department of Learning Enhancement and Academic Development (LEAD) or the College Learning Skills Specialists for further evaluation, and/or other strategic interventions as indicated to support each student’s individual needs and success in their osteopathic medical education. The primary objective of the Academic Success Prescription is to proactively address academic concerns, promote skill development, and monitor progress to ensure students meet program requirements and continue successfully in the curriculum. The prescription will be tailored to each student’s unique circumstances and requirements.

Prescription for Professional Growth and Enhancement

Students are expected to uphold the professional, ethical, and behavioral standards of the osteopathic medical profession. Where student conduct raises concerns in areas such as communication, accountability, integrity, respectful behavior, adherence to institutional policies, or professional responsibility, the College may require participation in a Prescription for Professional Growth & Enhancement. This prescription is a non-disciplinary measure that offers structured support and guidance, potentially including faculty advising, professionalism-focused learning activities, coaching, reflective assignments, and other appropriate non-disciplinary interventions. Student progress will be reviewed through established institutional processes to support continued professional development and successful advancement in the curriculum. The prescription will be tailored to address the specific areas of professionalism requiring improvement. Any failure to adhere to a prescription and/or demonstrate improvement will result in a referral to the Office of Student Conduct and Professionalism.

Student Performance Committee (SPC)

The Student Performance Committee (SPC) shall consist of eight (8) voting members. The voting members shall consist of four (4) faculty members on each campus appointed by the Dean, or Dean’s designee. Non-voting, ex-officio members shall consist of the following: a representative from the Office of Student Affairs, a representative from the Department of Clinical Education, a representative from the Department of Preclinical Education, and a representative of the Department of Learning Enhancement and Academic Development (LEAD). The Chair and Vice-Chair of the Committee shall be appointed by the Dean, or Dean’s designee. The Committee will meet at the request of the Chair/Vice-Chair. For purposes of creating a quorum, the Committee Chair and Vice-Chair may be counted. A quorum will consist of one

more than half of the eight (8) voting members of the committee (i.e., 5 voting members). In the event that an urgent meeting is required, SPC members from the appropriate campus can meet as a separate committee based on location. The quorum for this type of urgent meeting will consist of one more than half of the four voting members of the committee of individual campuses (i.e., 3 voting members).

The Committee is charged with the following responsibilities:

- a) Periodically reviewing the performance and comprehensive evidence of progress of all students who are pursuing the Doctor of Osteopathic Medicine degree. Particular attention will be given to the students in academic difficulty. For purposes of clarification, “performance” is defined as those activities of a behavioral-conduct and/or academic nature.
- b) Receive reports from the Office of Student Conduct & Professionalism of students whose conduct is deemed unsatisfactory as determined through the student conduct process outlined in the University Catalog. Appropriate student conduct is defined by the University’s and College’s Standards of Student Conduct standards and handled in alignment with the Student Conduct Procedures in the University Catalog .
- c) Receiving reports from members of the faculty or administration regarding any student whose performance is deemed unsatisfactory. Appropriate performance shall include, but is not limited to, compliance with the Student Honor Code and Code of Ethics, student attendance at all required activities, completing all assigned course work and examinations on time, and a cooperative attitude toward fellow students, WesternU employees, and personnel of affiliated clinical rotation sites. It additionally includes ethical decision-making, appropriate demeanor and personal appearance, and interactions with patients.
- d) Reviewing the academic/professional/personal records of students who appear before the committee and making a recommendation to the Dean, or Dean’s designee, regarding appropriate actions. Actions may include promotion, probation, remediation, repeat, suspension, dismissal, administrative withdrawal, medical assessment, and/or educational assessment. Additional action(s) may be recommended as deemed appropriate to the situation.
- e) Recommending to the College faculty as a whole, the awarding of the degree of Doctor of Osteopathic Medicine upon satisfactory completion of all requirements for graduation as stated in the College Catalog.

The SPC will forward its recommendations to the Dean, or Dean’s designee. The Dean, or Dean’s designee, has the authority to accept the recommendations or may make other decisions as they deem appropriate under the circumstances. The Dean, or Dean’s designee, will issue a decision, in writing, to the student.

The SPC is not authorized to evaluate medical conditions or disabilities through its review process. Evaluating medical information and disability-related claims is designated exclusively to the ^{HF}CDHP office, not the SPC. If you have a medical condition or disability that you believe is relevant to your academic situation, you should complete the **[HFCDHP Student Intake Form](#)** as soon as possible. Submitting this form initiates the interactive process with ^{HF}CDHP and, if appropriate, the implementation of reasonable accommodations (which are not retroactive). The ^{HF}CDHP accommodation process is separate from and independent of the SPC review process.

Outcomes for Unsatisfactory Academic Progress

Certain scenarios described in this section result in automatic approval to repeat, remediate, or retake a course or assessment. Any scenarios not referenced below will be referred to the Student Performance Committee (SPC) where they may consider the full range of actions indicated in the Student Performance Committee section.

Outcomes indicated as ‘dismissal’, ‘repeat the year’, and ‘administrative withdrawal’ are considered ‘probable outcomes’ and in these situations, students may request that their case be reviewed by the Student Performance Committee (SPC) to determine whether the probable outcome is appropriate given their unique circumstances (see section titled “**Request for Review**” below). When a student submits a ‘Request for Review’, the SPC will review their student record in its entirety and the committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated ‘probable outcome’. Please note that course/block/rotation related outcomes refer to failures within a single curriculum year.

First- and Second-Year Courses/Blocks

Students are expected to pass each course/block with an overall percentage equal to or greater than 70%. For the block courses, students must also pass ALL assessment week exams. If a course offers re-take exams (e.g., FOM 1, FOM 5), students who fail one or more of the assessment week exams will be allowed to re-take any failed exam. If a student passes the re-take exam(s) and has an overall course percentage at or above 70%, the student will then pass the course and move on in the curriculum.

If a student does not pass the re-take exam(s), the student will fail the course even if their overall course percentage is at/above 70%. If a course does not offer re-take exams (e.g., ISOM), the student’s grade is final and if they do not achieve a score of 70% or higher, they will receive a failing grade of “NP” or “NOPASS”.

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single block/course, with no record of failures in a prior curricular year*	Support:	Success Planning Meeting(s)
	Outcome:	Remediation of Course/Block
Receipt of “No Pass” grade in a single block/course, with a record of a failure in a prior curricular year* (not applicable for students currently repeating the year)	Support:	Success Planning Meeting(s)
	Outcome:	Remediation of Course/Block
	Status	Academic Probation
	Change:	
Receipt of “No Pass” grades in two different blocks/courses within the same curricular year* with no record of previously repeating a year**	Support:	Success Planning Meeting(s)
	Outcome:	Repeat of Academic Year
	Status	Academic Suspension Until Return
	Change:	Academic Probation During Repeat Year
Receipt of “No Pass” grade in a single block/course remediation with no record of previously repeating a year**	Support:	Success Planning Meeting(s)
	Outcome:	Repeat of Academic Year
	Status	Academic Suspension Until Return
	Change:	Academic Probation During Repeat Year
	Support:	Office of Student Affairs (OSA) Meeting

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single block/course during a curricular year* in which the student is repeating coursework	Outcome:	Dismissal
	Status Change:	Dismissal
	Support:	Office of Student Affairs (OSA) Meeting
Receipt of “No Pass” grades in two different blocks/courses within the same curricular year* with a record of previously repeating a year**	Outcome:	Dismissal
	Status Change:	Dismissal
	Support:	Office of Student Affairs (OSA) Meeting
Receipt of “No Pass” grade in a single block/course remediation with a record of previously repeating a year **	Outcome:	Dismissal
	Status Change:	Dismissal
	Support:	Office of Student Affairs (OSA) Meeting

* A curricular year refers to the totality of a student’s performance in all required courses for a given OMS year (e.g. OMS 1 year) even if the courses were completed during different academic years.

**This outcome applies regardless of whether a student has successfully remediated the previously failed blocks/courses.

Third- and Fourth-Year Courses/Rotations

Type of Failure	Action Type	Action
Receipt of “No Pass” grade in a single course/rotation, without a professionalism component to the failure	Support:	Success Planning Meetings
	Outcome:	Repeat Rotation
	Status Change:	Academic Probation
Receipt of “No Pass” grades in any two courses/rotations	Support:	OSA Meeting
	Outcome:	Dismissal
	Status Change:	Dismissal
Receipt of a “No Pass” grade in a repeated rotation or remediated course	Support:	OSA Meeting
	Outcome:	Dismissal
	Status Change:	Dismissal

If a student fails or is removed from a course/rotation and there is a professionalism component to the failure/removal, they will be placed on academic probation and referred to the Student Performance Committee to determine next steps.

COMAT Subject Examinations

COMAT Subject exams are taken on a monthly basis for each core rotation. Students must register for and take the COMAT exams as directed by the Department of Clinical Education and follow all policies of the College and the NBOME. If the student is late for the exam or is a “no-show,” the attempt will count as a failure. Students must complete all COMAT retakes within 8 weeks of being notified that they have failed. The table below indicates the outcomes when a student fails the same subject examination one, two or three times.

Type of Failure	Action Type	First Failure	Second Failure	Third Failure
COMAT Subject Examination	Support:	Success Planning Meetings	Success Planning Meeting(s)	Success Planning Meeting(s)
	Outcome:	Retake COMAT	Retake COMAT	Fail Rotation and Repeat Failed Rotation
	Status Change:	None	Removed from clinical rotations until taken	Academic Probation Until Pass Repeat Rotation

COMLEX-USA Examinations

COMLEX-USA licensing examinations are a series of exams administered by the National Board of Osteopathic Medical Examiners (NBOME). It is a requirement for all osteopathic medical graduates to pass all COMLEX-USA exams to obtain a license to practice medicine. Successful completion of the COMLEX-USA Level 1 and COMLEX-USA Level 2 Cognitive Evaluation (CE) are requirements for graduation from the College.

COMLEX-USA Level 1

- Students must complete the OMS 2 curriculum prior to taking the COMLEX-USA Level 1. The COMLEX-USA Level 1 must be taken prior to the start of clinical rotations. All students retaking COMLEX-USA Level 1 must retake the examination within **90 days** of notification of each failed attempt.
- Students who fail to meet the COMSAE standard and/or those completing remediation or incomplete coursework may request, of the Office of Academic Affairs, additional time to take the COMLEX-USA Level 1; however, all students must have taken COMLEX-USA Level 1 prior to starting their first third-year clinical rotation.
- For students approved for a voluntary Medical Leave of Absence, all applicable deadlines are suspended during the leave and resume upon return. Students must schedule the COMLEX examination within five (5) business days of the end of the medical leave and must complete the examination within thirty (30) days of the leave's conclusion.

COMLEX-USA Level 2 CE

- Students on a 4-year matriculation must take COMLEX-USA Level 2 CE by September 1 of their OMS 4 year. Students on an extended matriculation must take the exam by 7/15 prior to the start of their OMS 4 year or within 60 days of completing the OMS 3 curriculum (whichever comes last). All students retaking COMLEX-USA Level 2CE must retake the examination within **90 days** of notification of each failed attempt.
- Students must demonstrate successful completion of all discipline-specific COMAT subject examinations as well as COMSAE Phase 2 in order to take the COMLEX-USA Level 2 CE.
- If taken on a scheduled rotation day, students must request, via the Time-Off Request Form (TOR) on SharePoint, up to a 1-day excused absence from rotations to take the COMLEX-USA Level 2 CE. If approved by NBOME to take the exam over multiple days, a 2-day absence will be approved.

For students approved for a voluntary Medical Leave of Absence, all applicable deadlines are suspended during the leave and resume upon return. Students must schedule the COMLEX examination within five (5) business days of the end of the medical leave and must complete the examination within thirty (30) days of the leave's conclusion.

Type of Failure	Action Type	1st Failure	2nd Failure	3rd Failure
COMLEX Level 1	Support:	Success Planning Meeting(s)	Success Planning Meeting(s)	OSA Meeting
	Outcome:	Retake the Exam	Retake the Exam	Dismissal
	Status Change:	Removed from clinical rotation until taken **	Academic Probation and remain off clinical rotations until passing score received	Dismissal
COMLEX Level 2CE	Support:	Success Planning Meeting(s)	Success Planning Meeting(s)	OSA Meeting
	Outcome:	Retake the Exam	Retake the Exam	Dismissal
	Status Change:	Removed from clinical rotations until taken **	Academic Probation and remain off clinical rotations until passing score received	Dismissal

** Student required to submit a Time Off Request form to account for time off rotation. If TOR not submitted within the allotted time, student will be placed on academic suspension.

Type of Failure	Action Type	1 st Missed Deadline	2 nd Missed Deadline*
Failure to Take/Retake COMLEX by Deadline	Support:	Success Planning Meeting(s)	OSA Meeting
	Outcome:	Take/Retake COMLEX within 4 weeks of Success Planning Meeting	Dismissal
	Status Change:	Removed from clinical rotations until taken **	Dismissal

*This outcome applies whether a student missed the deadline twice for the same COMLEX exam or once each for two different COMLEX exams.

** Student required to submit a Time Off Request form to account for time off rotation. If TOR not submitted within the allotted time, student will be placed on academic suspension.

COMLEX-USA Fourth Attempt

Students are expected to satisfactorily pass the COMLEX Level 1 and COMLEX Level 2CE within the designated timeframes. Failure to do so may render the student eligible for dismissal. If a student is successful in requesting a fourth attempt of the COMLEX Level 1 or COMLEX Level 2CE and fails, the

probable outcome is dismissal from the College. Please see the Request for Review section for further information.

Request for Review

Upon notification of a probable outcome of 'repeat the year', 'dismissal', or 'administrative withdrawal' (as defined in the "Outcomes for Unsatisfactory Academic Progress" section of The Catalog), a student may request that the Student Performance Committee (SPC) consider a different outcome. To do so, the student must submit the [SPC Request for Review Form](#) within 5 working days of being notified of the applicable probable outcome. The request for review should include all relevant information and documentation that the student would like the Committee to consider. The Office of Student Affairs is available to assist students with this process.

When a student submits a 'request for review', the student is provided an opportunity to present information before the SPC and the SPC will review their student record in its entirety. The committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated 'probable outcome'. The Committee will make a final recommendation to the Dean, or Dean's designee, who retains ultimate authorization/approval of all outcomes.

If a student fails to request review and/or fails to request review within the appropriate timeframes, the student will be notified, in writing, that the probable outcome is considered in effect, subject to any applicable University appeal rights. Please review the University catalog for further information related to the University Appeals Process.

Failures Across Multiple Events

The records of students who are referred to the Student Performance Committee will be reviewed for failures across multiple events (i.e., COMLEX, COMAT, Course, and Rotation). Events are considered cumulatively across all years of the curriculum. Referred students may be required to meet with the Committee who will consider all possible outcomes up to and including dismissal.

Limited Academic Progress

Students who are not progressing at a rate consistent with their class will be referred to the Student Performance Committee and may be required to meet with the Committee. The Committee will consider all possible outcomes up to and including dismissal.

Six Years to Complete Curriculum

Students who are no longer able to complete the curriculum within the requisite six years from matriculation will be referred to the Student Performance Committee and the probable outcome will be administrative withdrawal from The College. Please see the Request for Review section for further information.

Adverse Actions

Academic Probation

A student may be placed on Academic Probation for the reasons outlined in the University Catalog (See the University Catalog: Probation) and/or a consistent pattern of substandard academic progress or professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog. Students may also be placed on academic probation for failure to adhere to attendance requirements and/or policies.

Students on Academic Probation must meet with their faculty advisor at least once a month and must meet with a representative from the Department of Learning Enhancement and Academic Development (LEAD) and utilize any other resources requested during the Success Planning Meeting. It is the students' responsibility to arrange these meetings.

Students on Academic Probation must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

Conduct Probation

Conduct Probation is defined as a period, specified by the Office of Student Conduct and Professionalism, during which the student's conduct will be closely monitored due to a violation of the Standards of Student Conduct.

The terms of conduct probation will be specified at the time the student is placed on conduct probation. When a student is placed on conduct probation, they will be notified in writing and the notification will be sent electronically to the student's WesternU email address. Copies of the letter will be placed in the student's educational record and distributed to the Chair of the Student Performance Committee, the College Dean, and the student's Faculty Advisor. The Office of Student Conduct and Professionalism will consider when the terms of the conduct probation have been satisfied and recommend rescission of the conduct probation. A student on conduct probation may not serve as an officer of any official University or College club or organization and should not engage in time-consuming extracurricular activities.

Temporary Suspension of Student Clinical Privileges

The University recognizes that student participation in clinical education occurs within environments where patient safety, clinical integrity, and professional standards are paramount. Accordingly, a College Dean or designee is authorized to immediately suspend a student's clinical privileges where there exists a reasonable basis to believe that the student's continued presence in a clinical setting poses a risk to patient safety.

A suspension of clinical privileges is an interim administrative action and does not constitute a final disciplinary determination or academic sanction. The suspension shall take effect immediately upon the decision of the Dean or designee and is not subject to appeal. This action shall remain in place pending referral to and resolution by the appropriate body (i.e., the College SPC for academic matters or the Office of Student Conduct and Professionalism for conduct matters), whose determination shall supersede and replace the temporary suspension. In the event a student appeals the outcome reached by the appropriate body, the temporary suspension may remain in effect pending the resolution of that appeal.

The College shall provide the student with written notice of the suspension as soon as practicable, which shall include a brief statement of the basis for the suspension and the anticipated next steps (i.e. referral to the College Student Performance Committee for academic matters or referral to the Office of Student Conduct and Professionalism). A suspension of clinical privileges may affect a student's ability to satisfy program requirements, complete required clinical hours, or progress within their program. The College shall make reasonable efforts to advise the student of the potential academic impact of the suspension and any available options for remediation or make-up, subject to program requirements and accreditation standards. The University makes no guarantee that suspended clinical hours or experiences can be recovered within a student's originally anticipated program timeline. A temporary suspension of clinical privileges will remain in place until the conclusion of the academic or conduct process and any related appeals.

Academic Suspension

A student may be placed on Academic Suspension for the reasons outlined in the University Catalog (See the University Catalog: Suspension) and/or a consistent pattern of substandard academic progress or professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog.

A student on Academic Suspension is not registered as an active student and is not eligible for financial aid during this time (See the University Catalog: Tuition Refund Policy). They are required to use the time to work towards remediation of the deficiency for which the Academic Suspension was levied. Students on Academic Suspension must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies. The duration of the conduct suspension will be communicated to the student at the time the suspension is imposed, either as a specified period of time or until the student has satisfactorily completed all the terms and conditions imposed to remedy the violation. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, Provost, or Dean, or Dean's designee, has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student may be dismissed for the reasons outlined in the University Catalog (See the University Catalog: Dismissal) and/or a consistent pattern of substandard academic progress or professionalism issues including, but not limited to, the reasons indicated in the Outcomes for Unsatisfactory Academic Progress section of this catalog. A student may also be dismissed from a program for a violation of the University and/or College student conduct standards, policies, or procedures, in alignment with the University's Student Conduct Procedures (See University Catalog) A student is also subject to dismissal if they jeopardize the College standards of scholarship, conduct, and orderly operation.

Appeals Process

Students may request an appeal of the Dean's, or Dean's designee's, decision to the Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation, or administrative withdrawal are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy. If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial

aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Repeat Coursework and Federal Financial Aid Eligibility. Federal regulations governing repeat coursework apply to all students undergraduate, graduate, and professional under the definition of a full-time student in 34 CFR 668.2(b). For term-based programs (not subscription-based), a student's full-time workload may include repeating previously passed coursework, but only one repetition of a previously passed course may be counted toward enrollment status and paid with Title IV aid.

For financial aid purposes, a course is considered "passed" if the student earns a grade of D or better, regardless of the institution's academic standards. For example, while many graduate programs require a B or better to meet academic requirements, the Department of Education (ED) considers a D passing for Title IV eligibility. In addition to letter grades, the non-letter grades Credit (CR) and Pass (P) are also considered passing by ED for Title IV purposes.

Non-letter grades such as Unsatisfactory (U), Incomplete (I), No Pass (NP), No Credit (NCR), In Progress (IP), and Withdrawal (W) are not considered passing by ED and therefore do not count as successful completion for Title IV eligibility.

Once a course is considered passed, it may be repeated only once with federal aid. This policy does not require institutions to change their academic grading standards, but it does limit how many times a previously passed course may be included in enrollment status for financial aid purposes.

Students who are considering repeating a course should consult with the Financial Aid Office to understand how this may affect their aid eligibility and ensure compliance with federal guidelines.

Remediation: Financial Aid Policy. If the student, at the end of an academic year, is still considered to be making unsatisfactory progress and must remediate, they will not be eligible to receive Title IV or Title VII funding as per Federal regulations and will be removed from the list of eligible financial aid recipients.

Graduation

A student will be recommended for the Doctor of Osteopathic Medicine Degree provided they:

1. Are not on probation or suspension and have received a passing grade for all prescribed academic and clinical requirements with a cumulative numeric score of at least 70%.
2. Have been enrolled in the College during their final two years.

3. Has completed all Interprofessional Education (IPE) activities required for graduation. DO 2027 and 2028 students must complete 4 credits of IPE 5000, 5100, 6000, and 6100. DO 2029 students must complete 2 credits of IPE 5000 and 5100. DO 2030 students must successfully participate in designated IPE co-curricular activities throughout their first year to fulfill this graduation requirement.
4. Have successfully participated in and completed all competency checks in the Conference Week during the first week of June of OMS 1 Year (DO 2030 and beyond only).
5. Have successfully taken and passed the COMLEX-USA Level 1 and the COMLEX-USA Level 2 CE.
6. Has demonstrated no serious deficiencies in ethical, professional or personal conduct, as defined in the Standards of Student Conduct, which would make it inappropriate to award the degree of Osteopathic Medicine.
7. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
8. Have completed the AACOM Survey of Graduating Seniors.
9. Have completed all service hours as required by the College.
10. Have completed any and all required Financial Aid exit counseling.
11. Took part in the Commencement ceremony, at which time the oath is administered, and the Doctor of Osteopathic Medicine degree is conferred. Unless special permission has been granted by the Dean, or Dean's designee, students must participate in their respective commencement ceremony. If the Dean, or Dean's designee, grants special permission for excuse from commencement, the graduates may be required to present themselves to the Dean or designee at another specified date to take their profession's oath before their diploma will be released. Requests for excuse will only be granted for extenuating circumstances.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive the degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to the date of completion of all graduation requirements.

Evaluation and Grading

Pre-Clinical Curriculum Grading (OMS 1 & 2):

Final pre-clinical course grades are reported on the transcript as shown below. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. These grades are assigned based on the final percentage score a student achieves in a course or system according to the following rubrics:

The pre-clinical grading scale displayed below applies to DO classes entering in the **fall of 2019 and beyond**.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HON	Honors (93% -100%)	100.00
HPASS	High Pass (85-92%)	90.00
PASS	Pass (70-84%)	80.00
NOPASS	No Pass (< 70%)	0.00
RPASS	Remediated Pass (70%)	70.00
CR	Credit	N/A
NCR	No Credit	N/A

The pre-clinical grading scale displayed below applied to DO classes that entered in the **fall of 2018 and prior**.

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (90% and above) *	N/A
P	Pass (70-89%)	N/A
NP	No Pass (Less than 70%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

**See respective course syllabi*

Clinical Curriculum Grading (OMS 3 & 4):

The clinical grading scale displayed below applies to DO classes entering their 3rd year in the **fall of 2020 and beyond**. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The percentages shown in the ‘Equivalent’ column will be used to convert performance indicators (e.g., Honors) into percentages (e.g., 100%) that will be used to calculate an internal GPA and class rank:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HON	Honors (100%)	100.00
HPASS	High Pass (90%)	90.00
PASS	Pass (80%)	80.00
NOPASS	No Pass (0%)	0.00
RPASS	Remediated Pass (70%)	70.00
CR	Credit	N/A
NCR	No Credit	N/A

The clinical grading scale displayed below applies to DO classes entering their 3rd year in the **fall of 2018 and fall of 2019**. A failed course or rotation that is successfully remediated is designated as a “Remediated Pass” (RP) on the transcript. The percentages shown in the ‘Equivalent’ column will be used to convert performance indicators (e.g., Honors) into percentages (e.g., 100%) that will be used to calculate an internal GPA and class rank:

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
HNR	Honors (100%)	N/A
HP	High Pass (90%)	N/A
P	Pass (80%)	N/A
NP	No Pass (0%)	N/A
RP	Remediated Pass (70%)	N/A
CR	Credit	N/A
NCR	No Credit	N/A

Cumulative Numeric Scores and Class Rank

The cumulative numeric score will be calculated at the end of each semester of the OMS 1 and 2 years with the average of all course numeric scores weighted by the number of course credit hours attempted. Since rotation grades are received on a rolling basis, cumulative calculations will occur at the end of the OMS 3 year so that a student’s ranking can be reported on the Medical Student Performance Evaluation (MSPE). A final cumulative score will be calculated when all OMS 4 grades are received.

If a course or clinical rotation is repeated or remediated, only the last grade earned enters into the computation of the cumulative numeric score/grade point average, but the original grade remains on the student’s transcript.

Cumulative class rank will not be calculated for transfer students. Osteopathic Undergraduate Teaching Fellows will not be ranked until the end of the final year.

Administrative Grades

ADMINISTRATIVE GRADES		
<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
TR	Transfer	N/A
WPC	Waived for Prior Credit	N/A

Audit

An “AU” (Audit) is assigned to a student who pays tuition for the course and attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the Dean, or Dean’s designee, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work product while auditing the course for no grade.

Missing Grades

A grade of “M” (Missing) will be assigned by the Registrar’s Office if a student’s grade is not available by the deadline for grade submission. An “M” grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. If the grade earned is not reported within nine calendar months of the course end date, the grade of “M” will be converted to an unsatisfactory/no credit grade, contingent upon the course’s grading scale. “M” grades should not be used by the program in place of an Incomplete (“I”) grade.

Incomplete Grade (I): Courses or Blocks

An Incomplete (I) indicates that a student has not been able to finish all work required for issuance of a grade within the normally scheduled time of the course or system. The “I” is not counted in the grade point calculations and must be replaced before the student can register for the next academic term unless other arrangements have been made with the Office of Academic Affairs. When the incomplete work is complete the final grade that the student has earned for the course is listed. If the required work is not completed within the specified time, the “I” will be converted to the score the student achieved in the course/system prior to the “I” being assigned.

Incomplete Grade (I): Rotations

If a student is unable to finish a rotation due to an extraordinary personal or family situation, they must notify their primary preceptor and the Office of Academic Affairs prior to leaving the rotation. In cases of a life-threatening emergency students are required to inform the Office of Academic Affairs as soon as possible after the emergency is handled. If the student has completed at least two weeks of the rotation (core or elective), the rotation may be counted as a split rotation and a grade may be awarded for the split rotation. In consultation with the Office of Academic Affairs, the student will then schedule the remainder of the rotation as an additional split rotation. If the student has not completed a two-week minimum, a grade of “W” will be recorded until the rotation can be rescheduled and successfully completed.

If a student cancels a rotation on their own, leaves a rotation before it is finished without prior authorization by the Office of Academic Affairs, fails to show for a rotation without prior notification to the Office of Academic Affairs, or is asked to leave the rotation by the preceptor or other authorized rotation site personnel, the student will be placed on Academic Suspension and the rotation will be listed as a failing grade of “NP” or “NOPASS” with a numeric score of 0 (zero) assigned. The Office of Academic Affairs will notify the Office of Student Affairs who will place the student on Academic Suspension, and the student will be required to appear before the Student Performance Committee, or its designated body.

Grade Reports

Official grades are turned in to the Registrar by the Office of Academic Affairs at which time the online student records system, Self-Service (BanWeb), is updated. Official grade reports and unofficial transcripts are available on the BanWeb student records system throughout the academic year.

Grade Changes Pre-Clinical (OMS 1 & 2)

No grade or numeric score will be changed unless the College’s Office of Academic Affairs (OAA) certifies that an error in computing or recording the score occurred or that a student has successfully remediated a course or system. This information will subsequently be transmitted to the Registrar.

Students have a maximum of two weeks from the time final grades are reported to them to bring any errors or irregularities in grading to the attention of the OAA.

If a student wishes to dispute a course grade, they must submit a ticket through the TDX ticketing system in which they explain the situation and provide documentation substantiating the reason for requesting review. All disputes must be submitted within two weeks of the date the student is notified of the course grade. The final determination will be made by the College's OAA, and the student will be informed of the final disposition of the grade. Decisions related to grades are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Grade Changes Clinical (OMS 3 & 4)

In order to avoid misunderstandings, students should make every effort to discuss the preceptor's evaluation of their performance prior to the completion of the clinical rotation. Once the rotation evaluation has been submitted to the school, the student may not discuss the evaluation with the preceptor or clinical site. Failure to follow this policy will result in the student being assigned a final grade of "No Pass" for the rotation.

If a student wishes to dispute a rotation grade, they must submit a ticket to the College Clinical Education Department via the TDX ticketing system in which they explain the situation, and provide documentation substantiating the reason for requesting review, which must include the mid-rotation evaluation. All disputes must be submitted within two weeks of the date the student is notified of the rotation grade. A final grade determination will be made by the Office of Academic Affairs, after consultation with the respective preceptor, and the student will be informed of the final disposition of the rotation grade. Decisions related to grades are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Credit Hour Calculation

Courses are rated at one credit hour for each 15.0 hours of lecture or 30.0 hours of laboratory practicum, directed independent study, or small group sessions. One credit hour will be assigned for each week of clinical rotations.

Curriculum Organization

Graduation Service Requirement

The College supports the ideal of the physician as a “servant-leader.” To support that goal, all students are required to complete 30 hours of community service. This is a program requirement and must be fulfilled in order to obtain the DO degree from the College. Students, to satisfy this requirement, may choose to participate in community service activities that are not hosted, sponsored, or directly supervised by the University. These activities may take place at off-campus locations within the surrounding community. Students participating in such activities are expected to conduct themselves in accordance with all applicable University policies and professional standards. Because some of these activities occur outside of University-controlled environments and without University supervision, students should be aware that participation may involve inherent risks, including those associated with travel, physical activity, and conditions at the service site and that the University assumes no responsibility or liability for any loss, injury, damage, or harm arising from or related to a student's participation in such activities. Students are encouraged to review any site-specific requirements or safety guidance provided by their program and to notify their program director of any concerns prior to participation. Questions regarding community service requirements should be directed to Office of Academic Affairs.

The hours need to be completed by the end of the second year and are embedded into the ISSM 1-4 longitudinal courses. Failure to adhere to this deadline will result in the student being referred to the Student Performance Committee. No student will be allowed to progress to the OMS 3 year if the service hours are not completed by the end of the OMS 2 curricular year. Details regarding the service options will be provided by the Office of Academic Affairs.

Pre-Clinical Curriculum (OMS 1 and 2)

The first and second years of osteopathic medical school introduce the student to fundamental scientific concepts as they apply to the study of medicine as well as the role of the physician in society. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
OM 5000	Introduction to the Study of Osteopathic Medicine (ISOM)	7.50
OM 5005	Integrated Skills for the Study of Medicine 1 (ISSM 1)	3.00
OM 5100	Foundations of Osteopathic Medicine 1 (FOM 1)	6.50
OM 5200	Foundations of Osteopathic Medicine 2 (FOM 2)	8.00
Semester Total:		25.00
Year 1, Spring Semester		
Course	Title	Credit Hours
OM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
OM 5300	Foundations of Osteopathic Medicine 3 (FOM 3)	12.00
OM 5400	Foundations of Osteopathic Medicine 4 (FOM 4)	11.00
Semester Total:		26.00
Year 1 Total:		51.00

Year 1 (Intensive Summer Anatomy Students – ISAC)

Year 1, Summer Semester		
Course	Title	Credit Hours
OM 5002	Intensive Summer Anatomy Course (ISAC)	0.00
OM 5005A	Integrated Skills for the Study of Medicine 1A (ISSM 1A)	1.00
	Semester Total:	1.00
Year 1, Fall Semester		
OM 5000	Introduction to the Study of Osteopathic Medicine (ISOM)	7.50
OM 5003A	ISAC Facilitation	0.00
OM 5005B	Integrated Skills for the Study of Medicine 1B (ISSM 1B)	2.00
OM 5100	Foundations of Osteopathic Medicine 1 (FOM 1)	6.50
OM 5200	Foundations of Osteopathic Medicine 2 (FOM 2)	8.00
	Semester Total:	24.00
Year 1, Spring Semester		
Course	Title	Credit Hours
OM 5003B	ISAC Facilitation	0.00
OM 5105	Integrated Skills for the Study of Medicine 2 (ISSM 2)	3.00
OM 5300	Foundations of Osteopathic Medicine 3 (FOM 3)	12.00
OM 5400	Foundations of Osteopathic Medicine 4 (FOM 4)	11.00
	Semester Total:	26.00
	Year 1 Total:	51.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
OM 6005	Integrated Skills for the Study of Medicine 3 (ISSM 3)	3.00
OM 6100	Foundations of Osteopathic Medicine 5 (FOM 5)	12.50
OM 6200	Foundations of Osteopathic Medicine 6 (FOM 6)	8.00
Semester Total:		23.50
Year 2, Spring Semester		
Course	Title	Credit Hours
OM 6105A	Integrated Skills for the Study of Medicine 4A (ISSM 4A)	2.00
OM 6300	Foundations of Osteopathic Medicine 7 (FOM 7)	10.50
OM 6400	Foundations of Osteopathic Medicine 8 (FOM 8)	8.00
Semester Total:		20.50
Year 2, Summer Semester		
Course	Title	Credit Hours
OM 6105B	Integrated Skills for the Study of Medicine 4B (ISSM 4B)	2.00
Semester Total:		2.00
Year 2 Total:		46.00

Clinical Curriculum (OMS 3 and 4)

The College's clinical curriculum consists of the following clinical rotations and courses (each rotation is 4 weeks long, unless otherwise noted):

Year 3

Year 3		
Course	Title	Credit Hours
OM 7000	Transition to Osteopathic Clinical Medicine	2.00
OM 7010	Family Medicine	4.00
OM 7020	Internal Medicine I	4.00
OM 7021	Internal Medicine II	4.00
OM 7030	Surgery (General)	4.00
OM 7050	Elective	4.00
OM 7051	Elective	4.00
OM 7058	Elective	4.00
OM 7060	Osteopathic Manipulative Medicine	4.00
OM 7070	Pediatrics	4.00
OM 7080	Psychiatry	4.00
OM 7090	Obstetrics/Gynecology-Women's Health	4.00
OM 8055A	Integrated Skills for the Study of Medicine 5A (ISSM 5A)	3.00
OM 8055B	Integrated Skills for the Study of Medicine 5B (ISSM 5B)	3.00
Year 3 Total:		52.00

Year 4

Year 4		
Course	Title	Credit Hours
OM 7515	Sub-Internship	4.00
OM 7535	Selective 2	4.00
OM 7540	Emergency Medicine	4.00
OM 7550 A-E	Electives	20.00
OM 8555A	Integrated Skills for the Study of Medicine 6A (ISSM 6A)	1.50
OM 8555B	Integrated Skills for the Study of Medicine 6B (ISSM 6B)	1.50
Year 4 Required Total:		35.00

Optional Programs

Longitudinal-Experiential Program

The Longitudinal-Experiential Program at COMP/WesternU HCOM is an opportunity that allows students to engage in an active learning environment over a prolonged period. In so doing, the student can experience the practice of medicine soon after they arrive on campus. This experience provides a rich opportunity for the student to integrate skills necessary for the practice of medicine. The traditional focus of medical education has been to arrange courses into sequenced blocks of learning with very little time dedicated to integrating material. Each of the longitudinal-experiential tracks is composed of integrated blocks of learning unified around a theme. A significant portion of each track is composed of experiential training, which allows the student to combine traditional learning methods such as listening, reading, and observing with firsthand immersion.

The Longitudinal Programs currently available:

- **Applied Anatomy (Pomona and Lebanon)** - The focus of the track will be multiple facets of anatomy as it relates to surgical practice, procedures-based medicine, and/or interventional medical practice, to name a few. The track meets monthly, and track activities include faculty-led presentations and workshops, student presentations, and, when conditions permit, hands-on activities on campus. This track will equip students with a sound understanding of the expectations required for rotation and residency. The clinical skills workshop will teach the student a set of clinical skills often unique to a specific discipline but valuable to the education of all.
- **Biomedical and Clinical Research (Pomona and Lebanon)** - The goal of the Biochemical and Clinical Research Track is to give dedicated students an early opportunity to participate in laboratory, clinical or OMM research projects. Students participate in one to two monthly meetings that aim to expose students to the research process. In the first few months of the program, students will identify research opportunities for their summer research project. Participating students will present their work during the second year at the “Western Student and Resident Medical Research Forum” in Carmel, CA or at the “Student Technology and Research Symposium” in Lebanon, OR. In their third and fourth year, participating students are required to choose at least one clinical research rotation as an elective.
- **Business in Medicine (Pomona)** - The Business in Medicine Track will introduce students to the business skills necessary to understand healthcare delivery systems, lead multi-disciplinary teams and apply data analytics.
- **Community Health (Pomona)** - In the Community Health (CH) Track, students attend monthly track meetings, participate in community health projects, and complete a capstone based on a CH Track project.
- **Global Health (Pomona and Lebanon)** - Students have the opportunity to gain an understanding of why global health initiatives have the potential to reduce poverty, build stronger economies, and promote peace.

- **Lifestyle Medicine (Lebanon)** - Students acquire skills in nutrition, exercise, and stress management education through innovative hands-on training.
- **Longitudinal Chronic Care Course (LC3) (Pomona and Lebanon)** - For the duration of the program students are paired with a patient living with a chronic disease to experience healthcare through their patient's eyes.
- **RISE Track (Pomona)** - The RISE track is designed to develop culturally humble, ethically grounded, and equity-focused physician leaders. Through monthly workshops, community engagement, and personalized mentorship, students explore the structural and social determinants of health and gain tools to address systemic disparities in healthcare. The curriculum emphasizes critical reflection, ethical service, and leadership development, culminating in a student-led capstone project that contributes to institutional DEI education. RISE empowers students to advocate with integrity, build trust across diverse communities, and rise to meet the challenge of equitable care.
- **Rural Health (Lebanon)** - Students participate in an innovative approach to learning about issues pertinent to the practice of medicine and addressing issues of population health in rural and/or underserved communities.
- **Sports Medicine Track (Lebanon)** - Medical students will gain the insights, skills, and know-how to appreciate the ever growing and morphing paradigm of clinical practice regarding sports medicine with its link to primary care, disease prevention and health promotion.
- **Wellness Track (Pomona)** - The Wellness Track blends evidence-based lifestyle medicine with humanistic and emotional development to support the holistic growth of future osteopathic physicians. By emphasizing self-care, sustainable health practices, and compassionate patient care, the track equips students to thrive in their careers while promoting the health and healing of the communities they serve.

Additional Longitudinal tracks are currently in development; therefore, the above list may not represent all tracks offered during the 2026-2027 academic year.

For additional information, please visit the [Longitudinal Tracks Program](#) website.

COMP²

The Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine (NMM/OMM) Department offers the COMP² program for students who are interested in gaining additional exposure to the distinct osteopathic approach to patient care. This program emphasizes osteopathic principles and philosophy in a clinical context, the indications, and contraindications of Osteopathic Manipulative Treatment (OMT) as a treatment modality, and the proper application of OMT in those individuals for which it is indicated. The program includes shadowing of the NMM/OMM faculty, NMM/OMM preceptors in the community, Student Osteopathic Manipulative Medicine Clinical Education Program (SOMMCEP), and a few other specified venues. Although no course credit is given for participation in this program, it is recognized and considered by the COMP/WesternU HCOM faculty as a recommended resource for the Osteopathic Principles and Practice curriculum in addition to future clinical practice. For additional information, please contact the Department of NMM/OMM.

Teaching Assistant Programs

The Departments of Anatomy, Family Medicine, and Neuromuscular Medicine/Osteopathic Manipulative Medicine offer teaching assistant programs. The programs offer the opportunity for selected students to help facilitate the learning process for other students. In addition to obtaining leadership and teaching experiences, students who participate in these programs generally demonstrate better knowledge in the respective subject matter. For additional information regarding these programs, please consult the appropriate department.

NMM/OMM Pre-Doctoral Teaching Fellows

The NMM/OMM Pre-Doctoral Teaching (PDT) Fellowship Program is a scholarship program. Second year osteopathic medical students in good academic and professional standing are eligible to apply for this program. It is a twelve-month training program integrated within the student's third and fourth clinical clerkship years. An additional year is added to the student's osteopathic medical training to accommodate their clinical clerkship and fellowship obligations. The fellowship program affords students the opportunity to teach the science and art of Osteopathic Principles and Practice (OPP). It also allows the interested student to practice and perfect their skills while working under supervision of experienced osteopathic physicians.

The goals of the fellowship program are to develop future osteopathic physicians who:

- Effectively teach applications of osteopathic philosophy and principles in practice.
- Have advanced skills in osteopathic diagnosis and osteopathic manipulative treatment (OMT).
- Contribute to advancing the discipline of NMM/OMM through education, research, and clinical practice.
- Demonstrate exceptional leadership skills.

The NMM/OMM PDT Fellows are respected members of the teaching, research, and service team in the College's NMM/OMM Department. The position requires a strong commitment to the NMM/OMM Department faculty, peers, patients, and to the students. For additional information on the NMM/OMM PDT Fellowship Program, please contact the Department of NMM/OMM or visit the [NMM/OMM](#) website.

Course Descriptions

Courses listed in this catalog are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the appropriate faculty members, departments, or programs, and must be approved by the Curriculum Committee, the faculty, and the Dean, or Dean's designee.

Pre-Clinical

IPE 5000 An Interprofessional Approach I (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. This course will introduce professions across various fields with content related to roles, responsibilities, team, teamwork, communication, values and ethics. Introductory level content related to cultural humility, social determinants of health, and health systems will be explored. Activities in this course may include exposure level asynchronous lectures, interactive health professions program exposure, and in-person group/team experiences. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 5100 An Interprofessional Approach II (1.0 credit hour, CR/NCR)

This course is a required university seminar for all first-year health professional students. Working in interprofessional teams, this course builds upon the knowledge and experience gained in the IPE 5000 course. Activities in this course may include asynchronous lectures, clinical scenario role-playing, synchronous discussion sessions, in-person/group team experiences, health events. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological with increasing levels of complexity. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 6000 Interprofessional Team Training in Health Care I (1.0 credit hour, CR/NCR)

IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will elevate learning activities deeper in the immersion phase expanding upon knowledge gained in previous IPE courses with additional community health event planning experiences to apply advanced tools and strategies that are crucial in working as a collaborative healthcare team. Activities in this course include immersion phase level activities such as asynchronous recorded lectures, mock patient experiences, synchronous discussion sessions, in-person/group team experiences related to health systems, patient advocacy, health event planning, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 6100 Interprofessional Team Training in Health Care II (1.0 credit hour, CR/NCR)

This course continues to build on experiences in IPE 6000. In a culminating semester for the foundational IPE course series, students will deepen their knowledge gained in prior IPE courses and the current IPE 6100 entry-level content via asynchronous lecture and through activities that can include health event planning, community health learning event, team/group in-person experiences related to health systems, patient advocacy, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

OM 5000 Introduction to the Study of Osteopathic Medicine (7.5 credit hours)

The Introduction to the Study of Osteopathic Medicine provides a first look at the fundamental biomedical sciences basic science and clinical concepts that will allow a student to succeed in learning the foundations of osteopathic medicine.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0 credit hours, CR/NCR)

In an interprofessional environment, SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, nervous, and other body systems. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition is charged. For additional information, contact the Department of Learning Enhancement and Academic Development (LEAD).

OM 5002 – Intensive Summer Anatomy Course (0.0 credit hours, CR/NCR)

The intensive summer anatomy course provides students with an understanding of the superficial and deep anatomical structures and their arrangement to one another while emphasizing normal function and clinical features of the human body. Through laboratory dissections of cadavers, students will learn the language of anatomy and clinically important relationships. Particular attention will be paid to the neurovascular bundles throughout the entire body. In addition to dissections, models, radiographs and clinical presentations, special demonstrations are employed to emphasize current clinically relevant structures and presentations.

The sum total of this fast-paced course is that students will be able to identify all of the bones, organs, muscles, arteries, veins, nerves and lymphatic structures needed to be successful in the subsequent DO curriculum, and will be able to identify the anatomical defects, injuries, and malformations implicit in the clinical conditions interspersed within the dissection, labs, lectures, and examinations. Students are selected for this course based on GPA and MCAT scores, as well as previous course work in anatomy. No separate fee is charged as the student registers for medical school upon matriculation into this course.

OM 5003A ISAC Facilitation (0.0 credit hours, CR/NCR)

Prerequisites: Completion OM 5002 with a final percentage score of 80% or higher and permission of the Course Director. Students enrolled in this elective course will assist the other first-year medical students in the dissection of cadavers and otherwise aid students in the Foundations of Osteopathic Medicine courses. Other types of teaching assistance, including prosecting difficult-to-identify structures, may also be required.

OM 5003B ISAC Facilitation (0.0 credit hours, CR/NCR)

Continuation of OM 5003A.

OM 5005 Integrated Skills for the Study of Medicine 1 (ISSM 1) (3.0 credit hours)

The ISSM series of courses supports the College mission of preparing students to become technically competent, culturally sensitive, professional, lifelong learners, and compassionate physicians who are prepared for graduate medical education. The College accomplishes this by providing a course that prepares the students for the COMLEX-USA Level 1 examination. Additionally, the ISSM course focuses on professional development. To enhance professional development, the Office of Career and Professional

Development will guide students through professional development, career counseling, and providing the tools students will require to be successful osteopathic physicians. Professional development guidance and opportunities are also provided by the Office of Student Affairs and the Department of Population Health Science.

OM 5005A Integrated Skills for the Study of Medicine 1A (ISSM 1) (1.0 credit hours)

The ISSM series of courses supports the College mission of preparing students to become technically competent, culturally sensitive, professional, lifelong learners, and compassionate physicians who are prepared for graduate medical education. The College accomplishes this by providing a course that prepares the students for the COMLEX-USA Level 1 examination. Additionally, the ISSM course focuses on professional development. To enhance professional development, the Office of Career and Professional Development will guide students through professional development, career counseling, and providing the tools students will require to be successful osteopathic physicians. Professional development guidance and opportunities are also provided by the Office of Student Affairs and the Department of Population Health Science. Students enrolled in the intensive summer anatomy course enroll in a two-semester series of OM 5000: OM 5005A and OM 5005B. The final grade for both courses is calculated at the completion of OM 5005B.

OM 5005B Integrated Skills for the Study of Medicine 1B (ISSM 1) (2.0 credit hours)

Continuation of OM 5005A.

OM 5100 Foundations of Osteopathic Medicine 1 (FOM 1) (6.50 credit hours)

The Foundations of Osteopathic Medicine courses provide students with the foundational biomedical and clinical sciences as well as population health science topics as they relate to body systems. These courses integrate the needed knowledge, skills, and attitudes to prepare a student to become an osteopathic physician.

OM 5105 Integrated Skills for the Study of Medicine 2 (ISSM 2) (3.0 credit hours)

Continuation of OM 5005.

OM 5200 Foundations of Osteopathic Medicine 2 (FOM 2) (8.00 credit hours)

Continuation of OM 5100

OM 5300 Foundations of Osteopathic Medicine 3 (FOM 3) (12.00 credit hours)

Continuation of OM 5200

OM 5400 Foundations of Osteopathic Medicine 4 (FOM 4) (11.50 credit hours)

Continuation of OM 5300

OM 6005 Integrated Skills for the Study of Medicine 3 (ISSM 3) (3.0 credit hours)

Continuation of OM 5105

OM 6100 Foundations of Osteopathic Medicine 5 (FOM 5) (12.50 credit hours)

The OMS 2 year of the Foundations of Osteopathic Medicine courses provide students with the more complex biomedical and clinical sciences, including in depth presentation of pathophysiology, microbiology, and pharmacology, as well as population health science topics as they relate to body systems. This course integrates the needed knowledge, skills, and attitudes to prepare a student to become an osteopathic physician.

OM 6105 Integrated Skills for the Study of Medicine 4 (ISSM 4) (4.0 credit hours)

Continuation of OM 6005.

OM 6105A Integrated Skills for the Study of Medicine 4A (ISSM 4A) (2.0 credit hours)

Continuation of OM 6005.

OM 6105A Integrated Skills for the Study of Medicine 4A (ISSM 4A) (2.0 credit hours)

Continuation of OM 6005A.

OM 6200 Foundations of Osteopathic Medicine 6 (FOM 6) (8.00 credit hours)

The OMS 2 year of the Foundations of Osteopathic Medicine courses provide students with the more complex biomedical and clinical sciences, including in depth presentation of pathophysiology, microbiology, and pharmacology, as well as population health science topics as they relate to body systems. This course integrates the needed knowledge, skills, and attitudes to prepare a student to become an osteopathic physician.

OM 6300 Foundations of Osteopathic Medicine 7 (FOM 7) (10.50 credit hours)

Continuation of OM 6100 and 6200.

OM 6400 Foundations of Osteopathic Medicine 8 (FOM 8) (8.00 credit hours)

Continuation of OM 6300.

Clinical (OMS 3 and 4)

Prior to beginning the OMS 3 and 4 years curriculum, commonly known as rotations, in addition to successful completion of the OMS 1 and OMS 2 curriculum and the mandatory service hours, students are required to complete additional requirements that may include but are not limited to, successful completion of Basic and Advanced Cardiac Life Support Courses (BLS and ACLS), successful completion of the Introduction to Clinical Education curriculum, an additional criminal background check, completion of all mandatory trainings and health requirements, and have taken the COMLEX-USA Level 1 examination. Some sites may have additional requirements that may include but are not limited to additional applications and fees that are the student's responsibility, additional background checks, fingerprinting, drug screening, and additional health screenings.

All students should also note that the BLS and ACLS requirements are administered at a period that will allow the student to maintain these certifications through graduation. Should a student fall off track and need additional time, the student must maintain BLS and ACLS certification at their own expense. An exception for this will be granted for students in the NMM/OMM Fellowship.

OM 7000 Transition to Osteopathic Clinical Medicine (2.0 credit hours)

This course serves as a vital bridge for third-year osteopathic medical students, transitioning from the pre-clerkship phase to the clinical environment. The goal is to provide students with a robust foundation in essential medical knowledge, skills, and the intricate workings of medical systems and academic medicine. Activities in the course will involve both didactic, interactive modules, and hands-on training in efforts to relay patient care principles and communication skills and clinical care protocols and expectations of students as they enter the clinical phase of their education.

OM 7010 Family Medicine (4.0 credit hours)

This course provides supervised clinical education in family medicine, including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7020 Internal Medicine I (4.0 credit hours)

This course provides supervised clinical education in general internal medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7021 Internal Medicine II (4.0 credit hours)

Prerequisite: OM 7020. Continuation of OM 7020.

OM 7030 Surgery I (General) (4.0 credit hours)

This course provides supervised clinical education in general surgery including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

OM 7050 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7051 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7058 Elective (4.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7060 Osteopathic Manipulative Medicine (4.0 credit hours)

This course provides supervised clinical education in osteopathic manipulative medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7070 Pediatrics (4.0 credit hours)

This course provides supervised clinical education in pediatrics including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7080 Psychiatry (4.0 credit hours)

This course provides supervised clinical education in psychiatry including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7090 Obstetrics/Gynecology-Women's Health (4.0 credit hours)

This course provides supervised clinical education in obstetrics/gynecology/women's health including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7515 Sub-Internship (4.0 credit hours)

This course requires students to function, under supervision of a GME program, at the level of a sub-intern. Expected competencies include clinical management, continuity of care, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. This rotation is limited to specialties that can accommodate the requirements listed above. Please refer to the Department of Clinical Education for specific specialties that can be accepted as a Sub-I.

OM 7535 Selective 2 (2.0-4.0 credit hours)

This course is a total of 4-weeks of rotations occurring during the 4th year, where students must rotate with residents in the same discipline of that rotation (e.g., surgical resident on a surgery rotation). This course provides supervised clinical education in the discipline of choice including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7540 Emergency Medicine (4.0 credit hours)

This course provides supervised clinical education in emergency medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication.

OM 7550A Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550B Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550C Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550D Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 7550E Elective (1.0-6.0 credit hours)

This course provides supervised clinical education in one of the clinical disciplines including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. The discipline and clinical training site must be approved in advance by the Office of Academic Affairs.

OM 8055A Integrated Skills for the Study of Medicine 5A (ISSM 5A) (3.0 credit hours)

The ISSM 5 course is taken during the OMS 3 year and serves to review, amplify, and apply clinical knowledge learned during the first two years of osteopathic medical school and during each rotation. This course also provides the opportunity for the student to obtain new information and skills essential to rotations, residency, and medical practice. Self-directed and guided learning is accomplished through on-campus and on-line projects/activities that enable students to demonstrate competence in completing clinically oriented problems and case scenarios. Participation in the on-line projects and attendance at on-campus session(s) is mandatory. ISSM 5 must be successfully completed for the student to be advanced to OMS 4 status. This year long course is split into two sections, with the final grade awarded to both OM 8055A and 8055B at the completion of OM 8055B.

OM 8055B Integrated Skills for the Study of Medicine 5B (ISSM 5B) (3.0 credit hours)

Continuation of OM 8055A. ISSM 5B is the second portion of the two-part ISSM 5 course as described above. The final course grade is awarded to both OM 8055A and 8055 B at the completion of OM 8055B.

OM 8555A Integrated Skills for the Study of Medicine 6A (ISSM 6A) (1.5 credit hours)

Integrated Skills for the Study of Medicine 6A is the first part of a year-long course split into two sections with the final grade awarded at the end of the second part of the course (ISSM 6B). ISSM 6 builds upon the essential knowledge and skills learned during the student's first three years of osteopathic medical school, with the goal of helping the student to be able to successfully transition into their graduate medical education training program and future medical practice. This is accomplished by enabling the student to apply general knowledge to specific clinical applications. In addition, the ISSM 6 course addresses medical professionalism and cultural sensitivity in the care of patients and enables students to sharpen their medical and interpersonal skills. Learning occurs through one or more modalities including online and/or on-campus sessions. Participation and attendance in all sessions is mandatory to pass the course.

OM 8555B Integrated Skills for the Study of Medicine 6B (ISSM 6B) (1.5 credit hours)

Continuation of OM 8555A. ISSM 6B is the second portion of the two-part ISSM 6 course as described above. The final course grade is awarded to both OM 8555A and 8555B at the completion of OM 8555B.

Additional Elective Options

With approval from the Department of Clinical Education and the respective department or faculty member, elective options can also include offerings such as Academic Medicine, Research Rotation, and Independent Study. For further description of non-clinically based elective rotations and policies regarding these options, please refer to the Clinical Education Manual.

Clinical NMM/OMM Fellowship Students

Pre-Doctoral Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine (NMM/OMM) Teaching Fellowship Program

The policies/procedures set-forth below will apply to all Pre-Doctoral NMM/OMM Teaching Fellows.

The Pre-Doctoral NMM/OMM Teaching Fellowship program is a scholarship program. Only those who are least a second-year osteopathic medical students in good academic and professional standing are eligible to apply for this program. Students will be selected for this limited enrollment program by the NMM/OMM Department based on numerous factors, including, but not limited to, interest in Osteopathic Principles and Practice (OPP), interest in teaching and performance in the OPP course and performance in the program's interview process.

Students selected for the Pre-Doctoral NMM/OMM Teaching Fellowship program must sign a Pre-Doctoral Teaching Fellowship Agreement, which outlines the terms and conditions of participation in the Pre-Doctoral NMM/OMM Teaching Fellowship. NMM/OMM Teaching Fellowship program activities, including, but not limited to NMM/OMM Teaching Fellowship course enrollment, are overseen by the Chair of the NMM/OMM department.

The Fellowship is a three-year obligation to the Department of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine. The Fellowship is integrated within the student's third and fourth years of clinical training. A fifth year must be added to the student's period of osteopathic pre-doctoral medical education, and thus graduation is postponed for one year.

Once accepted, students are enrolled in a twelve-month training program, divided into three 17-week training courses. Students selected by the NMM/OMM department will begin the Pre-Doctoral NMM/OMM Teaching Fellowship during the third year of their osteopathic medical education. Students will be enrolled in the courses listed below this section in addition to the required third- and fourth-year osteopathic curriculum. While enrolled in the courses listed below, the student will be under the direction of the Chair of the Department of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine, or the Chair's designee, for at least one semester of each academic year over the course of three years. Any requests for time-off during regularly scheduled fellowship training blocks must be approved by the Chair of the Department of NMM/OMM.

The FEL 7000, 8000 and 9000 courses are non-billable courses and students will not be assessed any additional tuition and fees for enrollment in the FEL 7000, 8000 or 9000 courses. However, if a student withdraws or is dismissed from the Pre-Doctoral NMM/OMM Teaching Fellowship program, no further scholarships, stipends, or other benefits will be provided under the Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and the student shall be responsible for all remaining tuition and fees required to complete the COMP/WesternU HCOM academic program.

The NMM/OMM Pre-Doctoral Teaching (PDT) Fellows are respected members of the teaching, research, and service team in the College's NMM/OMM Department. Participation in the program requires a strong commitment to the department, faculty, peers, patients, and to the students. For additional information on the NMM/OMM PDT Fellowship, please contact the Department of NMM/OMM or visit the NMM/OMM Fellows tab on the [NMM/OMM](#) webpage.

FEL 7000 Pre-Doctoral NMM/OMM Teaching Fellowship I (16 credit hours, CR/NCR)

This is a specialized course under the direction of the NMM/OMM Department. The fellowship course affords students the opportunity to practice teaching the science and art of osteopathic principles and practice (OPP). It also allows the interested student to practice and perfect their skills while working under supervision of experienced osteopathic physicians. The goals of the fellowship program are to help develop future osteopathic physicians who a) have the ability to teach applications of osteopathic philosophy and principles and practice b) have advanced skills in osteopathic diagnosis and manipulative treatment and c) contribute to advancing the discipline of Neuromusculoskeletal Medicine/Osteopathic Manipulative Medicine through education, research, and clinical practice. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program and a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement.

FEL 8000 Pre-Doctoral NMM/OMM Teaching Fellowship II (16 credit hours, CR/NCR)

Continuation of FEL 7000. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program, a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and successful completion of FEL 7000.

FEL 9000 Pre-Doctoral NMM/OMM Teaching Fellowship III (16 credit hours, CR/NCR)

Continuation of FEL 8000 with increased skill and expertise gained in the previous two years and in clinical clerkships. Prerequisites: Acceptance into Pre-Doctoral NMM/OMM Teaching Fellowship program, a signed and executed Pre-Doctoral NMM/OMM Teaching Fellowship Agreement, and successful completion of FEL 8000.

Academic Credit Summary

Students selected for the NMM/OMM fellowship normally complete the DO degree program requirements in five years. During the clinical years, OMS 3, 4 and 5, the NMM/OMM fellows will spend part of each academic year completing the requirements of the fellowship in the FEL 7000, 8000, and 9000 courses and the remainder of the year on clinical rotations. NMM/OMM fellows will complete 16 academic credits each year in the FEL series courses. The number of academic credits completed each year for clinical rotations may vary depending on the student's schedule; however, the NMM/OMM fellows must complete all OMS 3 core and elective rotations before taking any of the identified OMS IV rotations. By program completion, during the OMS III, IV and V years, all fellows will have completed the three FEL series courses for a total of 48 academic credits and 85 academic credits for the required courses and rotations in the OMS 3 and 4 curriculum.

Honors and Awards

A number of awards and honors are available to students. Some are open to all students, and some are campus specific. For information regarding the awards and honors including eligibility criteria, please visit the [University Awards Portal](#) (accessible to students only).

Academic Calendar

During the clinical years there are some curricular elements delivered by the college (e.g. ISSM) and others delivered by preceptors. It is unlikely that The College will schedule curriculum on a WesternU holiday, however many preceptors will. If the rotation site is open, then clinical students are expected to participate unless they have an approved Time Off Request (TOR), or they are doing shift work, and they are not scheduled that day. See the [Time Off Expectations Page](#) for details about approvable TORs and religious holidays.

Summer 2026B	
June 15, 2026	Summer Classes Begin (ISAC Students)
June 19, 2026	Juneteenth Holiday – No Classes*
June 29, 2026	Summer Rotations Begin (OMS 4 and NMM/OMM 4 th and 5 th Year Fellows)
July 4, 2026	Independence Day Holiday – No Classes*
July 13, 2026	Summer Rotations Begin (OMS 3 and NMM/OMM 3 rd Year Fellows)
July 31, 2026	Summer Classes End (ISAC Students)
August 9, 2026	Summer Rotations End (OMS 4 and NMM/OMM 5 th Year Fellows)
September 4, 2026	Summer Rotations End (OMS 3 and NMM/OMM 3 rd and 4 th Year Fellows)
Fall 2026	
July 27- July 31, 2026	Orientation/Welcome Week (OMS 1 – WesternU Oregon)
August 1, 2026	White Coat Ceremony (OMS 1 – WesternU Oregon)
August 3-7, 2026	Orientation/Welcome Week (OMS 1 – WesternU)
August 8, 2026	White Coat Ceremony (OMS 1 – WesternU)
August 10, 2026	Fall Classes Begin (OMS 1, 2, 4, and NMM/OMM 5 th Year Fellows)
September 5, 2026	Fall Classes Begin (OMS 3 and NMM/OMM 3 rd and 4 th Year Fellows)
September 7, 2026	Labor Day – No Classes*
October 12, 2026	Indigenous Peoples’ Day – No Classes*
November 11, 2026	Veterans Day Observed – No Classes*
November 25, 2026	Thanksgiving Recess Begins @ 5:00 p.m.*
November 30, 2026	Fall Classes Resume (OMS 1 and 2)
December 18, 2026	Fall Classes/Rotations End (OMS 1 and 2)
December 18, 2026	Winter Recess Begins @ 5:00 p.m.* (OMS 1, 2, and 3, 3 rd and 4 th Year Fellows)
December 26, 2026	Fall Rotations End (OMS 4 and NMM/OMM 5 th Year Fellows)
January 29, 2027	Fall Rotations End (OMS 3 and NMM/OMM 3 rd and 4 th Year Fellows)
Spring 2027	
December 27, 2026	Spring Rotations Begin (OMS 4 & NMM/OMM 5 th Year Fellows)
January 4, 2027	Spring Classes Begin (OMS 1 and 2)

January 18, 2027	Martin Luther King Day – No Classes*
February 1, 2027	Spring Classes Begin (OMS 3 and NMM/OMM 3 rd and 4 th Year Fellows)
February 15, 2027	President’s Day – No Classes*
March 22, 2027	Spring Break Begins (OMS 1 and 2)
March 30, 2027	Spring Classes Resume (OMS 1 and 2)
April 30, 2027	Spring Classes End (OMS 2)
May 21, 2027	Spring Rotations End (OMS 4 & NMM/OMM 5th Year Fellows)
May 28, 2027	Spring Classes End (OMS 1)
May 31, 2027	Memorial Day – No Classes*
June 25, 2027	Spring Rotations End (OMS 3 and NMM/OMM 3 rd and 4 th Year Fellows)
Summer 2027	
May 3, 2027	Summer Classes Begin (OMS 2)
July 9, 2027	Summer Classes End (OMS 2)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays.*