

STUDENT HANDBOOK
2024-25

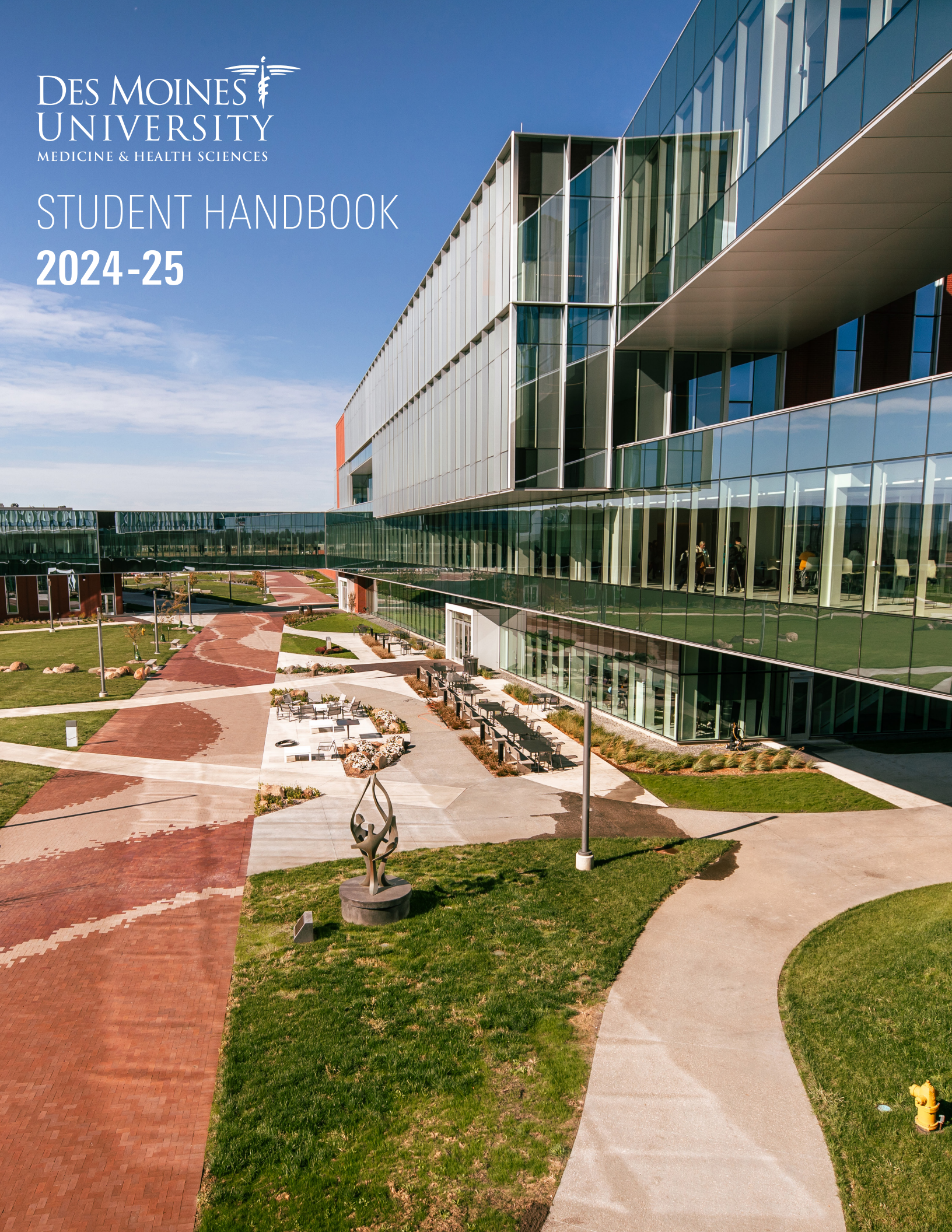


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STUDENT HANDBOOK

Preface

This handbook has been issued as an electronic publication to serve as a guide for students enrolled in Des Moines University. It contains links to general information, policies, and procedures to ensure students understand and are meeting expectations for graduation and successful careers in health care. Specific information for courses/systems is available in each course syllabus.

The policies and procedures are defined to ensure students succeed academically and attain the professional standards necessary to practice as a health care professional. Therefore, students are responsible for becoming familiar with the contents of the handbook and for abiding by the Student Code of Conduct and all other policies and procedures. During the registration process, students sign a statement confirming they understand and agree to uphold all University and program regulations as stated in the handbook and other University documents. The provisions of this document do not constitute a contract between the student and the University.

Curriculum at Des Moines University will be delivered through multiple modalities, including, but not limited to, lectures (which may be recorded or live-streamed), lab activities, small group activities, online instruction, or any combination thereof. As needs arise, DMU reserves the right to introduce different methods of delivering curriculum within the parameters allowed by accrediting bodies.

The information contained in this handbook reflects the most current policies and procedures to assist you in navigating through your program of study. Contents are subject to change without notice. Notice of changes will be provided to students either by e-mail or by a posting on the Pulse. Policy changes will not retroactively affect students who have already completed the impacted point of the curriculum. The guidance and documents throughout the program specific sections are designed to supplement, not supersede the Student Handbook.

Posted date: May 1, 2024, for the 2024-25 academic year.

President's Welcome

Welcome to Des Moines University. We are pleased that you have chosen to partner with us to develop your potential and prepare for a career in health care, research or public service.

Des Moines University is a special place! This institution has existed for more than 125 years with a singular mission to improve lives in our global community by educating diverse groups of highly competent and compassionate health professionals. We offer 10 graduate degree programs in three colleges with a total enrollment of nearly 1,600 full and part-time students.

You will soon discover that you have joined a student body that is highly motivated, intelligent, and compassionate. Our students volunteer to work with community organizations and are fully imbued with the school's commitment to public service. Our faculty has developed a curriculum designed to stimulate and support students in the acquisition of advanced knowledge and skills, while instilling compassionate attitudes and values so that they may best serve their patients.

In all that we do, we place the highest priority on respect for the dignity and diversity of the members of the entire campus community – patients, students, faculty, employees, and volunteers. We are committed to supporting professional, intellectual, and emotional growth so that all may have the opportunity to fulfill their potential and achieve their goals. We also embrace the values of honesty, accountability, collaboration, and inclusiveness as the basic tenets of integrity. We are committed to fostering a climate that doesn't just tolerate differences but treasures them because we become better citizens of this world and better health care providers when we embrace the rich opportunities afforded to us when we learn from our differences.

Yes, Des Moines University... a Health Sciences University with a commitment to health and excellence. We welcome you and challenge you to embrace the call to service!

Sincerely,

Angela L. Walker Franklin, Ph.D.
President and CEO

University Standards for Student Conduct

- [Student Code of Conduct \(p. 5\)](#)
- [Expectations of Conduct \(p. 5\)](#)
- [Categories of Misconduct \(p. 5\)](#)
- [Disciplinary Framework \(p. 6\)](#)
- [Misconduct Penalties \(Disciplinary Sanctions\) \(p. 9\)](#)
- [Disciplinary Process Records \(p. 10\)](#)
- [Statement of Non-Discrimination/Title IX \(p. 10\)](#)

- [Dress Code Standards \(p. 11\)](#)
- [Social Media Standards \(p. 12\)](#)

Student Code of Conduct

The Student Code of Conduct reflects values to guide students in their professional development. Since the Code is supported by the entire Des Moines University community, it is very important that students and all DMU employees embrace and adhere to the principles and practices of the Code.

Student Pledge

As a student at Des Moines University, I understand that integrity is essential to my success as a future health care professional. I pledge my commitment to the values of Honesty, Accountability, Collaboration and Inclusiveness as the basic tenets of integrity. With these values, I look forward to developing the ethical principles that will guide my academic life and future professional practice.

Values

To translate these values into action, students at Des Moines University should model behaviors defined within each of the four standards for integrity. These behaviors are descriptive and are not inclusive of all possible actions within the value. Behaviors inconsistent with these standards will be subject to disciplinary action as defined in the Student Handbook.

Honesty

I pledge to observe personal and intellectual honesty in all academic endeavors, including learning, teaching, research, patient care and service. I understand that honesty is the foundation of integrity and, furthermore, I understand that I must confront and report instances of suspected misconduct in order to preserve the institution's standards of ethical behavior. In committing myself to truth and knowledge, I must be prepared not only to demonstrate honesty in my own behaviors, but to educate others within this community of learners in order to safeguard the standards upon which the University's mission is based.

Accountability

I pledge to demonstrate personal accountability by accepting responsibility for my actions and abiding by all policies and procedures in handbooks, syllabi and other official documents of the University. I will be accountable to all within our community to uphold the integrity of scholarship and research by taking action against wrongdoing. I will strive to develop to my full potential, while addressing my shortcomings as an opportunity for growth and self-learning. I will conduct myself in a professional manner in my appearance, demeanor and language at all times, whether spoken or written.

Collaboration

I pledge to support a climate of respectful collaboration within our health sciences university and health care communities. To reach my potential as an interprofessional team member, I will strive to trust, challenge, engage and grow. I will respect my fellow students, their programs of study, and their contribution to the health care team while always interacting in a considerate and cooperative manner. I will recognize opposing viewpoints and seek to resolve conflicts in a manner that preserves the dignity of all involved. With collaboration in education, I will strive to develop the competencies to enhance the quality of health care through team-based, interprofessional practice.

Inclusiveness

I pledge to support a culture of inclusiveness, respect and understanding of all members of the academic and health care communities. I realize that a diverse and inclusive educational community impacts my ability to serve the health care needs of an increasingly diverse society when I am a practicing professional. Furthermore, I accept my ethical responsibility to work to eliminate health disparities and to contribute to improved medical outcomes for disadvantaged populations. I will not discriminate, nor will I tolerate discrimination on any basis, but rather, I will strive to promote understanding and acceptance.

Expectations of Conduct

The University expects all students to adhere to high standards of responsible and ethical behavior. Each student is responsible for their own conduct from the time of matriculation through the awarding (or conferral) of a degree, including any potential leaves of absence, or such time as there is a formal termination of the student relationship with the University. In addition, applicants who wish to enroll are also responsible for their conduct prior to admission or re-enrollment. These standards apply to conduct that occurs on DMU premises, at DMU activities, and off campus activities that could adversely affect the DMU community and/or pursuit of the DMU educational mission.

Categories of Misconduct

The University reserves the right to investigate and take disciplinary action against students found responsible for Student Code of Conduct violations and misconduct. DMU has provided examples of identified misconduct including, but not limited to, those in the categories of:

- Failure to Disclose
- Acts of Academic Dishonesty
- Acts of Dishonesty
- Conduct which Adversely Affects the DMU Community, including Sexual Misconduct
- Conduct Affecting Intellectual Property
- Conduct Affecting Computer Resources or Technology
- Interfering with the Disciplinary Process
- Facilitating Acts of Misconduct
- Research Misconduct

Hereinafter, such misconduct will be referred to as “violations.” For more detail regarding examples of violations contained in each category, please review the [listing](#) available on the Misconduct Reporting Pulse [page](#).

Disciplinary Framework

This section describes DMU’s disciplinary framework; it is an administrative process of justice operating in an educational setting; it is not a legal process such as that used in civil or criminal courts. The University will follow these procedures to address allegations of misconduct described in, but not limited to, the Categories of Misconduct section above.

Allegations relating to gender-bias or sexual misconduct will be addressed through the [Title IX Sexual Harassment](#) and [Discrimination and Harassment Prohibition](#) policies.

Disciplinary Process Participants and Roles

Respondent

The Respondent is the accused student who is responding to the allegation of a violation.

Conduct Officer

The Conduct Officer is a DMU staff member in the Office of Student Affairs who will serve as intake and primary investigator for all alleged violations. The Conduct Officer will conduct a preliminary review of all reports to determine the most appropriate path for adjudication (please refer to the “Review of Alleged Misconduct”). The Conduct Officer may issue no-contact directives, written warnings, verbal warnings, educational sanctions, remediation, or other interim actions. With the support of the Dean, the Conduct Officer may place a Respondent on disciplinary probation; the Conduct Officer will notify the Program Director (if applicable) when a student is placed on disciplinary probation.

Integrity Committee

The Integrity Committee, a standing committee of the University Faculty Organization, may be charged with determining whether or not a violation has occurred and, if so, imposing an appropriate sanction in cases brought before the Committee. In situations where the Respondent acknowledges responsibility for a violation, the Integrity Committee will deliberate to determine an appropriate sanction.

Resource Officer

The University will identify a Resource Officer who will be available to meet with Respondents and provide information about the Integrity Committee hearing process. In addition to explaining the process, the Resource Officer can advise the Respondent on appropriate behavior during the hearing; the Resource Officer’s role is not to review or critique a Respondent’s statement or advocate for the Respondent.

Witness

An individual who has personal knowledge of and can speak to the alleged violation. Witnesses may be requested to participate in the process by the University or by the Respondent. The Integrity Committee, through the Chair, may request the presence of any other individual to appear and provide information as part of the hearing process, including faculty, staff, students or other DMU officials.

- Should the Respondent wish to have witnesses participate in the hearing, a complete listing of the individual(s) outlining the expected content of their statement should be submitted to the Conduct Officer at least five business days prior to the hearing.

The Integrity Committee Chair will review all requested witnesses and make the final determination of relevance.

Character Witness

An individual providing a statement about the character traits of the Respondent. Character witnesses are generally not permitted to participate during the hearing. The Respondent may request that written character statements be submitted on their behalf; requests for character witness statements must be provided to the Chair at least five business days prior to the hearing. Submitted statements will be shared with the Respondent and the Committee for consideration in advance of the hearing. Character statements will not be considered in determining responsibility for the charges, except that they may be considered when determining credibility and/or sanctions.

Disciplinary Process

The DMU disciplinary process is designed with fairness as a primary objective. While this process addresses alleged violations of DMU's standards, it must be recognized that Respondents also may be subject to criminal or civil proceedings for conduct that violates local, state or federal laws. The DMU disciplinary process typically will proceed during the pendency of any related criminal or civil proceedings and will not be subject to reconsideration even if related criminal or civil charges are dismissed or otherwise resolved. If new information emerges as a result of the criminal or civil proceedings that would impact the decision rendered by the Integrity Committee, a rehearing may be considered. The Respondent should submit a request for a rehearing to the Conduct Officer.

All disciplinary determinations will be made using a preponderance of the evidence standard. This means that a Respondent will be found responsible only when it is more likely than not that the violation occurred, based on the information presented.

Report of Alleged Misconduct

Faculty, staff, students, or a credible third-party source will report both alleged academic and non-academic misconduct of a DMU student to the Conduct Officer.

Procedures for Reporting Potential Violations

- Each student has the responsibility to become familiar with the Student Code of Conduct and the rationale for establishing the Code. If a student becomes aware of a likely violation, the student must take responsibility for reporting such suspected violation (including their own violations) and must thoroughly cooperate with the investigation of any suspected violation.
- Each faculty member will strive to establish an environment that encourages compliance with the provisions of the Student Code of Conduct and will report suspected violations accordingly.

When a suspected violation has occurred, the individual who has information pertaining to the suspected violation must, within five business days of obtaining information about a suspected violation, initiate formal procedures by reporting the incident through the Misconduct Reporting [form](#) accessed on Pulse. Every attempt to protect the reporting individual's identity will be honored; however, the reporting individual's anonymity cannot be guaranteed.

Review of Alleged Misconduct

The Conduct Officer will conduct a preliminary review to assess all suspected and reported violations of the Student Code of Conduct whether referred by students, faculty, staff, law enforcement, or any other credible third-party source of information without regard to any related arrest or prosecution of any pending criminal or civil litigation. The Conduct Officer is authorized to use whatever resources (including faculty investigators, etc.) are necessary to conduct the preliminary review. As part of the preliminary review, individuals who may have knowledge of the suspected violation may be interviewed and statements may be taken.

Individuals are prohibited from interfering with the good faith reporting of suspected or actual misconduct and the participation by another in any conduct proceedings. Such interference may be considered retaliation and may result in disciplinary action by the University.

After the Conduct Officer receives notification that there is an alleged violation of the Student Code of Conduct, they will send the Respondent a letter describing the allegation and request the Respondent send dates and times of availability to meet.

During the meeting with the Respondent, the Conduct Officer will review the alleged violation, ask questions, take notes and provide resources. The Conduct Officer will determine the most appropriate path for adjudication.

Severe allegations that are non-academic in nature, such as those that, if founded, may result in suspension or dismissal, will be investigated by the Conduct Officer. Should sufficient evidence associated with the allegation be available, the matter will be referred to the Chair of the Integrity Committee for review and potential action. The Conduct Officer's case investigation report will be provided to the Integrity Committee Chair with the referral.

Less severe allegations that are non-academic in nature, such as those that, if founded, would likely result in a penalty below the level of suspension or dismissal, will be addressed by the Conduct Officer.

Alleged Academic Dishonesty

Faculty and staff members who encounter alleged academic dishonesty by students in their courses should address the alleged violation via a course-level sanction and report the alleged violation and sanction to the Conduct Officer through the Student Academic Integrity Misconduct Incident Reporting [form](#) accessed on Pulse. The Conduct Officer will review the alleged violation and course-level sanction to determine if additional action is warranted (e.g., multiple alleged violations reported, severity of the alleged violation, etc.).

Should sufficient evidence associated with the allegation be available, the matter will be referred to either the faculty member and/or the Chair of the Integrity Committee for review and potential action. The Conduct Officer's case investigation report will be provided to the Integrity Committee Chair with the referral. The faculty member may elect to wait to assess a course-level sanction until investigation by the Conduct Officer and/or Integrity Committee action, if applicable, is complete.

Pending the Investigation

Pending an investigation, the Conduct Officer, in consultation with the applicable College Dean, may impose an interim action if a Respondent's presence on University premises poses a substantial or immediate danger to other members of the University community or to University property. Emergency interim actions may include immediate involuntary leave of absence.

A hold will be placed on the Respondent's academic records during the disciplinary process. The University may proceed with a determination in the case regardless of a student's enrollment status. If a Respondent withdraws from the University before or during the hearing process, it may be noted on the student's transcript that they withdrew pending a disciplinary process.

The Conduct Officer will refer all complaints involving sexual misconduct, gender discrimination and harassment to the Title IX Coordinator for determination on appropriate mechanism for response.

The Conduct Officer will refer any complaints related to academic performance or professionalism that do not constitute a violation of the Student Code of Conduct to the appropriate APC.

Respondent Notification of Integrity Committee Hearing

When the allegation is referred to the Chair of the Integrity Committee by the Conduct Officer, the Chair will notify the Respondent of the Integrity Committee hearing at least two weeks prior to the scheduled hearing. The notification will be in writing and sent electronically to the Respondent's DMU e-mail account utilizing Maxient's Conduct Manager software solution. The notification will include: the date, time and location of the hearing; a detailed statement of the alleged violation(s); the potential disciplinary sanctions (see Misconduct Penalties section); and a copy of the Conduct Officer's case investigation report. The notice will also advise the Respondent that they may have an accompanying individual present at the hearing and provide information for meeting with the Resource Officer. The Respondent may elect to prepare and submit a written response statement prior to or during the hearing; written response statements submitted prior to the hearing must be received at least five business days prior to the hearing. Additional information is available within the [Integrity Committee procedures document](#) on Pulse.

Meeting with the Resource Officer

Respondents are encouraged to meet with the Resource Officer prior to the hearing. The Resource Officer will provide information about the hearing process to help the Respondent prepare for the hearing. The Resource Officer will not advocate on behalf of the Respondent.

Hearing Attendance

Given its objective to determine the truth about what occurred in a fair and respectful way, DMU expects Respondents to attend Integrity Committee hearings so they can be heard. Participation is generally through electronic means, however if a Respondent requests an in-person meeting, the committee will do its best to honor the request. If the Respondent fails to attend the hearing, the Integrity Committee may, at its option, postpone the hearing or proceed with the hearing and enter a decision in the Respondent's absence based on the information provided in the investigation report. If a Respondent refuses to answer questions, the Integrity Committee may draw reasonable inferences about such refusal but will not take the refusal to automatically infer that a violation has occurred. Respondents who do not attend the hearing in person or by electronic means (e.g. Skype, Zoom, teleconference) relinquish rights for appeal.

Accompanying Individual

The Respondent shall have the right to have one accompanying individual, not to include any employee or agent of the University, in attendance during disciplinary proceedings; however, the accompanying individual will not be permitted to directly address the Integrity Committee.

Hearing Testimony and Questioning

The Respondent will be given the opportunity to speak and respond to information presented in the case investigation report. Following their statements, the Integrity Committee will question the Respondent.

The Conduct Officer will attend the hearing to present a summary of facts gathered during the investigation or answer questions of the Integrity Committee. The Conduct Officer may relay details provided by witnesses during the investigation in lieu of the witnesses being called again.

If witnesses have been identified to speak during the hearing, by either the University or the Respondent, the Respondent will be excused while they are being questioned by the Integrity Committee. The Respondent may be invited to return to answer follow-up questions by the Integrity Committee upon conclusion of the witness questioning.

Except as permitted by the Chair, individuals who provide testimony during the hearing may be present at the hearing only during the period of their testimony and questioning.

At the Chair's discretion, the Integrity Committee may recess and postpone the hearing at any time to accommodate additional witnesses or to ensure a fair hearing.

At the conclusion of all testimony and questioning, all individuals, other than the Integrity Committee members and the individual providing administrative support for the committee, will be dismissed and the Integrity Committee will deliberate.

Determination and Sanction

Based on the information presented, the Integrity Committee will consider each allegation and determine whether it is more likely than not that a violation occurred (preponderance of the evidence standard). If the Integrity Committee members feel more information is needed, the hearing may be continued at a later date so additional information may be considered. If the Integrity Committee determines the Respondent is not responsible for any of the allegations, the hearing will adjourn.

If the Integrity Committee determines the Respondent is responsible for one or more of the alleged violations, it will decide an appropriate sanction for each violation (see Misconduct Penalties section). During the sanction determination phase, the Integrity Committee may request and receive prior disciplinary records and may consider aggravating and mitigating factors.

Each decision regarding responsibility and sanction must be supported by a majority of the Integrity Committee members present. In the event a majority decision cannot be reached, the Chair will vote to end a tie. The Chair will adjourn the hearing following sanction determination.

Cases regarding alleged academic dishonesty and/or Integrity Committee determinations that have an impact on the Respondent's ability to complete current courses have the potential to also be heard by the applicable Academic Progress Committee for resolution of the academic implications.

Integrity Committee Findings and Conclusions

The Chair will provide a written summary of the Integrity Committee's determination and, if applicable, sanction decision to the Respondent. The findings and conclusions letter may be provided in person or sent electronically to the Respondent's DMU e-mail account utilizing Maxient's Conduct Manager software solution. In most cases, the Integrity Committee decision will be communicated to the Respondent within seven business days of the conclusion of the hearing and sanction determination.

For dual enrolled students, a violation of the Student Code of Conduct in one program and sanctioning by the Integrity Committee may also adversely impact their enrollment, scholarship, fellowship, or leadership position in the other program.

Consideration of Appeals by the Student Appeals Committee

The [Student Appeals Process Policy](#) will govern any appeals of the Integrity Committee's decision to suspend or dismiss a student. Appeals will be considered only when the Respondent can demonstrate that a material deviation from Student Handbook procedures occurred which impacted the outcome. Such an appeal must be made within five business days of receipt of the Integrity Committee's decision. To request an appeal, the Respondent must submit a written statement to the Vice President for Academic and Student Affairs detailing the alleged deviations from the Student Handbook disciplinary procedures. The appeal may be emailed to StudentAppeals@dmu.edu. After review of the written appeal, the Student Appeals Committee will decide what, if any, reconsideration is warranted. All decisions of the Student Appeals Committee are final.

Misconduct Penalties (Disciplinary Sanctions)

Penalties for those found responsible for violations may include one or more of the following:

Course-Level Sanctions

An instructor may award partial or no credit for an assignment or assessment to be calculated into the final course grade if a student engaged in academic dishonesty. An instructor may assign a failing grade for a course in which a student has engaged in academic dishonesty. Sanctions may also include referral to counseling or educational workshops. Faculty must notify the Conduct Officer regarding the student academic violation and the sanction imposed. All final course grades will be reflected on the permanent academic record and transcript.

Educational Sanctions

Educational sanctions are developmental activities such as an apology letter, counseling, community service, essay on judgment errors and lessons learned, and periodic meetings with appropriate faculty/administration.

Verbal Warning

A verbal warning is an oral admonition to a student that they have violated the Student Code of Conduct and must not engage in future violations.

Written Warning

A written warning is a written admonition to a student that they have violated the Student Code of Conduct and must not engage in future violations.

Loss of Privileges

Loss of privileges is a temporary or permanent loss of University privileges, including, but not limited to: ability to hold a leadership position in a student organization, participate in DMU social events, access the Wellness Center, or access DMU computers or networks.

Restitution

Restitution is a monetary finding that requires a specified payment to DMU or other third party for damages incurred as a result of a violation. Restitution owed to DMU will be placed on the student account. Unpaid balances on the student account may result in holds on future registrations.

and release of transcripts. For restitution owed to a third party, a hold will be placed on the student's transcript and registration until notice is received from the third party that the commitment has been fulfilled.

Remediation

Remediation may include completion of designated educational activities. Remediation will also include demonstration of the student's recognition on how the conduct was unacceptable and they will not further engage in that type of conduct again. More serious sanctions may be imposed for future misconduct of any type.

Disciplinary Probation

Disciplinary probation will be established for a specific duration up to and including the entire period of a student's enrollment. During the period of disciplinary probation, the student's conduct will be under close scrutiny with more serious sanctions to be imposed for future misconduct of any type.

Suspension

Suspension is separation from DMU for a specified period of time. A suspended student will be removed from enrollment and barred from University premises, except for scheduled meetings with University officials, until the period of suspension has expired. Prior to reinstatement, the student must fulfill all suspension requirements to the satisfaction of the Integrity Committee. Depending on the unique nature of each case, students may be allowed electronic access to university resources during the period of suspension. Failure by a student to comply with the terms of a suspension may result in dismissal. Suspension will be reflected in a student's permanent academic record, transcript, and behavioral record.

Disciplinary Dismissal

Disciplinary dismissal is permanent separation of a student from the University. A dismissed student will be permanently removed from future enrollment and permanently barred from University premises. Disciplinary dismissal will be reflected in a student's permanent academic record, transcript, and behavioral record.

No-Contact Directive

The Conduct Officer may impose a no-contact directive between parties involved in a disciplinary matter when the fear of retaliation and/or harassment may be present. Specific instructions will accompany the no-contact directive outlining expected behavior including face-to-face contact, correspondence, e-mail, social media or telephone. Friends or relatives are also prohibited from contact on behalf of either party.

Disciplinary Process Records

Retention of Records Related to Disciplinary Process

Documents that are created and maintained as part of the disciplinary process are subject to the protections of the *Family Education Rights and Privacy Act* (FERPA), 20 U.S.C. §1243g and are retained by the University in the student's behavioral record in accordance with the Records Retention and Disposal policy.

External Disclosure of Actions Related to Disciplinary Conduct

Such information will be disclosed to outside entities when authorized by students through written consent or pursuant to legal or other regulatory requirements. A common source for such requests are licensing agencies, residencies, and other credentialing bodies. Sanctions resulting in a student's separation from the University, such as suspensions and dismissals, are recorded on the student transcript. Other actions, including but not limited to written warnings and disciplinary probation, may be disclosed when a student requests the University respond to requests from external entities that may ask about sanctions and other adverse actions.

Students are advised that academic records of student progress (also called Dean's Letters or Dean's Certifications) and MSPE (for DO students) may include information about all prior conduct, not just circumstances resulting in probation or suspension.

Statement of Non-Discrimination/Title IX

Des Moines University does not discriminate on the basis of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information or any other legally protected status in admission to its academic programs, in employment, or in access to services and activities.

Des Moines University ("the University") is committed to maintaining a fair and respectful environment for work, study and participation in the life of the University. In its [Discrimination and Harassment Prohibition policy](#), the University expressly prohibits any member of the University community from harassing or discriminating against any employee or student of the University because of that person's race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, pregnancy, veteran status, genetic information and other characteristics protected by law ("protected class"). Incidents of protected class harassment or discrimination will be met with appropriate disciplinary action, up to and including dismissal or termination of employment from the University. The University is committed to preventing or stopping discrimination or harassment whenever it may occur at the University or in its sponsored activities.

Violations of this discrimination and harassment prohibition that are sex- or gender-related may implicate Title IX of the federal Education Amendments of 1972 which prohibits discrimination on the basis of sex in educational programs and activities. Consistent with the requirements of Title IX, DMU has designated the Chief Compliance Officer as the Title IX Coordinator and has implemented policies explicitly addressing sexual misconduct, including sexual harassment, stalking, sexual assault, relationship violence, and retaliation.

Title IX Sexual Harassment Policy

Concerns related to any type of harassment and discrimination, including potential Title IX violations, should be reported to:

Erika Linden, M.A., C.H.C.
Chief Compliance Officer and Title IX Coordinator
Edge of Advancement - E523
Erika.Linden@dmu.edu (Erika.Linden@dmu.edu), Ext. 1526

For additional assistance with any complaint of discrimination and/or harassment, you may also contact one of the following persons:

Chief Human Resources Officer
Edge of Advancement - E531G
Ext. 1485

Dr. Alicia Lynch
Director of Student Affairs
Edge of Advancement - E208I
Alicia.Lynch@dmu.edu, Ext: 1457

For current and complete policy please follow the attached link: [Discrimination and Harassment Prohibition](#)

Dress Code Standards

Dress Standards

As a student at Des Moines University, you are a member of a graduate professional school and represent DMU at all times. Therefore, appropriate attire must adhere to professional standards.

Students are expected to be well-groomed, clean, and dress in a discreet fashion. You are required to dress professionally any time you represent your College or University in a clinical setting or at an off-campus event. You are permitted to wear your DMU white coat only when attending a DMU sponsored or sanctioned event. A particular clinical rotation or teaching encounter may have a special dress code, and you are expected to adhere to those codes. If your manner of dress violates the stipulations of those codes, you will be asked to leave a rotation or learning encounter. It is important to remember that a professional image contributes to patient trust and enhances confidence.

Your student identification badge must be visible at all times on campus, on clinical rotations and on community service activities. Students who do not abide by the dress guidelines, or who in any manner demonstrate unprofessional dress, will be referred to the appropriate Dean or Program Director.

Campus Dress

The following guidelines have been defined for appropriate and professional dress while on campus:

- Clothing and footwear must be clean, professional in appearance, and in good condition.
 - Clothing with offensive decals or language will not be tolerated.
 - Hats or headwear of any kind is unacceptable in academic classrooms, unless it serves a religious purpose.
 - Open-toed shoes are not allowed in the laboratory setting.
- Hair, mustaches, and beards must be clean and well groomed.
- Nails must be neat and clean.

In addition to the guidelines outlined above, dress pertaining to classroom, laboratory, clinical and research experiences is further discussed in the applicable course syllabi and/or program section of the Student Handbook. Questions regarding the application of these guidelines may be reviewed with course faculty and/or University administration.

Community Activity Attire

- During community activities involving health care, clinical attire is required unless otherwise stated by the supervising health care professional or faculty member.
- During non-health care related community activities, students are expected to dress as stated by the activity supervisor or faculty member.

- DMU student identification badges are to be worn during all community activities.
- Close-toed shoes and socks must be worn at all times.

Social Media Standards

Students who fail to comply with the standards defined in this section could be subject to disciplinary actions, including a letter of reprimand, remediation, probation, suspension or dismissal from the University. Note: Posts that could be seen as unprofessional and not a direct violation of the Student Code of Conduct may be sent to the appropriate Program Director, Dean, or APC.

Des Moines University recognizes the major advantages of social media/networking sites. Not only do they connect students quickly and widely, they also provide valuable exchanges of information and the ability to comment, critique and carry on dialogue. However, the University also recognizes that this technology imposes additional standards for professional behavior upon medical and health professions students. To assist students in maintaining a professional image, to ensure that patient confidentiality is maintained, and to protect the image and reputation of Des Moines University and its affiliates, DMU has developed standards to delineate appropriate and professional use of social media.

Respect for Reputation of DMU

Do not write or post disrespectful, defamatory, intimidating, harassing, offensive or harmful comments about faculty, staff, students, clinical preceptors, hospitals or clinic training sites, or any other professional affiliates of Des Moines University.

Confidentiality and HIPAA Compliance

Health care providers have a professional obligation to maintain the confidentiality of patient information. The Health Insurance Portability and Accountability Act (HIPAA) imposes additional obligations of non-disclosure. Posting information about nameless patients is still a violation of the confidentiality obligation and may be a HIPAA violation. Students must recognize that patients with rare diseases or physical conditions may be identifiable even if a name is not included. Therefore, when using social networking sites, **do not post any information regarding a patient; do not post photos related to patient care or surgical cases; do not discuss personal characteristics of patients; do not discuss hospital/clinic procedures.**

Respect for Body Donation

The dissection lab is made possible through the generosity of individuals who have donated their bodies to further medical studies. Out of respect for body donors and their families, **students are not to discuss or disclose any information pertaining to the cadaver, or to describe dissection stages, outside of the anatomy lab.** The honor of learning the art of anatomy from donated bodies calls for the highest levels of respect both inside and outside the lab. Anatomy faculty members provide appropriate training on standards of behavior during the lab sessions. It is the student's responsibility to carry this training forward and demonstrate appropriate respect for cadavers in all aspects of academic and professional life.

FERPA Compliance

Certain academic information about students, including but not limited to, grades, rotation evaluations, disciplinary actions, and other personal information not available in the DMU directory is protected by the Family Educational Rights and Privacy Act (FERPA) and cannot be disclosed without student authorization. This prohibition includes posting on social media sites.

Copyright Compliance

Students must respect and comply with all copyright laws. Never post copyrighted material without permission. Refer to the DMU copyright policy for specific information.

Academic Standards

All Des Moines University policies are available via [Pulse](#); students are encouraged to review the documents for guidance as necessary.

Academic Progress

DMU students are expected to maintain high standards of academic performance and conduct. Each program has an Academic Progress Committee (APC) charged with monitoring the academic progress and professional conduct of each student. The APCs monitor student success and review students who encounter academic difficulties or who demonstrate conduct which is deemed to be unprofessional but not a violation of the Student Code of Conduct.

Program APCs are faculty committees that meet periodically to assess student performance and academic progress. The APCs work collaboratively with the applicable Dean's Office, the student's advisor, and other student support service departments across campus.

APCs communicate in writing with students for whom they have concerns about performance. This communication may include intervention recommendations or requirements. The APC is a recommending and/or decision-making body regarding enrollment status changes, academic probation, and academic dismissal (see below for additional detail). Program-specific information regarding deficiencies and conditions for advancement can be reviewed in the applicable program sections of the Student Handbook.

Students referred to APCs for Review Meetings or Dismissal Hearings are encouraged to meet with the Resource Officer prior to the scheduled event for guidance on the Review Meeting or Dismissal Hearing process. The Resource Officer will not advocate on behalf of the student. The student may elect to have one accompanying individual, not to include any employee or agent of the University, attend during a Dismissal Hearing; however, the accompanying individual will not be permitted to directly address the APC.

Administrative support for the APCs is provided through a centralized University resource, including assistance with recordkeeping. Educational records are subject to the privacy protections of FERPA.

Baseline professionalism standards

The following are expectations for DMU student professionalism in an academic¹ and healthcare professional setting. Failure to meet these baseline professionalism standards may result in a referral to the program APC for review and may result in disciplinary action, up to and including dismissal from the program. Note: behavior that violates the Student Code of Conduct will be referred to the Conduct Officer and addressed through the conduct process.

¹ Academic settings include on-campus, classroom, off-campus, online, service learning, clinical rotations, field-based experiences, and co-curricular activities.

The University Professionalism standards are:

- Apply conflict management strategies when dealing with challenging interactions
- Communicate with others in a respectful, cooperative, and confident manner
- Use effective verbal and nonverbal communication based on audience
- Demonstrate preparation, participation, and accountability for all classroom, online, applied practice experience, clinical rotations, and field experiences
- Demonstrate punctuality and attendance at all classes, labs, and clinical education or field-based learning experiences
- Timely completion and submission of all assignments and assessments, including online assignments
- Compliance with online (netiquette) standards for electronic communication including, but not limited to, e-mail, online course discussion forums, and chat rooms
- Readily integrate feedback provided from a variety of sources to improve skills, knowledge, and abilities
- Present in appropriate attire for educational setting, consistent with dress code of school, clinical, or field locations
- Listen attentively and maintain eye contact when communicating
- Maintain open, constructive, and professional communication in person and in writing
- Participate in classwork without creating undue disruptions for faculty or peers
- Maintain accountability by taking responsibility for their own actions
- Will be sensitive and respectful to the religious, ethnic, political and cultural beliefs and value systems or others, even if they differ from their own
- Demonstrate situational awareness and emotional intelligence in all educational settings (e.g., small groups, classrooms, clinical rotations).

Individual programs may have additional standards reflected in the program sections of the handbook.

Advisors and Academic Progress

Each student has an assigned academic advisor. Advisors monitor academic performance and are available to confer with students regarding progress through the curriculum and provide guidance on resources for improvement. Program-specific information on faculty advisor roles can be viewed in the applicable program sections of the Student Handbook.

The APC may invite advisors to attend Review Meetings; however, an advisor's participation is limited to that of a fact witness providing relevant information regarding a student's performance. The advisor will not advocate on the student's behalf but may confer with the APC about possible remediation. Academic advisors will not attend Dismissal Hearings.

Mechanisms for APC Action

APCs meet as needed for the evaluation of students' academic progress and professional conduct as outlined in the programs' respective sections of the Student Handbook, handbooks for specific segments of the program curriculum, and individual course syllabi. When assessing academic progress and professional conduct, the APC will consider the student's cumulative academic performance along with the specific concerns triggering the APC review. A student may be contacted by the APC if academic or professionalism concerns are noted.

Each program specifically defines deficiencies which may limit a student's promotion and progression through the program curricula and which may trigger APC action. See applicable program sections of the Student Handbook for program-specific definitions.

Letters of Concern to Students at Risk

APCs may send written communication to inform students about deficiencies and provide guidance regarding available resources. New or continued deficiencies may trigger additional communications from the APC or escalation to a Review Meeting or Dismissal Hearing.

Remediation and Removal of Deficiencies

Remediation is an opportunity for a student to engage in additional educational activity or evaluation, such as re-taking a course or examination, to demonstrate satisfactory completion of academic requirements which were previously deemed deficient. Remediation may not be offered for all deficiencies. APCs will specifically define triggers for remediation and for removal of deficiencies in their written communications to students.

Review Meetings

Failure of a student to demonstrate adequate academic and/or professional progress may result in a referral to the APC for a Review Meeting. The purpose of the Review Meeting is to determine a reasonable course of action aimed at guiding the student in areas of necessary improvement. Students will be informed in writing of the date, time, and location of the Review Meeting, and encouraged to meet with the Resource Officer for guidance on the Review Meeting process.

It is the expectation that students will participate in Review Meetings to provide their perspective of the events and circumstances leading up to the Review Meeting. Participation is generally through electronic means, however if a student requests an in-person meeting, the committee will do its best to honor the request. If the student fails to attend the Review Meeting, the APC may, at its option, postpone the meeting or proceed with the meeting and enter a decision in the student's absence.

Dismissal Hearings

APCs will conduct a Dismissal Hearing for students who are subject to dismissal for failure to meet program academic and professional requirements as outlined in the Baseline Professionalism Standards, and specified in the respective program section of the Student Handbook. Students will be informed in writing of the date, time, and location of the Dismissal Hearing, and encouraged to meet with the Resource Officer for guidance on the Dismissal Hearing process. Additional information is available within the [APC procedures document](#) on Pulse.

It is the expectation that students will attend Dismissal Hearings to provide their perspective of the events and circumstances leading up to the Dismissal Hearing. Participation is generally through electronic means, however if a student requests an in-person meeting, the committee will do its best to honor the request. If the student fails to attend the Dismissal Hearing, the APC may, at its option, postpone the hearing or proceed with the hearing and enter a decision in the student's absence. Students who do not attend the Dismissal Hearing in person or through electronic means (e.g., Skype, Zoom, teleconference) relinquish rights for appeal.

The APC may make a recommendation to the College Dean that the student be dismissed from the University. An APC's recommendation for academic dismissal will be communicated to the Dean within seven business days of the Dismissal Hearing. Upon review of the case documentation, the College Dean will make the final decision regarding an academic dismissal of a student and will send a written notice to the student of the determination.

If the APC determines that dismissal is not warranted at this time, the APC will determine a course of action intended to assist the student in overcoming the academic difficulties or professionalism issues that led to the Dismissal Hearing. The APC's decision will be communicated to the student in writing by the APC Chair.

Potential Actions of Academic Progress Committees

The individual circumstances of each student are considered by the APC in making its decision. Potential APC actions include, but are not limited to, the following:

Letters of Concern to Students at Risk

Letters of concern about academic performance may be sent by the APC to students who are at risk for course failure or inability to advance in the program.

Written Warning

Letters of warning relate to professional concerns. An APC will send a written admonition to a student if the APC determines that the student has engaged in unprofessional behavior not addressable through the Student Code of Conduct. Examples include unexcused absences, inappropriate attire, tardiness, a pattern of late assignment submissions, failure to demonstrate the appropriate level of respect to faculty, staff, preceptors, and/or student colleagues, as well as other behaviors that are inconsistent with the Baseline Professionalism Standards.

Academic Probation

Students may be placed on academic probation by the APC when they are experiencing academic difficulty (e.g. have failed courses, GPA falls below a level specified by the program, etc.). In addition, students may be placed on academic probation when they have exhibited a pattern of unprofessional behavior. This includes students who have multiple instances of unprofessional behavior where each behavior in and of itself does not constitute a direct violation of the Student Code of Conduct. The repetition of these unprofessional behaviors or exhibiting a variety of unprofessional behaviors are grounds for academic probation. Academic probation may be for a specified time (e.g. an academic term or year), until a certain standard has been reached (e.g. GPA level is above a level specified by the program), or until students have completed the program in which they are enrolled.

During the probationary period, academic performance, professional behavior, and adherence to conditions applied as a result of the probationary status will be monitored; limitations may be imposed regarding the number and types of courses the student may take; restrictions regarding engagement in various student clubs may be imposed; students may be required to take additional coursework or engage in other remedial activities. Students will receive notification of probationary status in writing. Notification that the probationary status has been removed will be provided in writing to the student by the APC upon correction or removal of all deficiencies. A student not complying with the terms of the academic probation or not following the recommendations of the APC may be subject to academic dismissal. Further information regarding occurrences that may result in academic probation are outlined in the applicable program sections of the Student Handbook.

Other Remediation

The APC may determine that other remedial activities are warranted. These actions will be described in writing and sent to the student.

Recommendation for Academic Dismissal

The APC may make a recommendation to the Dean that the student be dismissed from the program.

Potential Actions of Deans

Upon receiving a recommendation from the respective APC, the Dean will review materials, make the final decision on the case, and communicate the decision in writing to the student. Deans have broad authority over academic performance in their respective colleges and may make a decision that is different than the APC's recommendation.

Academic Probation

Deans may place a student on academic probation for academic difficulties or when they have exhibited a pattern of unprofessional behavior in their academic or clinical coursework (see Potential APC Actions above) with or without a recommendation from the APC. Students will receive notification of probationary status and any limitations in writing from the Dean. Notification that the probationary status has been removed will be provided in writing to the student upon correction or removal of all deficiencies. A student not complying with the terms of the academic probation or following the recommendations of the Dean may be subject to academic dismissal. Additional information regarding occurrences that may result in academic probation are outlined in the applicable program sections of the Student Handbook.

Academic Dismissal

Permanent separation of a student from the program. A dismissed student will be permanently removed from future enrollment in the program. Academic dismissal will be reflected in a student's permanent academic record and transcript. Academic dismissals by the Dean apply only to the program in which the student was failing to meet academic and professionalism performance requirements; students will typically be allowed to continue enrollment in other programs as long as they meet the academic performance standards of those programs.

Consideration of Appeals by the Student Appeals Committee

The Dean will make the final decision regarding an academic dismissal. A student may appeal the Dean's dismissal decision as outlined in the [Student Appeals Process Policy](#). Appeals will be considered only when the student can demonstrate that a material deviation from procedures occurred which impacted the outcome. Such an appeal must be made within five business days of receipt of the decision. To request an appeal, the student must submit a written statement to the Vice President for Academic and Student Affairs detailing the alleged deviations from the procedures. The appeal may be emailed to StudentAppeals@dmu.edu. After review of the written appeal, the Student Appeals Committee will decide what, if any, reconsideration is warranted. All decisions of the Student Appeals Committee are final. Students who do not attend the APC Dismissal Hearing in person or through electronic means (e.g., Skype, Zoom, teleconference) relinquish rights for appeal.

Guidelines, Policies, and Resources

All Des Moines University policies are available via [Pulse](#); students are encouraged to review the documents for guidance as necessary.

Additional information regarding academic policies, tuition, financial aid, and select campus resources available to students are outlined in the [Academic Catalog](#).

- [Accommodations & Temporary Assistance in Educational Programming Policy \(p. 16\)](#)
- [Alcohol and Other Drugs Policy \(p. 17\)](#)
- [Bias Incident Reporting \(p. 17\)](#)
- [Campus Security \(p. 17\)](#)
- [Complaint Policy \(p. 17\)](#)
- [Computing Ethics Standards \(p. 19\)](#)
- [Copyright Standards and Peer-to-Peer Sharing \(p. 19\)](#)
- [Criminal Background Check Policy \(p. 20\)](#)
- [Digital Information and Services Accessibility \(p. 20\)](#)
- [DMU Cares \(p. 20\)](#)

- [Drug Testing \(p. 20\)](#)
- [Dual Degree Options \(p. 21\)](#)
- [E-mail and Systems Use \(p. 21\)](#)
- [Employment \(p. 21\)](#)
- [Environmental Scans \(p. 21\)](#)
- [Evaluation Procedures \(p. 22\)](#)
- [FERPA - Family Educational Rights and Privacy Act \(p. 22\)](#)
- [Grades and Grade Appeal Policy \(p. 23\)](#)
- [Graduate Assistant Policy \(p. 23\)](#)
- [Health Insurance Requirements \(p. 23\)](#)
- [HIPAA, Disclosure and Use of Medical Information and Records \(p. 23\)](#)
- [Identification Card \(p. 23\)](#)
- [Incidental Findings During Training: Privacy, Reporting and Appropriate Use of Equipment \(p. 23\)](#)
- [Intellectual Property \(p. 23\)](#)
- [Jury Duty Guidance \(p. 24\)](#)
- [Leave of Absence Policy \(p. 24\)](#)
- [Letters of Recommendation \(p. 24\)](#)
- [Lockers \(p. 24\)](#)
- [Lost and Found \(p. 24\)](#)
- [Parking \(p. 24\)](#)
- [Physical Examination and Immunization Policy \(p. 24\)](#)
- [Religious Holidays \(p. 25\)](#)
- [Research \(p. 25\)](#)
- [Room Reservation and Use \(p. 25\)](#)
- [Student Injury during Curricular Activities \(p. 25\)](#)
- [Student Interaction with Pharmaceutical and Industry Representatives \(p. 25\)](#)
- [Student Mail \(p. 25\)](#)
- [Tobacco-Free Campus Policy \(p. 26\)](#)
- [Transcript Policy \(p. 26\)](#)
- [Weapon-Free Campus Policy \(p. 26\)](#)
- [Withdrawals \(p. 26\)](#)

Accommodations & Temporary Assistance in Educational Programming Policy

Des Moines University (DMU) is committed to an environment in which all individuals are treated with respect and dignity. Consistent with DMU's broader non-discrimination policy, DMU does not discriminate based on disability.

Des Moines University provides reasonable access to learning opportunities for students with disabilities (e.g. mental health, attentional, learning, sensory, or physical, etc.) who meet the program's technical standards with or without reasonable accommodations. Students are expected to be actively responsible for all aspects of their enrollment, to include requesting accommodations for disabilities. The student is responsible for requesting accommodations through an Accommodations Specialist in the Center for Educational Enhancement (CEE) - Academic Support office. Please reach out in person, by email (accommodations@dmu.edu), or by calling Academic Support at 515-271-1516. The Accommodations Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be permissible while performing some non-essential physical maneuvers or non-technical data gathering. However, in almost all cases, an intermediary cannot substitute for the student's interpretation and judgement. It is seldom a reasonable accommodation for intermediaries to either perform essential skills on behalf of a student or to replace technical skills related to selection and observation. The Accommodations Specialist will work closely with the program when this option is exercised to assure it does not create a fundamental alteration of the curriculum.

DMU may provide reasonable assistance to learning opportunities required for degree completion to students with temporary medical conditions who meet the program's technical standards with or without temporary assistance. The student is responsible for requesting temporary assistance through an Accommodations Specialist in the CEE - Academic Support office in person, by email (accommodations@dmu.edu)

(temporaryassistance@dmu.edu), or by calling Academic Support at 515-271-1516. An Accommodations Specialist reviews all requests for temporary assistance through an individualized, interactive process.

This policy applies to all students and accepted candidates planning to matriculate in educational programs at DMU. Failure to follow the procedures set forth in this policy may result in the denial or delay of requested accommodations or temporary assistance.

For information relating to Service Animals, please see the Service Animals on Campus [policy](#).

To request accommodations or temporary assistance, please reference the full [Accommodations and Temporary Assistance in Educational Programming](#) policy.

Alcohol and Other Drugs Policy

This policy affirms the University's position that alcohol and drug abuse is harmful and that illicit drug use is unlawful. The University encourages individuals with substance abuse problems to seek assistance. DMU provides a variety of resources for alcohol and other drug abuse prevention and treatment including education, counseling and referral to students through the Student Counseling Center, Student Health Services, and the Academic Live Care (ALC). Resources may include assessment, individual counseling, educational programs, materials and referral, and case management through community agencies, some of which might include a fee.

Des Moines University has developed this policy to address drug and alcohol use in accordance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989. The policy defines and describes: acceptable and prohibited uses of alcohol and other drugs, possible legal and institutional sanctions for violations, related educational and prevention programming, health risks of alcohol and drug use and abuse, reporting mechanisms, as well as counseling and assistance resources. In limited circumstances, event-specific permission is given for of-age students, employees, and guests to consume alcohol in moderation. Students and employees are subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs.

For current and complete policy, please follow the link: [Alcohol and Other Drugs Policy](#)

Bias Incident Reporting

Des Moines University seeks to foster a climate of inclusive safety that requires the involvement of all University community members. To facilitate this process, the [Bias Incident Report](#) has been added to encourage faculty, staff, and students to report incidents of biased behavior that warrants concern for the safety of the community and/or the safety and well-being of an individual.

Campus Security

The Security Office is responsible for campus safety at the University. For non-emergency security concerns, please call (515) 271-1471 or visit the Security Office in Campus Support - C101E. Security Office personnel patrol the DMU campus, including its buildings, common areas, and parking lots. After normal business hours, Security Office personnel are available to escort students, employees, and visitors to their cars parked on campus or to another campus building.

For emergent safety or security concerns, call 911.

Omnilert Campus Notification System

DMU has implemented the Omnilert Notification System to rapidly disseminate information via e-mail and text messages about emergency conditions, including imminent threats to safety, weather-related cancellations and delays, and hazardous conditions. DMU students and employees will automatically receive Omnilert messages to their DMU e-mail accounts. Individuals may register to receive text messages or to add a personal e-mail account.

Register for Omnilert Security Pulse [page](#).

Complaint Policy

Des Moines University has developed an appropriate and consistent model to define student complaints and related procedures for both on-campus and distance learning students. This procedure shall not apply to proceedings taken pursuant to the "Misconduct Penalties (Disciplinary Sanctions)" section of the Student Handbook or any other provisions of the Student Handbook which includes a specific procedure for review or which states that no further review is available.

Student Complaint Procedure Related to An Academic Program

If a student wishes to register a formal complaint related to an academic program, the student must submit a written complaint to the Program Director (Program Director for COM is the Associate Dean, Academic Curriculum and Medical Programs; Program Director for CPMS is the Associate Dean for Academic Affairs) to include the following information:

Student Identification

- Full Name
- College/Class Year

Basis for Complaint

- Concise statement of the complaint.
- Specific basis for the complaint to include a reference to the section of this Student Handbook, any other published policy of the University or other procedure the student believes has been violated, misinterpreted or unfairly applied.

Presentation of Supporting Evidence

- Documentation: This may include documents, written statements from other individuals, chronological lists of events or other types of factual information to support the complaint.
- A statement of opinion by a student and/or other individuals in support of the complaint. This may include extenuating circumstances pertinent to the complaint.

Statement of Specific Changes Requested

- The student shall submit a concise statement of the relief requested.
- The student shall provide an explanation of why the relief requested is appropriate under the circumstances.

If the complaint is regarding the Program Director, direct your complaint to the appropriate Dean's Office.

Upon receipt of the formal written complaint, the respective Program Director will respond to the individual about appropriate due processes for investigating the complaint within seven (7) business days.

The Program Director will notify the complainant in writing of the disposition of the complaint. If the student is not satisfied with the Program Director's response to the complaint, the student may then elevate the complaint by communicating in writing to the appropriate individual (COM – Dean; CHS – Associate Dean; CPMS – Dean) within seven (7) business days of the receipt of the response from the Program Director.

The individual outlined above will forward their recommendation to the Dean of the College for review. If the complaint challenges a program's academic policy or procedure and the individual outlined above is unable to resolve the complaint independently (or with the appropriate faculty member, or appropriate Course Coordinator/Director and system faculty), then they shall refer the matter in writing directly to the Dean. The Dean's decision in all cases is final.

Student Complaint Procedure Related to University Matters

If a student wishes to register a formal complaint related to University matters, the student must submit the following in writing to the Director of Student Affairs, within seven (7) business days of the date on which the incident occurred or became known:

Student Identification

- Full Name
- College/Class Year

Basis for Complaint

- Concise statement of the complaint.
- Specific basis for the complaint to include a reference to the section of this Student Handbook, any other published policy of the University or other procedure the student believes has been violated, misinterpreted or unfairly applied.

Presentation of Supporting Evidence

- Documentation: This may include documents, written statements from other individuals, chronological lists of events or other types of factual information to support the complaint.
- A statement of opinion by a student and/or other individuals in support of the complaint. This may include extenuating circumstances pertinent to the complaint.

Statement of Specific Changes Requested

- The student shall submit a concise statement of the relief requested.
- The student shall provide an explanation of why the relief requested is appropriate under the circumstances.

The Director of Student Affairs will address and resolve the complaint.

Computing Ethics Standards

The following Computing Ethics standards have been developed to ensure appropriate use of University computing resources. These resources include:

- “Hardware” – physical equipment used for processing or data communications, including computers, handheld/mobile computers, and peripheral equipment (e.g., printers, external hard drives).
- “Software” – programs, programming languages, instruction, or routines which are used to perform work on the above-mentioned hardware.
- “Data” – information such as data, videos, or other textual material stored on or accessible through a computer.

University computing resources are made available to individuals to assist in the pursuit of educational goals. It is expected that users will cooperate with each other as to provide the most effective use of computing resources and will respect the ownership of another's work even though it is in electronic rather than printed form. Individuals and organizations will be held no less accountable for their actions in situations involving computers than they would be in other situations.

Though some are intangible, these computing resources are the property of the University. Rules prohibiting theft or vandalism apply to software and data, as well as to physical equipment. Conduct which violates the University's property rights with respect to computing resources is subject to disciplinary action.

This prohibited conduct includes, but is not limited to:

- Copying University-owned or licensed software or data to another computer system for personal or external use without prior approval
- Attempting to modify University owned or licensed software or data without prior written approval
- Attempting to damage or to disrupt operation of computing equipment, data communications equipment or data communications lines; deletion of data
- Using University computing resources for purposes other than those intended by the University body; granting access to those resources; especially using them for personal financial gain or allowing access to them by unauthorized persons even if they are members of the University community

The University seeks to protect the civil, personal, and property rights of those using its computing resources and seeks to protect the confidentiality of University records stored on its computer systems. Conduct which involves the use of University computing resources to violate another's rights is subject to disciplinary action.

This prohibited conduct includes, but is not limited to:

- Invading the privacy of an individual by using electronic means to ascertain confidential information, even if an individual or department inadvertently allows access to such information
- Copying another user's software or data without permission of its owner, even if it is readily accessible by electronic means
- Knowingly accepting or using software or data which have been obtained by illegal means, including downloading electronic media through the use of peer-to-peer file sharing networks (see Copyright Standards: Peer-to-Peer Sharing)
- Electronic abuse or harassment of another user
- Using the University's computing facilities in the commission of crime

Some of the University's computer systems require that each user have a unique identity, protected by a password, to gain access to the system. The computer identity is used to represent a user in various system activities, to provide access to certain software and data based on the user's credibility and purpose for requiring such access, and to associate the user's own software and data with his/her identity. As such, this computer identity is another instrument of identification and its misuse constitutes forgery or misrepresentation. The individual assigned the computer ID is responsible for all activity occurring under the ID. Conduct which involves misuse of computer identity is subject to disciplinary action.

This prohibited conduct includes, but is not limited to:

- Allowing another individual to use the computer identity
- Using another individual's computer identifier, even if the individual has neglected to safeguard it

Improper conduct with respect to use of University computing resources may be subject to criminal or civil legal action in addition to University disciplinary action.

Copyright Standards and Peer-to-Peer Sharing

It is the policy of the University that any use, duplication, reproduction or distribution of a copyrighted work by its employees and students will comply with the requirements of the Copyright Act and the Digital Millennium Copyright Act (DMCA). Des Moines University's stance on this issue is simple: downloading copyrighted material without permission is illegal and doing so is a violation of Copyright Law and the Student Code of Conduct. It is imperative students understand that the unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, is illegal

and may subject the students to civil and criminal liabilities. Furthermore, it is a violation of DMU policy to use a DMU-provided system to distribute copyrighted material without the permission of the copyright holder. Students who illegally download or distribute copyrighted materials may face civil and criminal penalties for federal copyright infringement and be subject to University disciplinary action.

Civil penalties for Federal Copyright infringement range from \$200 to \$150,000 in damages for each work infringed. Criminal penalties can run up to five years in prison and \$250,000 in fines. The University cannot protect students from a copyright complaint. The University may also be required by law to disclose information about violators to a complainant for use in pursuing legal action. DMU has the capability to track IP addresses and identify the individual responsible for the illegal downloading and peer-to-peer sharing through University servers. The presence of peer-to-peer file sharing software (such as BitTorrent, Kazaa, Bearshare, and others) on a DMU-issued computer or handheld mobile device and/or using the DMU network for the purposes of peer-to-peer sharing is a violation of DMU policy and will subject the student to disciplinary action.

As an adjunct to its Copyright Compliance policy, DMU also maintains a comprehensive written Peer-to-Peer File Sharing and DMCA compliance plan; information is available on the Consumer Information [webpage](#). For current and complete policy and compliance plan, please follow the applicable links:

- [Copyright Compliance Policy](#)
- [Peer-to-Peer File Sharing: HEOA & DMCA Compliance Plan](#)

Criminal Background Check Policy

Des Moines University has a compelling interest to protect public health, to protect the reputation of the institution in fulfilling its mission, and to ensure that matriculates in clinical programs are eligible to become licensable professionals. Criminal background checks are required by our clinical affiliates and ultimately as a part of the licensure process.

A criminal background check will be completed on all accepted students as a mandatory component of the post-acceptance matriculation process. Thereafter, background checks will be completed as outlined in the policy.

For current and complete policy, please follow the link: [Criminal Background Check Policy](#)

Digital Information and Services Accessibility

The creation and dissemination of knowledge is a defining characteristic of universities and is fundamental to DMU's mission. DMU is committed to ensuring equal access to digital information and services for all its constituencies. DMU will implement standards to make its digital information and services accessible to a wide range of users, including those with the most common sensory, motor, and cognitive disabilities. This policy is established to support the University community in promoting equal access opportunities to digital information and services by the application of accessibility standards, guidelines, training, tools, and methods consistent with higher education. Students are encouraged to speak with course instructors or academic advisors about any needs for access to electronic course materials in alternate formats.

For current and complete policy please follow the link: [Digital Information and Services Accessibility](#).

Requests for Assistance: Individuals experiencing trouble accessing any information or service are encouraged to contact the CEE - Academic Support office (academicsupport@dmu.edu) to request individual accommodations through the process established in the [Accommodations & Temporary Assistance in Educational Programming policy](#).

DMU Cares

DMU Cares about our faculty, staff, and students' success and emotional well-being. Faculty, staff, and students are our best resources in identifying a possible emotional crisis before it intensifies. An online reporting process through the Maxient system has been developed as the central point of contact for notification, collection of information, follow-up, and ongoing tracking. These concerns will be funneled to the appropriate leader on the DMU Cares team for review. Additional information is available on the DMU Cares Pulse [page](#).

As always, in cases where there is evidence of imminent danger to an individual or the campus community from a direct threat, dial 911 immediately. For non-emergent situations requiring immediate attention, please contact DMU Security at 515-271-1471.

Drug Testing

DMU may require any student to submit to drug screening upon reasonable suspicion that the student is using or has used illegal drugs or has misused legal drugs in violation of the Student Code of Conduct, Alcohol and Other Drugs policy, or standards established by DMU's affiliated sites hosting clinical and non-clinical experiential learning (e.g., rotations, internships, capstones, etc.). Drug screening may also be required as a prerequisite for participation in clinical or non-clinical experiential learning or as part of a rehabilitation program. The decision to require a student to undergo a drug screening will be approved by the applicable College Dean or his/her designee, Chief Compliance Officer or Conduct Officer. Such screenings will be conducted by a laboratory approved by DMU and completed at the student's expense. Positive drug screens, evidence of test

tampering, and refusals to submit to drug screening will be reported to the applicable College Dean and the Conduct Officer for possible disciplinary action and referral to the Integrity Committee.

For current and complete policies please follow these links:

[Student Drug Testing](#)

[Alcohol and Other Drugs](#)

Dual Degree Options

Students applying for dual enrollment must be in good academic standing within their primary program. A student on the Extended Pathways to Success Program is not eligible for the dual enrollment program.

Students who have been accepted to the DO or DPM program may apply to the PhDBS, MSA, MSBS, MPH or MHA program at any point in time after initial acceptance and after receipt of their seat deposit. Students who have been accepted to the DPT or OTD programs may apply to the MPH or MHA program at any point in time after initial acceptance and after receipt of their seat deposit. Enrollment in the master's curriculum may begin as early as the summer prior to matriculation in the clinical program; however, students may not take MPH or MHA courses during the first semester of their clinical didactic curriculum. Coursework of the primary program takes precedence over the secondary program.

PA students may apply for admission to the MHA or MPH program during the last term of their enrollment as a PA student but will not be admitted into the MHA or MPH program until after they have completed the PA program.

Students interested in pursuing both MHA and MPH degrees must apply separately to each program. It is recommended that students complete 6-9 credits in one program prior to applying to a concurrent degree program.

Students should contact the Office of Admission for application materials. Accounting, Financial Aid, and the appropriate program office may be contacted for information regarding tuition, financial aid, and degree requirements.

Please review the Dual Enrollment for Clinical Students [policy](#) for additional detailed information related to MHA and MPH programs and courses.

E-mail and Systems Use

In utilizing DMU computers and electronic communications systems, such as electronic mail and access to the Internet, it is important for all users to be aware of the University's policy regarding responsible use. It is the responsibility of each user to ensure this technology is used for proper and lawful purposes and in a manner that is responsible and does not compromise the confidentiality of sensitive information, the security of the systems or the reputation, policies or mission of the University.

Each student is assigned an e-mail account. This account is accessible through your DMU computer, Outlook, Student Pulse, and web-based mail. The University-assigned e-mail address will be used by departments and programs as the official communication link with students. The University does not maintain a list of alternate addresses and does not support forwarding of your mail to other accounts. Students are expected to check their e-mail account daily to ensure time sensitive communication is managed appropriately. Failure to open or read an e-mail does not excuse the student from accepting responsibility for the information contained therein.

For more information please review the policy at the follow the link: [Information and Systems Use](#)

Employment

Full-time students enrolled in a clinical program are discouraged from holding a full-time job. Students who find it necessary to engage in employment must do so with the realization that their classroom, laboratory, clinical commitments, and schedules must be met. Failure to meet any academic responsibilities cannot be excused by citing employment commitments.

A limited number of part-time positions are available on campus to students in good academic standing. Part-time employment opportunities are available in two categories: Teaching Assistants and Federal Work Study. Please contact Human Resources or Financial Aid for additional information.

Environmental Scans

Students who take exams online agree to have their physical and audio image and data, activity, and surrounding workspace recorded and analyzed by test monitoring systems. Students should be prepared for "room sweeps" via webcam in which they show their test location and environment to remote proctors or proctoring software. Students are responsible for planning for and having an appropriate place to take online exams that is free of distractions and interruptions and where they are comfortable having a video recording taken of themselves and their workspace environment (including a place where unauthorized individuals are not present, and where inappropriate or overly personal information is not viewable in the background).

Evaluation Procedures

The type, content, frequency of examinations and quizzes (announced and unannounced), and the method of calculation of the final grade shall be determined prior to the beginning of the course by the course faculty. This information shall be included in the syllabus and presented in writing to the student at the beginning of the course.

Changes in the examination and quiz policy (e.g., type, content, frequency, and calculation of total grade) shall not be made after the final distribution of the syllabus at the beginning of the course, except when deemed necessary by the Dean or his/her designee and the Course Director. Notification of any changes in the examination policy shall be made at least five (5) business days in advance of the examination date and notification of any changes in the quiz policy shall be made at least one (1) business day prior to the next administered quiz.

Students who take exams online agree to have their physical and audio image and data, activity, and surrounding workspace recorded and analyzed by test monitoring systems. Students should be prepared for “room sweeps” via webcam in which they show their test location and environment to remote proctors or proctoring software. Students are responsible for planning for and having an appropriate place to take online exams that is free of distractions and interruptions and where they are comfortable having a video recording taken of themselves and their workspace environment (including a place where unauthorized individuals are not present, and where inappropriate or overly personal information is not viewable in the background).

Specific information regarding the scheduling, administration, and make-up of examinations and quizzes can be reviewed in the applicable course syllabi and/or program sections of the handbook.

Turnitin[®] Requirement

Select programs utilize Turnitin[®] software as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. The institution takes plagiarism very seriously, and the use of Turnitin[®] software is one tool for identifying and remediating instances of plagiarism. This software compares submitted student text to a database of previously published documents, including those on the Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service, including your own. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student review.

Students are expected to review and be familiar with the Student Code of Conduct, the Alleged Misconduct in Research [policy](#) and Involvement of Human Subjects in Research [policy](#).

Writing Skills Guidelines

It is expected that students have the ability to write a high-quality paper that reflects the ability to present content in an organized and grammatically correct manner appropriate for the level of a graduate student. This means papers typically present a thesis or problem to be addressed and follow a logical argument using sentences that are skillfully constructed with distinctive and precise word choices. All submitted papers must include citations of works used to support the development of the paper.

Unacceptable Papers

Papers or assignments submitted with significant errors will not be accepted. Unacceptable papers may include errors such as faulty logic, inaccurate content, poor spelling, poor grammar, incorrect or ineffectual word choices, absence of in-text citations or a list of references. Instructors have the option of giving students “0” points on these papers or allowing students to correct the papers and resubmit. If the instructor does allow the paper to be corrected and resubmitted, students must adhere to the incomplete policy if the revision extends beyond the scheduled course dates.

Students must also be aware they may lose points with a resubmission.

Multiple Submissions of Papers/Assignments

Students may not submit the same paper/assignment, or substantially the same paper/assignment, in more than one course. Submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism. If topics for two courses coincide, the student must have written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course.

FERPA - Family Educational Rights and Privacy Act

Information regarding FERPA, the Family Educational Rights and Privacy Act of 1974, and its impact to students is available on the Registrar’s [webpage](#).

Grades and Grade Appeal Policy

Grades

The policies related to grading are available in the Academic Catalog: [Academic Policies-Grading](#). Specific information regarding individual course grading can be reviewed in the applicable course syllabus.

Grade Appeal Policy

This policy provides a structured mechanism to protect students and faculty when a student disputes a final course grade. It is intended to balance the right of students to a grading system that is free from inaccurate, unfair, arbitrary or capricious evaluation, while supporting the right of faculty to determine course criteria and grades.

For current policy, please follow the link: [Grade Appeal Policy](#)

Graduate Assistant Policy

Graduate assistantships are available to qualified, full-time, degree-seeking graduate students. An assistantship is awarded to a student to enable him or her to obtain research experience while making progress toward a graduate degree.

For current policy, please follow the link: [Graduate Assistant Policy](#)

Health Insurance Requirements

DMU requires students in all programs, with exception of those exclusively online, to provide proof of active comprehensive health insurance. All students must enroll in the Student Health Insurance Plan or submit a waiver request. Only those students who meet the waiver requirements will be allowed to waive the plan. Plan rates, benefit summary, waiver requirements, and other information about the Student Health Insurance Plan can be found by visiting the [DMU Student Health Insurance](#) page.

HIPAA, Disclosure and Use of Medical Information and Records

Des Moines University must ensure that the access to and disclosure of patients' medical records and health information is in compliance with federal and state laws. Students and employees who have access to medical records as part of their responsibilities, as well as agents and independent contractors, are required to abide by the Health Insurance Portability and Accountability Act (HIPAA), Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH), and other applicable laws. Employees and students who will have access to medical information of DMU patients will receive training on DMU procedures for HIPAA compliance. Students who have access to patient records while participating in off-campus clinical rotations or other experiences are required to comply with the host organization's information privacy and security procedures. Failure to comply with applicable information privacy and security procedures may result in disciplinary action.

Identification Card

Each student is issued a student identification card at the time of matriculation. For campus security, students are required to wear their ID card in a visible location while on campus. Students are also required to wear their ID card on community service projects and clinical rotations or shadowing experiences.

If the student loses the ID card, replacement cards are available through the Facilities Management Office in the Campus Support Building. There is a fee for the replacement card. The identification card is valid only during the student's active enrollment; it is deactivated if the student withdraws, is dismissed, or graduates from the University.

Incidental Findings During Training: Privacy, Reporting and Appropriate Use of Equipment

Students may participate in labs where they will use diagnostic equipment and examine fellow students and simulated patients. Students who, in the course of that examination, discover a potential abnormality will report the incidental finding to the supervising faculty member, supervising clinician or teaching assistant promptly and in a manner that affords privacy to the subject. DMU equipment provided for such labs will be used only for educational purposes.

For current and complete policy, please follow the link: [Incidental Findings During Training: Privacy, Reporting and Appropriate Use of Equipment](#)

Intellectual Property

Discoveries, ideas, inventions, and/or materials which have value and which may be patented, copyrighted, trademarked, or otherwise protected occasionally result from research or educational activities performed at Des Moines University. The University desires to foster creative endeavors

and to encourage its faculty, administrators, staff, and students to participate in such activities and to disclose the ideas and discoveries which are developed through such activities so they may be utilized for the greatest possible public benefit. The University also desires to protect the patent, copyright, or other rights generated by University employees and students and to comply with contractual commitments and patent, copyright, or other regulations of government, non-profit, or for-profit agencies, foundations, corporations, and others providing funds for sponsored programs.

For current policy, please follow the link: [Intellectual Property Policy](#)

Jury Duty Guidance

The University supports students' civic and legal responsibilities if called to serve on a jury during their enrollment at the institution. Students who have been requested to appear for jury duty and cannot do so while attending classes and/or clinical rotations may bring the original summons to the applicable Program Director or Dean. The Program Director or Dean may provide the student with a letter requesting they be excused from jury duty. Students should be aware that individual counties/states may not excuse them from jury duty even if a letter is submitted.

Leave of Absence Policy

It may be necessary for a student to take a leave of absence for personal, professional, academic or medical reasons. It is expected the student will first discuss a potential leave with the Dean/Associate Dean or Program Director of their respective college/program prior to initiating the process. After the initial conversation with the student to assess their needs, the Dean's designee will counsel them on the differences and implications between the types of leave. The process will then continue as outlined in the policy based on the leave selected.

For current policy, please follow the link or review the [Leave of Absence Policy](#)

Letters of Recommendation

Students who wish to request a letter of recommendation in support of their application for employment, residency placement, etc. may do so utilizing the form available on [Pulse](#).

Lockers

Lockers are available for daily use by students. If any issues arise with the lockers, please contact Security and Facilities Management. Following the spring term, all public lockers will be cleaned. Any items of value found can be retrieved from the Security office.

Note: Lockers in the Health and Wellbeing building are intended for use during your workout and are not part of this locker policy.

Lost and Found

DMU's Lost and Found is located in the Facilities Management Office within the Campus Support Building. Items turned over to Lost and Found will be retained for one month. After one month, items will be donated or disposed of. To inquire about a lost item or to claim property, stop by the Facilities Management Office or call (515) 271-1595.

Parking

The University strives to maintain adequate on-campus parking for students. This includes all surface parking on the west side of campus and the 4th level of the parking ramp. Plus Ones should park in the surface lot, west of campus. Students must register their car to receive a student parking registration sticker; the sticker must be displayed at all times when parked on campus. Failure to display a current parking sticker may result in receiving a ticket or fine. Parking violation questions may be sent to facilitiesmanagement@dmu.edu.

Facilities Management issues and maintains parking registration. Additional information is available from the department and is provided on [Pulse](#).

Physical Examination and Immunization Policy

All Des Moines University full-time students, with exception of those exclusively enrolled in online programs, are required to meet DMU's health and vaccination requirements and participate in TB surveillance.

While students in online programs do not have health requirements to meet, these students may be required to submit documentation of immunizations to a host site in advance of field placements.

The pre-admission instructions, forms, and frequently asked questions are available via the Student Health Page on [Pulse](#). Students admitted late to DMU will have 60 days after courses begin to complete the requirements indicated on the aforementioned Pulse page.

Students who fail to comply with this policy will be placed on an involuntary leave and may face disciplinary action. Students are required to comply with future updates; students in clinical programs who fail to comply will be unable to start clinical rotations.

Religious Holidays

The University affirms its respect for students, faculty, and staff to observe major religious holidays. Students who will miss a required class, exam, or lab due to an observed holiday, are obligated to notify their instructors by filling out [THIS FORM](#). Where scheduling conflicts prove unavoidable, no student will be penalized for absences due to religious reasons and alternative means will be sought for satisfying the academic requisites involved. If a suitable solution cannot be reached by the student and the instructor, the appropriate Dean should be consulted and/or the existing appeal mechanisms utilized. Students are also invited to contact the Office of Student Affairs for additional assistance.

Research

Students interested in participating in research will be subject to completing all necessary training. For additional information, please review the Office of Research's [website](#) or contact them directly.

Room Reservation and Use

The University will provide classroom, study, and meeting space as available for and required by campus activities with priority given to examinations, lectures, labs, and small group meetings in required courses. **All student organizations/student-sponsored events requesting meeting space must complete the Event Request form on Anthology.** Learning spaces, labs, and student small group testing rooms are available on a first come first serve basis, when the room is not in use.

Any DMU employee or students may book a Wellbeing Room for up to 60 minutes, within 90 days, without approval. Please mark your reservation as 'private' when creating the calendar appointment to ensure details are not visible to others.

A complete list of buildings and building hours [can be found here](#). For a current and complete policy please follow the attached link: [Room Reservation and Use](#).

Student Injury during Curricular Activities

Curricular laboratory experiences, including clinical labs, may involve activities with inherent associated risks, such as exposure to blood and other potentially infectious or hazardous material and manual manipulation techniques. These activities can be both safe and effective when appropriately performed with very few serious ill effects. Most often undesirable outcomes are seen in individuals with pre-existing medical conditions. These laboratory experiences are also an essential part of a student's education. During some labs, students will practice techniques and procedures on other students under faculty supervision as part of the educational process. With proper caution and respect for student safety, the potential for student injury is minimal when participating in these laboratory activities.

In the unfortunate event a student suffers an injury in the laboratory, the student should follow the following procedure:

1. The injured individual and the student responsible for the event are to report to the faculty member leading the laboratory.
2. Both the student and the faculty member will complete the [DMU Student Injury Report Form](#).
3. Faculty members are not to provide the student with any examination or intervention techniques with the exception of BLS or basic first aid.
4. The student will seek treatment from a provider of their choice. Students may elect to be treated at the DMU Clinic.

Likewise, students who are injured while engaged in clinical rotations at off-campus sites should notify their preceptor and program's clinical affairs office and/or coordinator, complete, and submit the [DMU Student Injury Report Form](#) and seek care.

Injuries may include a needle stick, bloodborne pathogen exposure, or arise from an OMM or PT technique, etc.

Student Interaction with Pharmaceutical and Industry Representatives

Des Moines University has adopted policies to govern and guide faculty, staff, and student interaction with pharmaceutical and biomedical device company representatives and to manage potential conflicts of interest. The policy sets limits on acceptance of gifts, financial support for educational activities, and interactions on DMU campus.

For current and complete policy, please follow the link: [Managing Outside Influences and Relationships policy](#).

Student Mail

Students are expected to have an address for their personal mail. If Des Moines University receives mail for a student, the Office of Student Affairs will e-mail the student requesting that they pick up their mail during business hours, or it will be marked 'returned to sender'.

Tobacco-Free Campus Policy

Des Moines University, as a health care education organization, is responsible not only for the treatment of disease but for taking steps to promote the prevention of illnesses and injuries. Furthermore, as a health care leader, DMU strives to set a positive example and demonstrate healthy lifestyles for the communities it serves. Tobacco use is widely recognized as a major preventable cause of many diseases in smokers and non-smokers alike. To provide a safe, healthy, comfortable, and productive environment for all who visit, study, or work in and around our facilities, DMU has been designated as a tobacco-free institution. This prohibition includes any emergency tobacco product or simulated smoking device. The success of the policy will depend upon the thoughtfulness, consideration, and cooperation of all tobacco users and non-users alike.

For current and complete policy, please follow the link: [Tobacco-Free Campus Policy](#)

Transcript Policy

The academic transcript is an official document representing the student's complete and unabridged academic record at an institution. Issuing transcripts is a central function of the Office of the Registrar. Transcripts can be requested [online](#).

For current and complete policy, please follow the link: [Academic Transcript Policy](#)

Weapon-Free Campus Policy

Des Moines University expressly prohibits weapons of any kind on University property, in University facilities, in vehicles on University property, and at University events. If you notice a violation in regards to the policy, please immediately inform Campus Security by calling 515-271-1471. If the threat is imminent, contact 911.

For current and complete policy please follow the link: [Weapon-Free Campus Policy](#)

Withdrawals

Information regarding University/program and course withdrawal is available in the [Academic Catalog: University or Academic Program Withdrawal](#).

Doctor of Osteopathic Medicine

- [Professional Expectations \(p. 26\)](#)
- [Pre-Clinical Phase of Medical Education \(Years 1 and 2\) \(p. 28\)](#)
- [Clinical Phase of Medical Education \(Years 3 and 4\) \(p. 28\)](#)
- [National Board Examinations \(p. 33\)](#)
- [Residency Match \(p. 38\)](#)
- [Review of Performance and Deficiencies and Conditions for Advancement \(p. 39\)](#)
- [Eligibility to Participate in Student Activities \(p. 40\)](#)
- [Academic Progress and Professionalism Review Meetings \(p. 41\)](#)
- [Graduation Eligibility \(p. 44\)](#)
- [COM Student Complaint Process \(p. 44\)](#)

Professional Expectations

As future physicians, students within the College of Osteopathic Medicine (COM) are expected to conduct themselves at all times according to the principles contained in the Osteopathic Oath, the American Osteopathic Association (AOA) Code of Ethics and the DMU Student Code of Conduct. Medical students are also expected to demonstrate reliability, personal accountability, a commitment to self-improvement and to establish effective professional relationships.

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 the 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 in 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 deadly 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 osteopathy which were first enunciated by Andrew Taylor Still (American Osteopathic Association, 1954.).

AOA Code of Ethics

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

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care, and to self. Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Professionalism

Professionalism is an essential competency of the DO program. The program expects professional growth by students and requires high standards of professional behavior. In addition to the baseline professionalism standards and the DMU Student Code of Conduct, expected professional behaviors of DO students include, but are not limited to endorsement of the following levels of performance:

Reliability and Personal Accountability

- Setting patient care and well-being as a high priority in the clinical setting.
- Attending required curricular events and clinical rotations on time to promote an atmosphere conducive to learning.

Self-Improvement

- Recognizing limitations of personal knowledge, behavior, and skill; appropriately seek help or consultation to optimize my continuous learning and to deliver high quality patient care.
- Engaging in self-reflection and self-directed learning to support improvement as a learner and professional.

Professional Relationships with Students, Faculty, Staff, and Patients and their Families

- Contributing to the effectiveness of learning teams and healthcare teams.
- Maintaining professional appearance, hygiene, behavior, and attitude.
- Placing the interests of patients above my own.
- Respecting the privacy and modesty of patients.

Engagement in Program Improvement

Medical students are expected to participate in program performance improvement activities. The College of Osteopathic Medicine (COM) engages all students and stakeholders in the evaluation and improvement of the educational processes that support curriculum and the quality of learning. These practices are established to meet the AOA Commission on Osteopathic College Accreditation (COCA) and Higher Learning Commission (HLC) regional accreditation standards. In accordance with these national standards, Des Moines University strives to continuously improve the programs, offerings, and services provided to students and the community. Organizational learning leads to improved educational quality, student experience, and student satisfaction. As a student-focused institution, the University obtains recommendations for academic and process improvements from future and current students as well as alumni. Students are encouraged to fully express their opinions in a professional and constructive manner. This information further helps the College and University evaluate and improve learning outcomes, offerings, and services that focus on graduate health professions education.

Failure to Meet Professional Expectations

COM course directors, faculty, and administrators will inform students when their behavior is deemed unprofessional. This feedback mechanism is intended to provide an opportunity to discuss the professional behavior of students. This feedback is intended to encourage self-assessment and improvement. Courses may also include professional grading criteria. If applicable, these criteria will be set forth in the course syllabus.

Concerns about a student's professional behavior can be reported by faculty and staff through a baseline professional standards reporting tool. When there is a significant concern about a student's professional behavior (that does not rise to the level of a Student Code of Conduct violation), the student may receive a letter of warning or be referred to the Academic Progress Committee for review. The letter of warning or referral will be made by the Associate Dean for Academic Curriculum and Medical Programs for years 1 and 2 of the curriculum, the Associate Dean for Clinical Affairs for years 3 and 4 of the curriculum, and at any time by the Dean of College of Osteopathic Medicine (COM). Violations of the Student Code of Conduct are subject to the disciplinary framework outlined in the University Standards for Student Conduct and Academic Standards of the Student Handbook.

Please reference specific DO program professionalism policies on the [DO program's Pulse page](#).

Pre-Clinical Phase of Medical Education (Years 1 and 2)

Specific educational requirements, expectations and grading policies are contained in the syllabus for each course.

Physician Shadowing

The clinical shadowing experience is a valuable but completely voluntary experience reserved for pre-clinical medical students. The purpose of shadowing is to provide clinical context to augment basic science concepts and to provide early career exploration. Shadowing does not improve the chances that a student will match into a specific residency. Because the focus of the pre-clinical years is developing the scientific foundations of medical practice, students may only shadow once per semester.

Students may request a clinical shadowing experience by contacting the Office of Clinical Affairs. The Office of Clinical Affairs must arrange and approve all shadowing experiences. Students will not arrange shadowing experiences. Assignment to shadowing experiences is based on a first-come first served basis and availability. There is no guarantee the shadowing experience will be with a specific preceptor, major specialty or sub-specialty. Any student who does not follow the established process forfeits all future shadowing opportunities.

Additional details on the shadowing guidelines, including contact information, are available on the [COM Clinical Affairs Pulse Page](#).

Clinical Phase of Medical Education (Years 3 and 4)

The transition from the classroom to the clinical setting is both new and exciting. Rules, regulations, and policies of the clinical phase of medical school training are substantially different than what the student may have previously experienced. To clarify the unique aspects of the clinical education, the COM annually publishes the Clinical Years Handbook, specific syllabi for each clinical discipline, and the Fourth Year Guide. Each of these documents is an extension of the Student Handbook and provides the student specific details on policies and procedures applicable to the clinical years. If a topic is not contained in the Student Handbook, each of these documents establishes COM policy and procedures.

Requirements to Begin Clinical Rotations (Year 3)

The following table outlines the requirements that must be completed prior to beginning clinical rotations as well as consequences and implications of failing to meet them before the established deadlines. These prerequisites are required for student and patient safety.

Requirement	Consequence	Potential Implications
Successfully complete all pre-clinical coursework and resolve any deficiencies in pre-clinical courses.	Student will not be allowed to start clinical rotations.	May result in delays in beginning clinical rotations and delay graduation.
Students must provide documentation of each of the following by the deadline. Deadline extensions will only be granted under extraordinary circumstances. <ul style="list-style-type: none"> • Current immunizations including influenza and COVID-19 • TB test • Health Insurance Card • Criminal background check • Iowa child & elder abuse check • Urine drug screen • N-95 mask fitting • Any additional documentation required by the Office of Clinical Affairs 	Student will not be allowed to start clinical rotations and will be placed on an involuntary leave of absence until all requirements are completed.	May result in delays in beginning clinical rotations and delay graduation.

Students must complete all of the following certifications by the deadline. Deadline extensions will only be granted under extraordinary circumstances.

- Blood-borne Pathogen
- CITI Modules
- Basic Life Support (BLS)
- Advanced Cardiac Life Support (ACLS)
- Mandatory Reporter
- HIPAA
- Any additional certifications required by the Office of Clinical Affairs

Student will not be allowed to start clinical rotations and will be placed on an involuntary leave of absence until all requirements are completed.

May result in delays in beginning clinical rotations and delay graduation.

Students must complete the Clerkship Orientation by the deadline. Deadline extensions will only be granted under extraordinary circumstances.

Student will not be allowed to start clinical rotations and will be placed on an involuntary leave of absence until all requirements are completed.

May result in delays in beginning clinical rotations and delay graduation.

Students must pass the COMSAE, phase 1 exam with a score of 450 or higher. See National Board Exam section below.

See National Board Exam section below.

See National Board Exam section below.

Students must take COMLEX level 1 by the deadline. Deadline extensions will only be granted under extraordinary circumstances.

See National Board Exam section below.

See National Board Exam section below.

Third Year Clinical Curriculum

Specific details of the third-year curriculum, applicable policies, expectations, requirements and grading policies are provided in the Clinical Years Handbook and clerkship syllabi. The Clinical Years Handbook will be distributed prior to the beginning of the COM Clinical Clerkship program. All students entering their third year are required to read and acknowledge the Clinical Years Handbook prior to beginning rotations. It is the student's responsibility to become familiar with all requirements for scheduling and completion of clinical rotations as outlined. Violations of any policies or procedures may subject the student to potential disciplinary action.

Clinical Clerkships

The COM Clinical Clerkship program is designed to provide students with educational and clinical experiences in many areas of medicine. The Clerkship program is organized to permit the greatest degree of educational exposure in practical, clinical environments as a means of developing general knowledge in areas of patient diagnosis and management.

Third year students must complete 40 weeks of CORE clinical rotations (family medicine, general internal medicine, general pediatrics, general surgery) and non-CORE required clinical rotations (psychiatry, obstetrics/gynecology, and emergency medicine), medical/surgery subspecialties and selectives.

The location and sequence of all required and elective rotations are determined and approved by the Office of Clinical Affairs. Students are advised that the University's professional liability insurance is in effect and credit may be given **only** on programs pre-approved by the Office of Clinical Affairs and under supervision of an appropriately credentialed professional.

Third-year clinical education sites are nationwide but are concentrated in Iowa and the Midwest. While students can specify regional preferences, actual clerkship locations will be determined by the Office of Clinical Affairs. All students should understand that relocation and travel will be a component of the clinical clerkship program. Students with documented disabilities will work with the Accommodations and Educational Support Specialist and Associate Dean for Clinical Affairs to determine reasonable and appropriate accommodations for the clinical clerkship. However, all students should be prepared to relocate.

Supervision & Medical Student Scope of Practice

In alignment with the Iowa Medical Board, medical students may participate in the care of patients when supervised by a licensed physician. This policy also applies to students outside the state of Iowa. Participation can only occur after the patient is informed and consents to student involvement in their care. The degree of supervision is dependent upon the type of student involvement.

Direct Supervision requires the licensed physician be in the room with the student. These activities include observing patient treatments, assisting or performing procedures, breast, genital, pelvic, and rectal exams as well as any patient care activity that the student has not been trained in, is unfamiliar, or uncomfortable with.

Indirect Supervision requires that the licensed physician be in close physical proximity to the student and immediately available to provide assistance. These activities include basic history taking, physical exams (excluding breast, genital, pelvic, rectal exams), chart review, and communication with other providers.

The student is obligated to disclose to the supervising physician if he or she is unfamiliar, uncomfortable, or has not been trained in any aspect of patient care.

Expectations for Proactive Communication

Clinical rotations are a dynamic educational experience. Students are expected to be in regular communication with their preceptors and clerkship coordinator. The clinical coordinator is the student's key point of contact for any questions, challenges, issues, or emergencies that may occur during rotations.

Students are required to check their DMU email account daily, as this is the primary method of communication between the student and DMU while on clinical rotations. Failure to open or read an email does not excuse the student from accepting responsibility for the information contained therein. The University-assigned email address will be used by departments and programs as the official communication link with students. The University does not maintain a list of alternate addresses and does not support forwarding of your mail to other accounts. Students must also regularly check E*Value for communication regarding rotation requests and requirements.

Students must keep their information up-to-date and current with the University. This includes providing an accurate mailing address, phone number and all pertinent information that may be required to contact the student while they are off campus. If an urgent or emergent issue arises, related to a student's health or safety, the emergency contact as listed with the Registrar (in Colleague) may be contacted.

Duty-Hours During Clinical Rotations

A clinical work week is defined as a 7-day week. Every day of the rotation is considered a workday, including weekends. Duty hours for medical students cannot exceed the 80 hours per week averaged over the duration of the rotation (160 hours for a 2-week rotation, 320 hours for a 4-week rotation). In-house call will not be more than every 3 days. Call is limited to 24 hours per day plus 4 hours for transition of or completion of patient care responsibilities. Certain rotations, such as Emergency Medicine, require night shift coverage which is not considered "in-house call".

Students are required to have 1 day off for every 7-day week, averaged over the duration of the rotation. If a clinical site is closed on weekends or on specific days, those days are considered time off. If a student has any duty hour issues or concerns, they should be reported to the Office of Clinical Affairs who will develop a plan to address duty hour violations.

This policy also underpins the COM Fatigue Mitigation Policy.

End of Rotation Exams: Students will be released from clinical duties at 7 PM the day prior to an examination and may be required to return to clinical duties after the exam.

Holidays: Students are expected to fulfill clinical obligations on holidays unless the facility is closed and/or they are told not to attend by their preceptor. Days off for holidays count as days off for duty hour purposes.

Inclement Weather: Students are not expected to be on duty if the site is closed due to inclement weather. If a student feels that their safety is at risk if traveling to rotation in inclement weather, they must notify the preceptor and DMU clerkship coordinator immediately. Days off for inclement weather are considered days off for duty hour purposes.

Minimal Duty Hour Expectations

The student should anticipate an average of a 60 duty hours per week. At the preceptor's discretion, the student may have a minimum of 36 duty hours per week. If for any reason the student cannot meet this 36 hour per week duty hour minimum, they must immediately contact their clinical coordinator, so that alternative experiences may be considered.

If a student is scheduled by the preceptor for less than 144 duty hours on a 4-week rotation, the student may learn from another preceptor, which preferably would be a physician but could be a physician assistant, nurse practitioner, certified nurse anesthetist, radiology technician, as long as this makes up no more than 25% of total rotation hours.

If no other preceptors are available, the student must notify their clerkship coordinator as soon as possible to arrange for more clinical time elsewhere or an assignment.

If a student does not have an end of rotation exam, the student is expected to be on clinical duty until the end of the workday on the final day of the rotation.

Absence Policy for Clinical Rotations

Students may miss rotation time for several reasons, which may include illness, residency interviews, and educational conferences. Regardless of the reason for the absence, the following procedure applies to each specific rotation.

Excused Absences: Students can miss a maximum of two days during a two-week rotation and four days during a four-week rotation. No more than two days will be approved for a single event or activity and students are not to miss more than two days in a single week.

Planned absences requested over the first two days of the rotation will not be approved. Students missing any time on the rotation must notify the clinical site, the preceptor and the DMU clerkship coordinator as soon as possible.

If the absence is greater than two days and because of illness, students are required to provide their clerkship coordinator with a physician's note. Notes from preceptors will not be accepted.

The note must address the following:

- Documentation of the illness
- Documentation of the resolution of illness and release of the student back to duty.

Unexcused Absences: Absences are considered unexcused if the student fails to communicate their absence with the preceptor, site contact, and DMU clerkship coordinator or if an absence is not approved by Des Moines University. Unexcused absences will be tracked over the course of the clinical years. For the first unexcused absence, a student will receive a letter of warning. For the second unexcused absence, the student will receive a letter of warning and may be referred to the Academic Progress Committee. If the student has a third unexcused absence during their clinical training, it will result in rotation failure.

Absences for Board Exams: Students may be absent from clinical rotations for board exams. Students must give at least 14 days' notice to their clinical site, preceptor and clerkship coordinator as possible when scheduling national board exams.

Conference Absences: Each student can be approved for up to one professional development conference absence per academic year. Advanced approval by the preceptor and the Associate Dean for Clinical Affairs is required. All requests should be submitted via Special Circumstance and at least 30 days prior to the date of the requested time off. Failure to adhere to this 30-day policy may result in denial of the request. Approval for an educational absence is subject to the student's overall academic and professional record.

Any educational absence that will be greater than two days may require those days to be made up with another clinical educational activity.

Grading During Clinical Rotations

In order to receive a passing grade in a core rotation that requires a post rotation exam, a student must pass both the clinical evaluation and the post rotation exam. For the core clinical clerkships, the following grades are possible: Honors, High Pass, Pass, and Fail. All other rotations, both elective and required, are pass/fail. Specific grading criteria for each clinical rotation is provided in the clerkship syllabus.

Requirements to Begin year 4

The following table outlines the requirements that must be completed prior to beginning the fourth-year clinical rotations as well as consequences and implications of failing to meet them before the established deadlines. These prerequisites are required for student and patient safety.

Requirement	Consequence	Potential Implications
Successfully complete all 3rd year clinical coursework and resolve any deficiencies.	Student will not be allowed to begin 4th year rotations until all requirements are completed.	May result in delay graduation and difficulty securing a residency.

Note: At the discretion of the Associate Dean of Clinical Affairs, students may be allowed to complete NAMI and CCA even if pending completion of 3rd year rotations.

Students must have completed at least 50% of 3rd year clinical rotations to be considered to participate in Comprehensive Clinical Assessment (CCA) Week.

Students must provide documentation of each of the following by the deadline. Deadline extensions will only be granted under extraordinary circumstances.	Student will be unable to begin 4th year rotations and will be placed on an involuntary leave of absence until all requirements are completed.	May result in delay graduation and difficulty securing a residency.
<ul style="list-style-type: none"> • Current immunizations including influenza and COVID-19 • TB test • Health Insurance Card • Criminal background check • Iowa child & elder abuse check • Urine drug screen • N-95 mask fitting • Any additional documentation required by the Office of Clinical Affairs 		
Students must complete all of the following certifications by the deadline. Deadline extensions will only be granted under extraordinary circumstances.	Student will be unable to begin 4th year rotations and will be placed on an involuntary leave of absence until all requirements are completed.	May result in delay graduation and difficulty securing a residency.
<ul style="list-style-type: none"> • Blood-borne Pathogen • CITI Modules • Basic Life Support (BLS) • Advanced Cardiac Life Support (ACLS) • Mandatory Reporter • HIPAA • Any additional certifications required by the Office of Clinical Affairs 		
Students must pass the COMSAE, phase 2 exam with a score of 450 or higher. See National Board Exam section below.	See National Board Exam section below.	See National Board Exam section below.
Students must take COMLEX level 2 by the deadline. Deadline extensions will only be granted under extraordinary circumstances.	See National Board Exam section below.	See National Board Exam section below.

Fourth Year Clinical Curriculum

Specific details of the fourth-year curriculum, applicable policies, expectations, requirements, and grading policies are provided in the Clinical Years Handbook and Fourth Year Guide. The Clinical Years Handbook and Fourth Year Guide will be distributed prior to the beginning of the academic year. All students entering their fourth year are required to read and acknowledge the Clinical Years Handbook prior to beginning rotations. It is the student's responsibility to become familiar with all requirements for scheduling and completion of clinical rotations as outlined. Violations of any policies or procedures may subject the student to potential disciplinary action.

Fourth Year Rotations, Audition Rotations & Virtual Rotations

The location and sequence of all required, elective and audition rotations are determined and approved by the Office of Clinical Affairs. Students are advised that the University's professional liability insurance is in effect and credit may be given **only** on programs pre-approved by the Office of Clinical Affairs and under supervision of an appropriately credentialed professional.

Fourth-year clinical education sites, particularly for audition rotations may be local, regional, or nationwide. Approval of all rotations and their locations will be at the determination of the Office of Clinical Affairs. All students, including married students, students with dependents, and single parents, should thoroughly understand that relocation and travel will be a component of the fourth-year clinical program. Students with documented disabilities should work with the Accommodations and Educational Support Specialist and Associate Dean for Clinical Affairs to determine reasonable and appropriate accommodations for the clinical clerkship. However, all students should be prepared to relocate.

To participate in audition rotations at other academic institutions requires application through one of several online services including VSAS/VSLQ, myClinicalExchange, and Clinician Nexus. Each service has its own requirements and process. While the DMU-COM must establish an affiliation agreement with each clinical site, DMU has no control or influence over if a student gets selected to participate. Students are encouraged to work with their clerkship coordinator to facilitate this process.

Failure to obtain approval by the Office of Clinical Affairs for all fourth-year rotations may result in a student being withdrawn from the rotation, a delay in graduation, and potential leave of absence.

Policies and expectations for supervision, duty hours, communication, attendance, and absences during the fourth year are identical to those of the third year.

Approval for Non-Standard Rotations:

A non-standard rotation is defined as a non-research rotation in areas outside the scope of standard medical practice. Examples of this type of rotation include, but are not limited to Chiropractic Medicine, Dentistry, Acupuncture, Physical Therapy, Occupational Therapy, Public Health, etc. With the exception of Maternal Newborn Health and Sexual Assault Response Team, all other non-standard rotations require the approval of the Associate Dean for Clinical Affairs through the special circumstances approval process.

Absences for Residency Interviews:

Students are encouraged to give 14 days' notice to their clinical site and clerkship coordinator when scheduling residency interviews. All residency interview absences must be approved by the clinical site. The Office of Clinical Affairs understands the dynamic nature of the residency interview process and will consider issues on a case-by-case basis, balancing the educational requirements with COM's goal of matching students into residency.

Days off for interviews are considered days off for duty-hour purposes.

National Board Examinations

Required for Graduation: National Board of Osteopathic Medical Examiners (NBOME) Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE)

The Comprehensive Osteopathic Medical Self-Assessment Examinations are a three-phase self-assessment that is designed to gauge a student's knowledge base, direct study efforts and assess readiness to take the COMLEX examinations. The COMSAE phase 1 exam is a self-assessment of a student's understanding of foundational biomedical sciences and osteopathic principles. COMSAE phase 2 is a self-assessment of a student's understanding of fundamental clinical science and phase 3 is a more advanced self-assessment of understanding of clinical competencies.

The COM requires that students must achieve a score of at least 450 on institutional version COMSAE phase 1 before they can sit for COMLEX level 1. Similarly, students must achieve a score of 450 on institutional version COMSAE phase 2 before they can sit for COMLEX level 2.

Students who obtain a score of 451-499 on either exam are strongly encouraged to develop an intensive board study program, as they are at increased risk of COMLEX failure.

Neither phase 1 nor phase 2 of COMSAE may be taken on a weekend or holiday. Any issues with the administration of this exam must be immediately communicated to the COM Dean's Office.

Prior to sitting for the COMLEX Level I exam, students should contact the COM Associate Dean Academic Curriculum and Medical Programs for any questions regarding examination requirements. After sitting for the COMLEX Level I exam, all questions on examination requirements should be directed to the Associate Dean Clinical Affairs Osteopathic Medicine.

Comprehensive Osteopathic Medical Licensing Examination (COMLEX)

The Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is a three-level, national standardized licensure exam administered by the National Board of Osteopathic Medical Examiners (NBOME). Level 1 assesses a student's understanding of the foundational biomedical sciences and osteopathic principles. Level 2 evaluates the student's understanding of clinical medical science. Levels 1 and 2 are administered during the medical school years. The Level 3 examination is an advanced assessment of clinical competencies, which is usually taken during the first year of residency training.

To be awarded their Doctor of Osteopathic Medicine degree, all students are required to pass COMLEX Level 1 and Level 2, prior to graduation.

Test dates and application information are available on the NBOME [website](#).

Any issues with the administration of this exam must be immediately communicated to the COM Dean's Office.

Examination Requirements, Consequences , and Potential Implications

The following table outlines the requirements as well as the consequences and implications for not meeting requirements related to COMSAE (Phase 1 and Phase 2) as well as COMLEX (Level 1 and Level 2).

Note that the below deficiencies may result in delays in graduation and may negatively impact the residency match.

Requirement	Consequence	Potential Implications
All COMSAE and COMLEX exams must be taken before established deadlines as determined annually by the Dean's Office.	Not taking any COMSAE or COMLEX exam before the deadline will be treated as an exam failure (see below). Students will be placed on an involuntary leave of absence until a passing score is achieved.	May result in delays in beginning clinical rotations, inability to do audition rotations and delay graduation.
Deadline extensions will only be granted under extraordinary circumstances.		
All COMSAE and COMLEX exams must be appropriately proctored.	COMSAE or COMLEX exams that are taken but not appropriately proctored are considered null and void. This may be considered a conduct violation resulting in a referral to the Conduct Officer, Integrity Committee or The Academic Progress Committee.	May result in delays in beginning clinical rotations, inability to do audition rotations and delay graduation.
COMSAE Phase 1 score of <450, first through third attempt.	Will not be allowed to sit for COMLEX Level 1. The student is strongly encouraged to work with CEE Academic Support to develop a learning contract for board study. If does not pass COMSAE and sit for COMLEX Level 1 by the deadline, this is considered a COMLEX Level 1 Failure – see consequences below	Student is at risk of failing COMLEX, Level 1, which would negatively impact the residency match.
COMSAE Phase 1 score of <450, fourth attempt.	Will not be allowed to sit for COMLEX Level 1. Mandatory referral to CEE Academic Support to develop a learning contract for board study which must be approved by the Associate Dean for Academic Curriculum and Medical Programs. If does not pass COMSAE and sit for COMLEX Level 1 by the deadline, this is considered a COMLEX Level 1 Failure – see consequences below	Student is at risk of failing COMLEX, Level 1, which would negatively impact the residency match.

Failure to sit for COMLEX Level 1 by the deadline is considered a COMLEX 1 Failure, first attempt.	Delay of start of clinical rotations if failure score is received prior to the start of academic year three.	Will delay start of clinical rotations. May delay graduation.
	Allowed to complete current rotation if failure score is received during this time.	May have a negative impact on ability to match into specific residency.
	Placed on involuntary leave of absence.	
	Must repass COMSAE Phase 1 before sitting for COMLEX Level 1. COMLEX Level 1 must be taken within 3 months of passing COMSAE Phase 1.	
	May not return to rotations until passing score is released.	
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by the Associate Dean for Clinical Affairs.	
COMLEX Level 1 failure score notice, first attempt.	May be referred to APC for review meeting.	
	Delay of start of clinical rotations if failure score is received prior to the start of academic year three.	Will delay continuation of clinical rotations. May delay graduation.
	Allowed to complete current rotation if failure score is received during this time.	May have a negative impact on ability to match into specific residency.
	Placed on involuntary leave of absence.	
	Must repass COMSAE Phase 1 before sitting for COMLEX Level 1. COMLEX Level 1 must be taken within 3 months of passing COMSAE Phase 1.	
	May not return to rotations until passing score is released.	
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by the Associate Dean for Clinical Affairs.	
	May be referred to APC for review meeting.	

COMLEX Level 1 failure, second attempt.	Continuation of involuntary leave of absence.	May result in dismissal from the program.
	Referral to APC for dismissal hearing.	Will delay continuation of clinical rotations.
	If not dismissed: Delay of start of clinical rotations if failure score is received prior to the start of academic year three.	
	Allowed to complete current rotation if failure score is received during this time.	
	Placed on involuntary leave of absence.	
	Must repass COMSAE Phase 1 before sitting f or COMLEX Level 1. Must take COMLEX Level 1 within 3 months of passing COMSAE Phase 1.	
	May not return to rotations until passing score is released.	
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by the Associate Dean for Clinical Affairs.	
COMSAE Phase 2 score of <450, first through third attempt.	Will not be allowed to sit for COMLEX level 2.	Student is at risk of failing COMLEX, Level 2, which would negatively impact the residency match.
	The student is strongly encouraged to work with CEE Academic Support to develop a learning contract for board study.	
	If does not pass COMSAE 2 and sit for COMLEX Level 2 by the deadline, this is considered a COMLEX Level 2 Failure – see consequences below.	
COMSAE Phase 2 score of <450, fourth attempt.	Will not be allowed to sit for COMLEX Level 2.	Student is at risk of failing COMLEX, Level 2, which would negatively impact the residency match.
	Mandatory referral to CEE Academic Support to develop a learning contract for board study which must be approved by the Associate Dean for Clinical Affairs.	
	If does not pass COMSAE 2 and sit for COMLEX Level 2 by the deadline, this is considered a COMLEX Level 2 Failure – see consequences below.	

Failure to sit for COMLEX Level 2 by the established deadline is considered a failure, first attempt.	Allowed to complete current rotation.	Will delay continuation of clinical rotations.
	Placed on involuntary leave of absence.	May result in inability or delay in taking audition rotations.
	May not return to rotations until passing score is released.	May delay graduation.
	Must repass COMSAE Phase 2 before sitting for COMLEX Level 2. COMLEX Level 2 must be taken within 3 months of passing COMSAE Phase 2.	May have a negative impact of ability to match into a specific residency.
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by Associate Dean for Clinical Affairs.	
	Required meeting with Associate Dean of Student Advancement and Graduate Medical Education to discuss matching strategies.	
	Required meeting with the Associate Dean of Clinical Affairs.	
COMLEX Level 2 failure score notice, first attempt.	May be referred to APC for review meeting.	
	Allowed to complete current rotation.	Will delay continuation of clinical rotations.
	Placed on involuntary leave of absence.	May result in inability or delay in taking audition rotations.
	May not return to rotations until passing score is released.	May delay graduation.
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by Associate Dean for Clinical Affairs.	May have a negative impact of ability into a specific residency.
	Required meeting with Associate Dean of Student Advancement and Graduate Medical Education to discuss matching strategies.	
	Must repass COMSAE Phase 2.	
	Required meeting with the Associate Dean of Clinical Affairs	
	May be referred to APC for review meeting.	

COMLEX Level 2 failure, second attempt.	Continuation of involuntary leave of absence.	Will delay continuation of clinical rotations.
	Referral to APC for dismissal hearing.	May delay graduation.
	If not dismissed: May not return to rotations until a passing COMLEX 2 score is released.	May severely impact of ability to match into any residency.
	Must repass COMSAE Phase 2 before sitting for COMLEX Level 2. Must take COMLEX Level 2 within 3 months of passing COMSAE Phase 2.	
	May not return to rotations until passing score is released.	
	Mandatory referral to CEE Academic Support for a learning contract for board study and approval by the Associate Dean for Clinical Affairs.	
Total of 3 COMLEX Failures in any combination.	Referral to Academic Progress Committee for dismissal hearing.	May severely impact of ability to match into any residency.
Abbreviations	Center for Educational Enhancement (CEE) Academic Support Academic Progress Committee (APC)	

Not Required for Graduation: National Board of Medical Examiners (NBME) United States Medical Licensing Examinations (USMLE)

The United States Medical Licensing Examinations (USMLE) are given by the National Board of Medical Examiners. They are optional exams for COM students. However, many residencies require these exams and evaluate students based on USMLE performance. Similar to COMLEX, USMLE Step 1 assesses understanding of foundational biomedical sciences and is taken after the second year of medical school. USMLE, Step 2 assesses understanding of the fundamentals of clinical science and is taken between the third and fourth year of medical school. USMLE, Step 3, is an advanced exam, typically taken during the first year of residency training.

Failure of a USMLE exam may have significant influence on success in the residency match. If a student fails a USMLE exam, they will need to meet with the Associate Dean of Student Advancement and Graduate Medical Education to discuss impact on residency match. Failure of USMLEs need to be reported on all applications to residency. Failure to do so is a professionalism violation and an NRMP Match Violation.

If a student is considering taking USMLE Step 1 after the start of 3rd year, they must consult with the Associate Dean for Student Advancement and GME prior signing up for the exam.

Students interested in taking the USMLE should register online, print a copy of the registration form, and have the form certified by the Registrar's Office.

Residency Match

Specific and detailed information regarding the residency matching process is found in the Fourth Year Guide. Success in the match is dependent upon each student's academic and clinical performance, national board exams scores, the residency interview and luck.

Medical Student Performance Evaluation (Dean's Letter)

The Medical Student Performance Evaluation (MSPE), formerly known as a "Dean's Letter", is an important part of the residency application. MSPE is a letter addressing each student's record of professionalism, academic and clinical performance. This evaluation also documents a student's adverse actions received while attending DMU.

Residency Matching Programs

Students must apply for residency training using one of the following matching services. Each service has specific requirements and deadlines.

Match Program	Type of Match
San Francisco Match	Ophthalmology and plastic surgery applicants only
Urology Residency Match Program	Urologic surgery applicants only
Health Professions Scholarship Program (HPSP)	Active duty military medical students only
National Residency Match Program (NRMP)	All other residency types

Review of Performance and Deficiencies and Conditions for Advancement

Pre-Clinical Years

This section defines academic standing and progress for students in the DO program and sets forth academic requirements and policies for progress in the first two (pre-clinical) years of the program.

Definitions

Progressing I

During the current academic year, students are considered in Progressing I when they have:

- A cumulative GPA of 3.000 or higher
- Passed all courses
- No course In Progress Failures (IPFs*)
- No withdrawals for required courses unless approved for EPS program
- No open/unresolved professionalism sanctions

**An IPF occurs when a student continues with a failing score into the next block of the course that is scheduled across both blocks within a term.*

Progressing II

During the current academic year, despite having passed required courses and having no open/unresolved professionalism sanctions, students in Progressing II are considered to be academically at risk and will have their extracurricular activities and academic progress monitored by the Dean's Office and the Academic Progress Committee (APC).

Students considered to be Progressing II have met at least one of the following criteria:

- Have a cumulative GPA of 2.800 to 2.999
- Have one course IPF
- Have a withdrawal ("W" or "WP") for a required course

Progressing II students may be required to appear for a Review Meeting with the APC. Students considered to be Progressing II may also be required to meet with the Center for Educational Enhancement (CEE) Academic Support office to develop a learning contract to be signed by the student and the Associate Dean for Academic Curriculum and Medical Programs. The learning contract will outline actions to which the learner commits in support of achieving academic success.

Progressing III

During the current academic year, students in Progressing III are considered to be academically at risk and will be prohibited from participating in extracurricular activities as outlined in the Student Activities section of the Handbook. Academic progress will be closely monitored and reviewed by the Dean's Office and APC.

Students considered to be Progressing III have met at least one of the following criteria:

- Have a cumulative GPA less than 2.800
- Have failed one or more required courses
- Have two or more course IPFs
- Have a withdrawal as "WF" for a required course
- Have an open/unresolved professionalism sanction

Progressing III students may be required to appear for a Review Meeting with the APC. When difficulty is due to the cumulative GPA and/or IPF criterion, students will be required to meet with the CEE Academic Support office to develop a learning contract to be signed by the student and the Associate Dean for Academic Curriculum and Medical Programs. The learning contract will outline actions to which the learner commits in support of achieving academic success. Progressing III may result in an assignment of probationary status by the APC until all deficiencies have been resolved.

Clinical Years

This section defines academic standing and progress for students in the DO program and sets forth academic requirements and policies for progress in the last two (clinical) years of the program.

Definitions

Progressing I

During the current academic year, students are considered to be in Progressing I when they have:

- Passed all courses and clerkships
- Passed all end of rotation exams upon first attempt
- No open/unresolved professionalism sanctions

Progressing II

During the current academic year, despite having passed required courses and clerkships and having no open/unresolved professionalism sanctions, Progressing II students are considered to be academically at risk and will have their extracurricular activities and academic progress monitored by the Dean's Office and APC.

Students considered to be Progressing II have met at least one of the following criteria:

- Failed one or more end of rotation exams on the first attempt
- Have at least one preceptor evaluation with 4 "Below Expectation" ratings
- Have one or more board failures that have been successfully remediated/passed

Progressing II students may be required to appear for a Review Meeting with the APC. Students considered to be Progressing II may also be required to meet with the CEE Academic Support office to develop a learning contract to be signed by the student and the Associate Dean for Clinical Affairs. The learning contract will outline actions to which the learner commits in support of achieving academic success.

Progressing III

During the current academic year, students in Progressing III are considered to be academically at risk and will be prohibited from participating in extracurricular activities as outlined in the Student Activities section of the Handbook. Academic progress will be closely monitored and reviewed by the Dean's Office and APC.

Students considered to be Progressing III have met at least one of the following criteria:

- Have failed one or more required courses or clerkships
- Have one or more open/unresolved professionalism sanctions
- Have an unresolved board failure

Progressing III may be required to appear for a Review Meeting with the APC. Progressing III can result in an assignment of probationary status by the APC.

Definition of Deficiency

A deficiency is defined as follows:

- Failure of one or more courses or rotations
- Failure of one or more board exams
- Failure to enroll in a required course/rotation following the normal sequence for the student's class after matriculation
- Receipt of a grade of "Incomplete (I)" or "Withdraw (W, WP, WF)" in a clinical rotation or required course
- Failure to fulfill terms set forth by the APC or Dean's Office
- Unprofessional conduct

As outlined in the University Standards for Student Conduct and Academic Standards of the Student Handbook, the identification of student deficiencies may require that interim action be taken.

Eligibility to Participate in Student Activities

The College promotes student engagement activities that contribute to the professional growth of the student based on definitions outlined in the Review of Performance and Deficiencies and Conditions for Advancement section.

These conditions must be satisfied by students in order to participate in the following extracurricular activities:

- Serve in a leadership role in the Student Government Association or student club
- Serve on DMU-COM committee
- Serve as an interviewer for DO admissions
- Shadow during an academic term
- Attend any off-campus meeting/conference
- Participate in research unless a part of a course or clinical rotation
- Continue enrollment as a dual-degree student
- Enroll in elective coursework

Individuals with Deficiencies (e.g., Progressing II or Progressing III) may not be permitted to participate in certain activities, as outlined below.

Progressing I

- Eligible for school-sponsored scholarships and leadership positions
- Receive letters of support for internal and external extracurricular (educational and non-educational) experiences
- No restriction in extracurricular activities

Progressing II

- Not eligible for new merit scholarships
- Students in leadership positions will be reviewed and may be asked to resign
- Permission is required to participate in the above extracurricular experiences
- Permission is required to enroll in elective courses

Progressing III

- Not eligible for new merit scholarships
- Not eligible for leadership positions; exceptions may be granted
- Prohibited from participating in the above extracurricular experiences; exceptions may be granted
- Permission is required to enroll in elective courses

Academic Progress and Professionalism Review Meetings

Promotion

Each year, the Academic Progress Committee (APC) will review each student in the program and decide whether the student will be promoted to the next academic year of the program.

Transfer students from COCA- or LCME-accredited medical schools will also fulfill the below requirements as related to all basic medical science courses. Those who do not have an osteopathic principles curriculum must fulfill all learning objectives and course requirements in the first-year osteopathic principles class within the subsequent year of matriculation.

Promotion to each year of the academic program is based on the following standards:

From Year 1 to Year 2 (becoming an OMS II)

In order to become an OMS II, an OMS I must successfully complete all first-year course work and resolve any deficiencies.

From Year 2 to Year 3 (becoming an OMS III)

In order to begin clinical rotations, an OMS II student must pass into their OMS III year, which requires that the student:

- Successfully complete all pre-clinical coursework and resolve any deficiencies in pre-clinical courses
- Successfully complete all clinical clerkship orientation materials as assigned by the Associate Dean for Clinical Affairs
- Take the COMLEX Level 1 exam by the July deadline established by the Dean's Office

From Year 3 to Year 4 (becoming an OMS IV)

In order to become an OMS IV, an OMS III must successfully complete all third-year coursework and resolve any deficiencies.

Academic Progress and Professionalism Review Meeting

As noted within the University section of the Student Handbook, the Academic Progress Committees are charged with monitoring the academic progress and professional conduct of each student. Information regarding academic progress review meetings can be found within the University section of the handbook under Academic Progress.

Failure to Demonstrate Progress

Students with deficiencies in academic progress and/or professional behavior are subject to disciplinary action. Program-specific information regarding academic probation and remediation is outlined below. University disciplinary sanctions are more fully described in the University Standards for Student Conduct and Academic Standards of the Student Handbook.

Students with deficiencies in academic progress and/or professional behavior may be subject to academic probation and/or additional sanctions. Formal sanctions are considered adverse actions and will be included in the Medical Student Performance Evaluation (Dean's Letter).

Program-specific information regarding academic probation and remediation is outlined below.

Academic Probation

Students with any deficiency may be placed on academic probation until all deficiencies have been resolved.

Notification of the probationary status will be provided in writing to the student. Students placed on academic probation are subject to specific terms; these terms include, but are not limited to, the following:

- During the probationary period, the student is expected to conform to all conditions of the academic probation as determined by the APC and/or Dean; recommendations may be requested from other University resources or personnel. The type and extent of monitoring necessary to ensure the terms of probation are fully met will be at the discretion of the Dean in consultation with the APC.
- During the probationary period, the student may not be a dual degree student and will be required to take a leave of absence from any additional degree program.
- A student on academic probation **must have permission** from the Associate Dean for Academic Curriculum and Medical Programs or the Associate Dean for Clinical Affairs to participate in extracurricular activities as described under the "Student Activities" section of the Student Handbook.

Remediation Mechanisms in Years 1 and 2

The purpose of the remediation mechanism is to give students failing a course (as opposed to withdrawal or incompletes) another opportunity to demonstrate competency and earn a passing grade. For purposes of determining remediation, a student in the pre-clinical phase of the curriculum will be referred by the Associate Dean for Academic Curriculum and Medical Programs to the Academic Progress Committee (APC) for a Review Meeting. After review of the student's academic performance in all courses, the APC will determine if the student is eligible for remediation. If the APC determines the student is eligible for remediation, the Committee will determine which method and terms of remediation are appropriate.

Methods of remediation may include, but are not limited to:

- Re-evaluation by examination
- Repeat the course at its next offering

If remediation is by re-evaluation and is successful, a grade of "F/C" or "F/P" as appropriate, replaces the initial failing grade in a course. The "F/C" or "F/P" notation will remain on the transcript, but the "F" will not be used to calculate the GPA. If remediation occurs by repeating the course, then both grades remain on the transcript and in the GPA calculation. If a student fails their assigned remediation attempt, the student will be referred to the APC for a Dismissal Hearing.

Extended Pathways to Success Program

The Extended Pathways to Success (EPS) Program allows students experiencing academic difficulties or personal challenges the opportunity to reduce their course load in the first or second academic year. This strategy provides more time for study, academic counseling, and the opportunity to develop improved study skills. Students participating in the program will require an additional year to complete the requirements for the D.O. degree. There may be significant financial aid implications for some students; therefore, students are encouraged to meet with the Director of Financial Aid prior to participating in the program. Dean's Office approval is required to enroll in the program, which is administered by the Associate Dean for Academic Curriculum and Medical Programs.

Students may consider this option as an alternative in Years 1 or 2 under the following circumstances:

- Experiencing extreme stress with the course load of the traditional curriculum
- Experiencing setbacks due to health or family issues
- Feeling less prepared than they would like and want to slow the pace of the medical curriculum

In addition, the Academic Progress Committee (as a result of an academic review meeting or dismissal hearing) may determine that a student enters the EPS Program. The committee's decision is final and may not be appealed.

The EPS Program decompresses the first academic year by scheduling Year 1 courses over two calendar years. Students in this program must successfully complete all Year 1 courses before being eligible to take courses in the second academic year.

For students entering the EPS Program during the second year, an additional year is provided. Students in this program must successfully meet the promotion guidelines outlined above before continuing to the third academic year.

To ensure each student has adequate study time, students in this program must have permission from the Associate Dean for Academic Curriculum and Medical Programs to hold a student office, be a teaching/research assistant, enroll in an elective course, participate in shadowing, or hold any type of employment. Also, a student in this program may not be a dual degree student; if so enrolled at the point of entry into the EPS Program, the student will be required to take a leave of absence or withdraw from the additional degree program. Students who enter the EPS program are not eligible to re-evaluate a failed course and will be subject to a dismissal hearing for a single course failure. Please note: the EPS pathway will require five years of study. Students are required to complete their DO degree program within six years of matriculation.

Please consult with Financial Aid (515-271-1470 or financial.aid@dmu.edu), to discuss the impact of this change on your Financial Aid situation.

Once a student completes a given EPS program (EPS I or EPS II) and returns to the regular pace of the next academic year, they are no longer in the EPS program. For example, a student who completes the first academic year in the EPS I program will continue with the normal pace of the second academic year as a regular member of the cohort (no longer in the EPS program).

Students seeking more information about the Extended Pathways to Success Program should contact the Associate Dean for Academic Curriculum and Medical Programs.

Remediation Mechanisms in Years 3 and 4

The purpose of the remediation mechanism is to give students failing a course or clerkship another opportunity to demonstrate competency and earn a passing grade. For purposes of determining remediation, a student in the clinical phase of the curriculum will be referred by the Associate Dean for Clinical Affairs to the Academic Progress Committee (APC) for a Review Meeting. After review of the student's academic performance in all courses and rotations, the APC will determine if the student is eligible for remediation. If the APC, in consultation with the Associate Dean for Clinical Affairs, determines the student is eligible for remediation, the Committee will determine which method and terms of remediation are appropriate.

Methods of remediation may include, but are not limited to:

- Re-evaluation by examination
- Repeat the course/clerkship at its next offering

If a student fails an end-of-rotation examination on the first attempt, they will have a second opportunity to take the examination. Prior to sitting for the retake of the examination, the student must meet with the Clerkship Director and/or Associate Dean for Clinical Affairs to discuss their performance and develop a plan for retesting. If a student fails the second attempt, they will be referred to the APC for a Review Meeting to determine the method of remediation.

Dismissal Hearing

A student will be referred to the Academic Progress Committee (APC) for a Dismissal Hearing by the Associate Dean for Academic Curriculum and Medical Programs, the Associate Dean for Clinical Affairs, or the COM Dean when the following academic failures or professionalism violations occur:

- A student engages in egregious behavior or demonstrates a pattern of unprofessional behavior that does not rise to the level of a direct violation of the DMU Student Code of Conduct
- A student has a combined, multi-variant record of poor academic performance based on a holistic review of courses/clerkships, COMATs, board examinations, etc.
- A student has had two failures in any required Year 1 courses, whether remediated or not
- A student has had two failures in any required Year 2 courses, whether remediated or not
- A student fails to successfully remediate a failed course/clerkship
- A student fails a repeated required course/clerkship, including a repeated course/clerkship taken at another institution for the purposes of remediation
- A student fails any two clerkship rotations, whether remediated or not, or fails any clerkship/rotation for the second time
- A student fails to pass COMLEX Level 1 after two attempts
- A student fails to pass COMLEX Level 2 after two attempts
- A student fails three COMLEX board examinations in any combination
- A student fails to retake a failed COMLEX Level 1 or COMLEX Level 2 exam by the designated date as determined by the Dean's Office.
- A projected course of study shows that a student will require more than six years to complete the requirements for the D.O. degree, exclusive of approved voluntary leaves of absence. An involuntary leave of absence may be counted as part of the six years allowed for completion of the degree; please review the [Leave of Absence policy](#) for clarification.

Expectations and information regarding academic dismissal hearings can be found within the University section of the handbook under Academic Progress.

Time to Complete the Program

A student has six years to complete the program. Leaves of absence may or may not modify this time. Please refer to the Leave of Absence [policy](#) for further information.

Graduation Eligibility

An enrolled student with fourth-year academic status will be eligible for graduation when all program and university requirements for graduation are fulfilled, he/she has been recommended for graduation by the Academic Progress Committee, and the recommendation has been approved by a majority vote of the COM faculty and endorsed by the DMU Board of Trustees.

Academic and clinical requirements for graduation are listed in the Academic Catalog. Students are expected to meet the requirements for graduation as stated for the Doctor of Osteopathic Medicine program.

Students who have not satisfactorily completed all program and university requirements may not participate in the commencement exercise unless a variance is recommended by the APC and approved by the Dean. Under no circumstances will a variance be authorized to a student who cannot satisfy all degree requirements by August 31 of the calendar year of graduation. Please refer to the Degree Candidate Approval and Variance Provisions [policy](#).

Participation in commencement does not guarantee that the student will be awarded a diploma. Only after satisfactory completion of all requirements and verification by the Dean's Office will the student receive the diploma.

COM Student Complaint Process

The COM program adheres to the Code of Ethics of the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). Please refer to the COCA [website](#) for details on the core values and sub-sections associated with each principle. DMU is responsible for maintaining records of complaints and grievances, including those which apply to AOA-COCA accreditation standards. Therefore, any individual who believes the College may not be in compliance with a standard of accreditation has the right to file a complaint with the accreditor using the [AOA-COCA complaint form](#) located on the Des Moines University website.

American Osteopathic Association Commission on Osteopathic College Accreditation
Department of Accreditation
142 East Ontario Street
Chicago, Illinois 60611-2864
Phone: 312-202-8124

Further information can be found on the [accreditation page](#) of the Des Moines University website at.