



Meritus School of Osteopathic Medicine

2025-2026

Academic Catalog and Student Handbook



Meritus

School of Osteopathic Medicine

The Meritus School of Osteopathic Medicine (MSOM) believes in integrity and transparency. It is the policy of MSOM that all public information is/will be presented in an accurate, fair, and complete manner. This applies to all printed information as well as content appearing on the website and content posted by MSOM to social media platforms.

Any stakeholder may contact the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) directly.

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Introduction

Welcome from the Dean

Welcome to the Meritus School of Osteopathic Medicine (MSOM). We are passionate about building healthier communities and assisting students who will become the physicians of the future.

Our Mission is to prepare future generations of physicians who are professionally accomplished, socially responsible, and community-oriented. Our Vision is to be a leader in community-based medical education.

MSOM will foster the love of learning and search for innovative humanitarian solutions to health care concerns, disparities, and wellness for patients and our community.

MSOM will be the first osteopathic medical school in the state of Maryland's history and the first new school of medicine here in over 130 years. This new school of medicine realizes an innovative and unique collaboration with Meritus Health, an independent, private, non-profit hospital and regional health system serving over 200,000 community members in Western Maryland. Our new 208,000 square foot building with industry-current simulation labs, research, teaching, and student-dedicated space for learning and collaboration, is located on the Meritus Medical Center campus with access to over 600 practicing physicians, medical professionals, and providers.

The Meritus School of Osteopathic Medicine will be a premier learning institution, transforming medical care by graduating innovative practitioners and future healthcare leaders who engage their patients and build healthier communities. Our commitment is to expand access to physicians in underserved areas and disparate populations while providing excellent health care with an emphasis on patient wellness.

Our team of physicians, faculty, staff, and leadership, along with our students, is a community of doers, change agents, and innovators. We welcome you into this world of change.



Brian Kessler, D.O., D.H.A., FACOFP Dist.

Dean of Meritus School of Osteopathic Medicine

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.

Mission and Vision

The mission of the Meritus School of Osteopathic Medicine (MSOM) is to prepare future generations of physicians who are professionally accomplished, socially responsible, and community oriented. The vision of MSOM is to be a leader in community-based medical education.

Board of Directors

The MSOM Board of Directors plays an active role in all present and future affairs of the institution. Board members act as a direct extension of MSOM's mission, vision, and values to the communities and constituencies they serve. A list of current board members can be found at <https://msom.org/team/board-directors>.

Administrative Leadership

The Meritus School of Osteopathic Medicine (MSOM) is led by a team of dedicated academic and administrative professionals committed to advancing the institution's mission, supporting student success, and upholding the highest standards of medical education. For the most current list of MSOM's administrative leadership, including deans and departmental heads, please visit <https://msom.org/team/leadership>.

Non-Discrimination Statement

MSOM does not discriminate on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, or disabilities. For more details, please refer to MSOM's **Non-Discrimination Policy** at <https://msom.org/about/policies>.

Academic Program and Curriculum

Program Overview

The Doctor of Osteopathic Medicine (D.O.) program is a four-year, semester-based program requiring 206 credit hours. The mode of instructional delivery is team-based, in-person learning, consisting of an initial exam identifying and assessing learner styles. Team-Based Learning (TBL) sessions are delivered with the Individual Readiness Assurance Test ("I-RAT") and Team Readiness Assurance Test ("T-RAT"), followed by facilitated case-based or application-based discussions. Students are trained in rural and underserved areas in the region, including the Meritus Health System. Clinical rotations are supported longitudinally and through connection with foundational and ongoing Meritus School of Osteopathic Medicine's (MSOM) curriculum. This includes discipline-related cases, grand rounds, and other opportunities to remain connected to the area. Upon completing the program, students will be awarded the Doctor of Osteopathic Medicine (D.O.) degree.

Curriculum Overview

First and second year students are trained in classroom and laboratory settings. Team-Based Learning modules and interactive lectures may be integrated alongside reading assignments as students will learn with a systems-based approach, progressing from normal to abnormal across each system. Attention will be placed on common disease states as well as abnormalities, elicited through the molecular, cellular, and system levels. Each case will conclude with end-of-case presentations by all groups during the application phase of the Team-Based Learning sessions. Team-based discussions and learning will be monitored by faculty facilitators and content experts who will ensure appropriate process and progress.

Third- and fourth-year students are trained in clinical settings through varied experiences in 20 clinical clerkships/rotations. Clerkships in the third and fourth years of the medical education continuum provide for a variety of clinical exposures and experiences, from preceptorships in physicians' private practices to serving as team members in an acute care hospital. Integration of structural evaluations and osteopathic manipulative treatment is expected across the spectrum of clerkships. An emphasis is placed on clinical experiences in underserved communities. MSOM will prioritize rotations across the Meritus Health System, as well as the surrounding region.

To enhance student engagement and learning, the institution will include dedicated labs as follows:

- **Anatomy and Imaging Laboratory:** Integration of structure and function throughout all systems over the preclinical years (1 and 2). Students will study the human body and its systems using industry-current simulation technology available for medical education. Student activities will align anatomical with radiological presentation (e.g., CTs, MRIs, ultrasound).
- **Skills Laboratory:** The clinical skills laboratory will include hands-on experience with peers, task trainers, virtual immersion, human patient simulators, and standardized patients.
- **Osteopathic Manipulative Medicine (OMM) Laboratory:** Students will develop osteopathic practice skills in the OMM laboratory throughout their preclinical years. Students will develop their palpatory skills and are taught to give a complete osteopathic structural examination. Students will be taught osteopathic manipulative medicine techniques applied to each system of the body.

Research Requirement

MSOM's commitment to research engages the student throughout the four years and into residency with innovative questions and a focus on the health needs of the community and beyond. Research I – IV are required courses spanning the first two years of the program and include team-based research projects with student groups assigned to faculty research advisors.

Interprofessional Activities

Interprofessional activities are highlighted in the four-year curriculum, with an emphasis on team-based care, communication, and professional roles—areas where physicians can have an incremental, positive impact in society. Third- and fourth-year students are trained in clinical settings where they will interact with and care for patients alongside a wide variety of other professionals and interprofessional trainees.

Educational Objectives

The educational objectives at MSOM will prepare students to become qualified osteopathic physicians, ready for entry into the practice of medicine in graduate medical education training programs (GME). MSOM will prepare future generations of physicians who are professionally accomplished, socially responsible, and community-oriented.

Specific program learning objectives:

- Osteopathic Principles and Practice
- Clinical Skills and Osteopathic Patient Care
- Medical Knowledge
- Professionalism
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Systems-Based Practice

Students are required to demonstrate reasonable competence in the milestones as well as professional assessment at the conclusion of the program, which, upon successful completion, will signify that the graduate demonstrates readiness for caring for patients in a postgraduate training program under adequate supervision.

Course Code & Numbering System

Each course is designated by a four-letter code followed by a four-digit number. The first digit assigned to a course is an indicator of the year level of the course. The second digit indicates the semester (for OMS-I and OMS-II only). The third digit and fourth digit designate the sequence of the course (for OMS-I and OMS-II only).

Program Curriculum

Year 1 OMS I – Fall and Spring	Course Code	Credit Hours	Term
Foundations of Biomedical Sciences	MFBS 1101	8	FALL 2025
OMM Principles and Practice I	MOMM 1101	3	FALL 2025
Clinical Skills I	MHCS 1101	3	FALL 2025
Interprofessional Education I	MIPE 1101	1	FALL 2025
Research I	MHRS 1101	3	FALL 2025
Immunology	MHIM 1101	4	FALL 2025
Musculoskeletal System	MHMS 1101	8	FALL 2025
OMM Principles and Practice II	MOMM 1202	3	SPRING 2026
Clinical Skills II	MHCS 1202	3	SPRING 2026
Neuroscience	MHNS 1201	8	SPRING 2026
Psychiatry and Behavioral Science	MPBS 1201	4	SPRING 2026
Integumentary System	MINT 1201	2	SPRING 2026
Cardiovascular System	MCAR 1201	6	SPRING 2026
Interprofessional Education II	MIPE 1202	1	SPRING 2026
Research II	MHRS 1202	3	SPRING 2026
OMS I TOTAL CREDIT HOURS		60	

Year 2 OMS II – Fall and Spring	Course Code	Credit Hours	Term
OMM Principles and Practice III	MOMM 2103	3	FALL 2026
Clinical Skills III	MHCS 2103	3	FALL 2026
Interprofessional Education III	MIPE 2103	1	FALL 2026
Research III	MHRS 2103	3	FALL 2026
Pulmonary System	MPUL 2101	6	FALL 2026
Renal System	MREN 2101	6	FALL 2026
Hematology and Oncology	MHOC 2101	4	FALL 2026
HEENT	MENT 2101	2	FALL 2026
Endocrine System	MEND 2101	4	FALL 2026
OMM Principles and Practice IV	MOMM 2204	3	SPRING 2027
Clinical Skills IV	MHCS 2204	3	SPRING 2027
Reproductive System	MREP 2201	6	SPRING 2027
Gastrointestinal System and Preventive Medicine	MGAS 2201	8	SPRING 2027
Capstone Review	MCAP 2200	4	SPRING 2027
Interprofessional Education IV	MIPE 2204	1	SPRING 2027
Research IV	MHRS 2204	3	SPRING 2027
OMS II TOTAL CREDIT HOURS		60	

Year 3 OMS III – Fall and Spring	Course Code	Credit Hours	Term (Fall or Spring)
Introduction to Clinicals	MHCE 3100	4	2027 / 2028
Family Medicine Clerkship	MHCE 3001	4	2027 / 2028
Internal Medicine Clerkship	MHCE 3002	4	2027 / 2028
General Surgery Clerkship	MHCE 3003	4	2027 / 2028
Pediatrics Clerkship	MHCE 3004	4	2027 / 2028
OB/Gyn Clerkship	MHCE 3005	4	2027 / 2028
Psychiatry Clerkship	MHCE 3006	4	2027 / 2028
Comprehensive Clinical Management	MHCE 3007	2	2027 / 2028
Elective Clerkships (4 Rotations, 4 Credits Each)	MHCE 3008-11	16	2027 / 2028
OMS III TOTAL CREDIT HOURS		46	

Year 4 OMS IV – Fall and Spring	Course Code	Credit Hours	Term (Fall or Spring)
Elective Clerkships (7 Rotations, 4 Credits Each)	MHCE 4000-06	28	2028 / 2029
Emergency Medicine Clerkship	MHCE 4007	4	2028 / 2029
Family Medicine I Clerkship	MHCE 4008	4	2028 / 2029
Family Medicine II Clerkship	MHCE 4009	4	2028 / 2029
OMS IV TOTAL CREDIT HOURS		40	

D.O. PROGRAM TOTAL CREDIT HOURS	206
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Prerequisite Requirements

Consistent with academic policies on promotion, students are eligible to transition from the OMS I to OMS II year once they have successfully completed OMS I.

Students who have completed the following requirements will be eligible to be promoted to the third year (OMS III) of the program:

- Successful completion of all required OMS II coursework
- Completion of the COMLEX Level 1 examination
- Certified in basic life support (BLS)
- Certified in advanced cardiac life support (ACLS)
- Successful completion of OSHA and HIPAA training
- Documentation of all required health records on file with the Office of the Registrar, including annual PPD testing and influenza immunization
- Documentation of current health insurance on file with the Office of Student Affairs

Once promoted to OMS III and after successfully passing COMLEX-USA Level 1, students are eligible to enter clinical rotations.

Course Descriptions

All courses contain foundational information that educates the future osteopathic physician in normal system information, leading to abnormal disease situations. Courses include adult, geriatric, and pediatric normal and disease states. Included are the pharmacology/microbiology/pathology of the discipline, osteopathic principles and practices, and clinical information to completely understand the system. Cases include information on best practice guidelines and healthcare disparities that accelerate learning.

Preclinical Courses (OMS I)

MFBS 1101: Foundations in Biomedical Sciences: Foundations in Biomedical Sciences is a multi-disciplinary course and provides a comprehensive overview of clinically applicable foundational biomedical, molecular, and cellular functions of the human body. It introduces the general principles of foundational sciences and demonstrates the understanding and application of core preclinical knowledge required for osteopathic medical care. The basic principles that underlie the human condition, biochemistry, cell biology, human anatomy, mechanisms of dysregulation, human development, genetics, basic microbiology, basic pharmacological principles, principles of pathology, homeostatic mechanisms, structure-function interrelationships, the biology of tissue response to disease and interactions of various systems, will be covered in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term:	Fall 2025	Credit Hours:	8	Repeatable for Credit:	No
Length:	8 Weeks	Grading:	Pass/Fail		

MOMM 1101: OMM Principles and Practice I: Osteopathic Principles and Practice I is the foundational course in a four-semester, cumulative and longitudinal series designed to develop the knowledge, skills, and clinical reasoning necessary for the competent application of osteopathic philosophy and manipulative medicine. In this first semester, students will be introduced to the core tenets of osteopathic medicine, including the principles that guide the application of osteopathic manipulative treatment (OMT).

The course emphasizes the development of basic diagnostic skills and the performance of the structural physical examination, with a strong focus on the acquisition of perceptual and palpatory skills essential to osteopathic diagnosis and treatment. Students will learn to recognize normal and abnormal findings through hands-on laboratory sessions, guided palpation exercises, and peer-assisted learning.

Additionally, students will be introduced to fundamental osteopathic treatment techniques, including soft tissue, myofascial release, and muscle energy techniques, within the context of somatic dysfunction and osteopathic diagnosis. The integration of osteopathic philosophy with clinical reasoning and patient-centered care is emphasized throughout.

This course lays the groundwork for more advanced clinical applications in subsequent semesters and prepares students to begin forming a holistic, systems-based approach to patient care grounded in the osteopathic tradition.

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), OMM/OPP Laboratory Sessions

Term:	Fall 2025	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHCS 1101: Clinical Skills I: Clinical Skills I is designed to introduce the art of medical history taking and physical examination. It also introduces the student to the concepts of medical professionalism and the physician-patient relationship. This course is the first of a series of clinical skills courses. It requires active participation and places an emphasis on the ability to communicate with patients effectively, as well as work collaboratively in a team environment. Instructional methods include lectures, small group case-based learning exercises, clinical laboratory demonstration, standardized patient encounters, simulations, and assigned reading.

Teaching Modalities: Interactive Lectures (IL), Simulation and standardized patients (TS), Experiential hands-on learning (TE), Clinical Skills Laboratory Sessions (CS)

Term:	Fall 2025	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MIPE 1101: Interprofessional Education I: Interprofessional education spans the entire four years with topics that are common to all healthcare professionals. Meetings included team-based discussions with other healthcare students. MIPE1101 will focus on core, essential population and public health issues which impact the delivery of healthcare and health outcomes. Topics include understanding training and practice in an interprofessional setting, medical errors, communicable diseases, vaccinations, and barriers to healthcare, including health equity, health rankings, and health reform. This class meets monthly for four hours each. Attendance is mandatory.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Workshops, Small Groups, and Self-Directed Options (TW)

Term:	Fall 2025	Credit Hours:	1	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHRS 1101: Research I: MSOM is committed to improving the lives of the community through research and scholarly activity. The goal of this longitudinal, four-course research curriculum (Research I-IV) is for students to conduct research that addresses real-world needs and promotes health, equity, and well-being for all while also providing learners with a thorough understanding of high-quality research practices. During this first semester (Research I) course, students will build a foundation in understanding various research methods and study types, a background in epidemiology, and a familiarity with research statistics. Students will work in research groups, which are strategically designed around research interests, research experience, and skill sets. Student research projects will focus on health issues facing the community and beyond, and those approaches may include clinical, biomedical, population health, health equity, or other types of research. Research teams meet weekly in small groups to document continued progress.

Teaching Modalities: Interactive Lectures (IL), Workshops, Small Groups and Self-Directed Options (TW), Scientific Method and Research

Term: Fall 2025	Credit Hours: 3	Repeatable for Credit: No
Length: Semester	Grading: Pass/Fail	

MHIM 1101: Immunology: The primary focus of this course is centered on the major organs, cells, and molecules that compose the immune system and their roles in homeostasis. However, since many of the elements of the immune system are contained in the blood and derive from the same pluripotent precursors, the course also includes coverage of the formation, function, and maintenance of various factors in the blood that circulate alongside the immune elements. A limited number of blood-associated pathophysiology topics, especially as related to anemia and various bloodborne infections and their treatments, are also integrated into the course. Returning to the immune system proper, a complete immune response highlighting the workings and interactions of key molecular, cellular, and anatomic players will be elucidated over several sessions. Failures of the different aspects of the immune defenses will be examined as well.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Fall 2025	Credit Hours: 4	Repeatable for Credit: No
Length: 4 Weeks	Grading: Pass/Fail	

MHMS 1101: Musculoskeletal System: The musculoskeletal system is a multi-disciplinary course where the student will apply the anatomical basis of bones, joints, musculature, vasculature, and innervation of the head and neck, back, shoulder, upper limb, thoracic and abdominal walls, pelvis, and lower limb. Students will distinguish important signs and symptoms associated with damage of muscular or neurological origin affecting the musculoskeletal system. The course covers the abnormal processes, pathological concepts of disease presentations, and pathophysiology concepts of the musculoskeletal system. Emphasis will also be given to laboratory test findings, pharmacotherapy, diagnostic imaging, microbiology, and physical exam findings related to the musculoskeletal system. Specific clinical management of the most common diseases affecting the musculoskeletal system is presented in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Fall 2025	Credit Hours: 8	Repeatable for Credit: No
Length: 8 Weeks	Grading: Pass/Fail	

MOMM 1202: OMM Principles and Practice II: Osteopathic Principles and Practice II builds upon the foundational knowledge and skills developed in OPP I, with an emphasis on refining students' diagnostic acumen and deepening their understanding of somatic dysfunction. This second semester continues the longitudinal integration of osteopathic philosophy with clinical application, placing a strong focus on indirect osteopathic manipulative treatment (OMT) techniques.

Students will advance their palpatory precision and diagnostic reasoning through more nuanced structural exams and regional assessments. Instruction will center on the principles and application of indirect approaches, including Counterstrain, Facilitated Positional Release (FPR), and an introduction to Osteopathy in the Cranial Field (OCF). Through hands-on lab sessions and case-based discussions, students will develop the ability to match the appropriate indirect technique to specific patient presentations, with particular attention to patient comfort and neurologic safety.

This course encourages critical thinking in the context of osteopathic diagnosis and treatment planning, reinforcing the holistic, patient-centered approach that is the hallmark of osteopathic medical practice.

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), OMM/OPP Laboratory Sessions

Term:	Spring 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHCS 1202: Clinical Skills II: Clinical Skills II is designed to continue developing the art of medical history taking and physical examination. This course places an emphasis on the ability to communicate with patients effectively, as well as the ability to work collaboratively in a team environment. The course is the second of a series of clinical skills courses that are correlated with the biomedical courses taught in the curriculum. Instructional methods include lectures, small group case-based learning exercises, clinical laboratory demonstrations, standardized patient encounters, simulations, and assigned reading.

Teaching Modalities: Interactive Lectures (IL), Simulation and standardized patients (TS), Experiential hands-on learning (TE), Clinical Skills Laboratory Sessions (CS).

Term:	Spring 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHNS 1201: Neuroscience: This pre-clerkship (eight-credit/week) multidisciplinary neuroscience course provides osteopathic medical students with an integrated understanding of human nervous system structure, function, and clinical relevance. It covers neuroanatomy, neurophysiology, neurobiochemistry, and epigenetics, followed by neuropathology, disease management, and preventive care. Emphasis is placed on understanding the neural mechanisms underlying somatic dysfunction, pain modulation, and neuroimmune interactions. Diagnostic neuroimaging methods, laboratory analysis, and interpretation, as well as pharmacotherapy and physical exam findings relevant to common neurological disorders, were also integrated. Clinical applications focused on enhancing OMT effectiveness through a systems-based understanding of nervous system function and dysfunction. This course also addresses medical ethics and jurisprudence, aging-related neurodegenerative diseases, and global health burden, preparing students for clinical decision-making during their clerkships and internships.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term:	Spring 2026	Credit Hours:	8	Repeatable for Credit:	No
Length:	8 Weeks	Grading:	Pass/Fail		

MPBS 1201: Psychiatry and Behavioral Science: Psychiatry and behavioral science provide a multidisciplinary course that takes the student from the normal psychiatric and behavioral aspects through the diseases. This course will teach the phases of behavioral development, interviewing, clinical intervention, and therapeutics for diseases that can impact health and wellness. The first part of the course covers normal psychiatric functions, and the second part covers mental health disorders. Symptoms of the disorders will be explored in detail with a heavy emphasis on the available pharmacologic treatments. Emphasis will also be given to laboratory test findings, screening, and diagnostic imaging related to mental health. Osteopathic students will be able to communicate effectively, design treatment strategies, and describe the underlying pathological basis of psychiatric illness.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Spring 2026	Credit Hours: 4	Repeatable for Credit: No
Length: 4 Weeks	Grading: Pass/Fail	

MINT 1201: Integumentary System: This two-week course provides an in-depth study of the integumentary system, encompassing the skin and its accessory structures (hair, nails, and glands). In the first part of the course, students will gain comprehensive knowledge of the system's normal structure and function. The latter part of this course will explore the pathophysiology, microbiology, and pharmacology of various dermatological disorders, including tumors, infections, inflammatory conditions, and those influenced by systemic diseases, allergic, and immune responses. The course also emphasizes recognizing and managing skin pathologies in diverse patient populations. Furthermore, the course endeavors to equip students with the understanding necessary to comprehend the role of nutrition and preventive care in skin health.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Spring 2026	Credit Hours: 2	Repeatable for Credit: No
Length: 2 Weeks	Grading: Pass/Fail	

MCAR 1201: Cardiovascular System: Cardiovascular system is a multi-disciplinary course. The first part of the course focuses on the structure and function of the cardiovascular system. The second part of the course focuses on abnormal processes of the heart, screening, diagnosis, management, risks, and prognosis. Disorders of the cardiovascular system, such as vascular disorders, cardiac disorders, infectious, neoplasms, diseases of the pericardium, hypotension and hypertension, traumatic and mechanical disorders, and adverse effects of drugs on the cardiovascular system are included in this course. Emphasis will also be given to laboratory test findings, pharmacotherapy, and diagnostic imaging related to the circulatory system.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Spring 2026	Credit Hours: 6	Repeatable for Credit: No
Length: 6 Weeks	Grading: Pass/Fail	

MIPE 1202: Interprofessional Education II: Interprofessional education spans the entire four years with topics that are common to all healthcare professionals. Meetings include team-based discussions with other healthcare students. MIPE1102 will focus on core, essential population and public health issues which impact delivery of healthcare and health outcomes. Topics include disability, education, water quality, hazardous chemicals, mental health, suicide, obesity, food inequality and their impacts on the delivery of high-quality healthcare. This class meets monthly for four hours each. Attendance is mandatory.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Workshops, Small Groups and Self-Directed Options (TW)

Term:	Spring 2026	Credit Hours:	1	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHRS 1202: Research II: MSOM is committed to improving the lives of the community through research and scholarly activity. The goal of this longitudinal, four-course research curriculum (Research I-IV) is for students to conduct research that addresses real-world needs and promotes health, equity, and well-being for all while also providing learners with a thorough understanding of high-quality research practices. During this second semester (Research II) course, students will begin their research work as a team. Students will present their work to each other, providing feedback to refine their projects. Following those presentations, students will write a formal research proposal and will also submit compliance applications and paperwork to the appropriate compliance boards. Following that, mentors and student groups will meet regularly, and students will begin data collection. Student research projects will focus on health issues facing our community and beyond, and those approaches may include clinical, biomedical, population health, health equity, or other types of research. Research teams meet weekly in small groups either virtually or in person to document continued progress.

Teaching Modalities: Interactive Lectures (IL), Workshops, Small Groups and Self-Directed Options (TW), Scientific Method and Research

Term:	Spring 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

Preclinical Courses (OMS II)

MOMM 2103: OMM Principles and Practice III: Osteopathic Principles and Practice III continues the longitudinal development of osteopathic clinical skills with a deepening focus on treating the whole patient. Building on previously acquired diagnostic, palpatory, and perceptual abilities, this course emphasizes the integration of osteopathic philosophy into all aspects of patient care—including history taking, physical and structural examination, and the application of osteopathic manipulative treatment (OMT).

Students will learn to recognize and honor the patient's inherent wholeness by refining their ability to listen with their hands, synchronize with the patient's natural healing processes, and support health rather than merely address dysfunction. Through advanced lab instruction, clinical cases, and reflective practice, students will explore how to engage with the dynamic interplay between structure and

function, and how to provide treatment that is respectful, responsive, and grounded in osteopathic principles.

This course prepares students to apply a more nuanced and holistic approach to diagnosis and treatment as they progress toward clinical application and patient care responsibilities.

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), OMM/OPP Laboratory Sessions

Term:	Fall 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHCS 2103: Clinical Skills III: Clinical Skills III is designed to continue developing the art of medical history taking and physical examination. This course places an emphasis on the ability to communicate with patients effectively, as well as the ability to work collaboratively in a team environment. The course is the third of a series of four clinical skills courses that are correlated with the biomedical courses taught in the curriculum. Instructional methods include lectures, small group case-based learning exercises, clinical laboratory demonstrations, standardized patients encounters, simulations, and assigned reading.

Teaching Modalities: Interactive Lectures (IL), Simulation and standardized patients (TS), Experiential hands-on learning (TE), Clinical Skills Laboratory Sessions (CS)

Term:	Fall 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MIPE 2103: Interprofessional Education III: Interprofessional education spans the entire four years with topics that are common to all healthcare professionals. Meetings include team-based discussions with other healthcare students. MIPE1103 will focus on core, essential population and public health issues which impact delivery of healthcare and health outcomes. Topics include injury and violence prevention; gun violence; environmental health; air quality and extreme heat; emerging and reemerging infectious diseases; food, nutrition, and food safety; social determinants of health; substance abuse; prescription drug overdose; tobacco; alcohol; age and health equity; chronic diseases; and their impacts on the delivery of high-quality healthcare. This class meets monthly for four hours each. Attendance is mandatory.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Workshops, Small Groups and Self-Directed Options (TW)

Term:	Fall 2026	Credit Hours:	1	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MHRS 2103: Research III: MSOM is committed to improving the lives of the community through research and scholarly activity. The goal of this longitudinal, four-course research curriculum (Research I-IV) is for students to conduct research that addresses real-world needs and promotes health, equity, and well-being for all while also providing learners with a thorough understanding of high-quality research practices. During this Research III course, mentors and student research groups will continue to meet weekly and collect data addressing their research question/hypothesis. Student progress will be

documented throughout via weekly research activity reports. The development of research conference abstracts and manuscripts will be presented. During this semester, student groups will develop a research abstract and submit it to the Meritus Scholar-Con Research Conference.

Teaching Modalities: Interactive Lectures (IL), Workshops, Small Groups and Self-Directed Options (TW), Scientific Method and Research

Term:	Fall 2026	Credit Hours:	3	Repeatable for Credit:	No
Length:	Semester	Grading:	Pass/Fail		

MPUL 2101: Pulmonary System: The Pulmonary system is a multi-disciplinary course exploring the respiratory system, integrating basic and clinical sciences. The first part of the course reviews the respiratory system's normal anatomy, histology, physiology, and development of the respiratory system. The second part of the course focuses on the pathophysiology, screening, diagnosis, and management of obstructive, restrictive, infectious, and neoplastic diseases. The course also covers physical examination related to the respiratory system, pharmacology, diagnostic imaging, pulmonary function tests, laboratory diagnostics, and procedures.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term:	Fall 2026	Credit Hours:	6	Repeatable for Credit:	No
Length:	6 Weeks	Grading:	Pass/Fail		

MREN 2101: Renal System: The renal system is a multi-disciplinary 6-week long 6-credit hour course. The first part of the course reviews the renal system's normal structure and function. The second part of the course primarily emphasizes pathology, pathophysiology, disorders, histopathology, and clinical and laboratory manifestations of renal diseases or kidney disorders. This course also helps the students to understand how renal diseases impact other body systems and explains the importance of the pharmacology of various medications used. The course aims to develop students' in-depth knowledge of renal structure & function and how various specific renal diseases, and abnormal processes alter them. Physical exam findings, laboratory test findings, diagnostic imaging related to the renal system and specific clinical management of common renal disease presentations are also embedded in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term:	Fall 2026	Credit Hours:	6	Repeatable for Credit:	No
Length:	6 Weeks	Grading:	Pass/Fail		

MHOC 2101: Hematology and Oncology: Hematology and oncology is a multi-disciplinary course that integrates the basic and clinical sciences associated with the hematologic system and includes selected oncology topics common in clinical practice. The first part of the course incorporates the components of the hematopoietic system, such as plasma, red blood cells, white blood cells, platelets, coagulation, lymphoid. Disorders such as anemias, infectious disorders, and benign disorders of white blood cells and lymph nodes were included. The second part of the course covers malignant hematopoietic disorders such as leukemias, lymphomas, and plasm cell disorders and a summary of malignant hematopoietic

disorders and disorders of hemostasis. Physical exam findings, pharmacotherapy, laboratory test findings, and diagnostic imaging related to hematology and oncology were incorporated in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Fall 2026	Credit Hours: 4	Repeatable for Credit: No
Length: 4 Weeks	Grading: Pass/Fail	

MENT 2101: Head, Eyes, Ears, Nose, and Throat (HEENT): Head, Eyes, Ears, Nose, and Throat (HEENT) is a multi-disciplinary course consists of a review of the HEENT system's anatomy, cell biology, physiology, embryology, microbiology, and pathology, including the genetic basis of disease, related physical examination, presentation of common disorders, differential diagnosis, diagnostic modalities including imaging, therapeutics, pharmacology and finally prevention of system. This course incorporates paroxysmal disorders of the head, head & neck cancers, head and spinal cord injury, headache, eye and vision disorders, ear and hearing disorders, nose and paranasal sinus conditions. Physical exam findings, pharmacotherapy, laboratory test findings and diagnostic imaging related to the HEENT system were included in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Fall 2026	Credit Hours: 2	Repeatable for Credit: No
Length: 2 Weeks	Grading: Pass/Fail	

MEND 2101: Endocrine System: Endocrine system is a multi-disciplinary 4-week long 4-credit hour course. The first part of the course was designed to teach the basic principles of hormones related to the major endocrine structures. Students will learn the structure and function of the major endocrine glands and their actions while emphasizing anatomy, histology, physiology, and biochemistry of the endocrine glands, hormone synthesis, and homeostasis. The second part of the course incorporates the disorders of the endocrine system, such as disorders of the pituitary gland, thyroid gland, parathyroid glands, adrenal glands, endocrine pancreas, and neoplastic disorders. Finally, it covers diabetes mellitus, congenital disorders, and adverse effects of drugs on the endocrine system. Physical exam findings, pharmacotherapy, laboratory test findings and diagnostic imaging related to the endocrine system and metabolism were also incorporated in this course.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Fall 2026	Credit Hours: 4	Repeatable for Credit: No
Length: 4 Weeks	Grading: Pass/Fail	

MOMM 2204: OMM Principles and Practice IV: Osteopathic Principles and Practice IV is the final course in the four-semester longitudinal series, focused on refining the diagnostic and therapeutic skills developed in OPP I–III and applying them in a clinical context. This course emphasizes the practical integration of osteopathic structural diagnosis and manipulative treatment into patient care, preparing students to confidently utilize osteopathic principles in real-world clinical settings.

Students will revisit and reinforce foundational techniques, enhance clinical decision-making, and strengthen their ability to select and apply appropriate osteopathic manipulative treatments across various clinical presentations. Special attention will be given to developing efficiency, precision, and adaptability in the application of OMT as part of comprehensive patient care.

In preparation for COMLEX-USA Level 1, students will engage in targeted review sessions, case-based learning, and use of question banks with an emphasis on high-yield osteopathic content. This component is designed to solidify students' understanding of osteopathic principles as assessed on the licensing examination and to support successful transition into clinical rotations.

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), OMM/OPP Laboratory Sessions

Term: Spring 2027	Credit Hours: 3	Repeatable for Credit: No
Length: Semester	Grading: Pass/Fail	

MHCS 2204: Clinical Skills IV: Clinical Skills IV is designed to continue developing the art of medical history taking and physical examination. This course places an emphasis on the ability to communicate with patients effectively, as well as the ability to work collaboratively in a team environment. The course is the fourth of a series of four clinical skills courses that are correlated with the biomedical courses taught in the curriculum. Instructional methods include lectures, small group case-based learning exercises, clinical laboratory demonstrations, standardized patients encounters, simulations, and assigned reading.

Teaching Modalities: Interactive Lectures (IL), Simulation and standardized patients (TS), Experiential hands-on learning (TE), Clinical Skills Laboratory Sessions (CS)

Term: Spring 2027	Credit Hours: 3	Repeatable for Credit: No
Length: Semester	Grading: Pass/Fail	

MREP 2201: Reproductive System: The Reproductive course provides a study of the normal structure and function of the reproductive system of both men and women of all ages. This is a multi-disciplinary course that includes anatomy, histology, embryology, immunology, and physiology. This course also covers normal pregnancy, growth, and development. Understanding these basic foundational concepts will build the framework to understand the disorders of the male and female reproductive system, as well as breast disorders. Additionally, this course covers normal pregnancy, as well as disorders of pregnancy.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term: Spring 2027	Credit Hours: 6	Repeatable for Credit: No
Length: 6 Weeks	Grading: Pass/Fail	

MGAS 2201: Gastrointestinal System and Preventive Medicine: Gastrointestinal and Preventive Medicine is a multi-disciplinary course which provides a comprehensive overview of the gastrointestinal system from mouth to anus, nutritional health, and concepts related to wellness, community health, and

preventive medicine. The first part of the course will incorporate the normal physiological processes, basic histology, embryology, microbiology, anatomy, biochemistry, of the gastrointestinal (GI) system. The second part of the course focuses on abnormal processes and pathophysiology of gastrointestinal disease states and respective disorders. Topics related to public health, patient safety, risk assessment, and important drugs related to the gastrointestinal system were also incorporated into this course. Emphasis will also be given to laboratory test findings, screening, and diagnostic imaging related to GI health maintenance.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Designated Student Assignments (DSA), and Anatomy Laboratory Sessions (ALS)

Term:	Spring 2027	Credit Hours:	8	Repeatable for Credit:	No
Length:	8 Weeks	Grading:	Pass/Fail		

MCAP 2200: Capstone Review: Capstone Review (CR) is a multidisciplinary course designed to provide a comprehensive review of all pre-clinical concepts, facilitating the synthesis and integration of knowledge acquired during the pre-clinical years. The course focuses on reinforcing high-yield content covered throughout the Meritus School of Osteopathic Medicine's curriculum in preparation for COMLEX-USA Level 1. The course begins with a required full-length practice board examination, which serves as a diagnostic tool to help students identify individual knowledge gaps. Based on their performance, students are required to develop and submit a personalized study plan targeting areas of weakness to their academic advisors. Throughout the course, students engage in structured review activities, including completion of practice items from the question banks tailored to their identified needs as well as NBOME blueprint topics. A second full-length practice board exam is administered later in the course to assess progress and readiness for the licensing examination. To be eligible to sit for the COMLEX-USA Level 1, students must achieve a pre-determined passing score on a qualifying examination, such as the Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE). MSOM will establish the specific passing criteria for both the COMSAE and successful completion of the Capstone Review course.

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), and Board-Style Practice Questions

Term:	Spring 2027	Credit Hours:	4	Repeatable for Credit:	No
Length:	4 Weeks	Grading:	Pass/Fail		

MIPE 2204: Interprofessional Education IV: Interprofessional education spans the entire four years with topics that are common to all healthcare professionals. Meetings include team-based discussions with other healthcare students. MIPE1104 will focus on core, essential population and public health issues which impact delivery of healthcare and health outcomes. Topics include sexual and reproductive health, maternal and child health, transportation, road traffic injuries, public health and personal preparedness, mass casualty situations, data and artificial intelligence, technology innovations, and their impacts on the delivery of high-quality healthcare. This class meets monthly for four hours each. Attendance is mandatory.

Teaching Modalities: Interactive Lectures (IL), Team-Based Learning (TBL), Workshops, Small Groups and Self-Directed Options (TW)

Term: Spring 2027	Credit Hours: 1	Repeatable for Credit: No
Length: Semester	Grading: Pass/Fail	

MHRS 2204: Research IV: MSOM is committed to improving the lives of the community through research and scholarly activity. The goal of this longitudinal, four-course research curriculum (Research I-IV) is for students to conduct research that addresses real-world needs and promotes health, equity, and well-being for all while also providing learners with a thorough understanding of high-quality research practices. During the Research IV course, student research groups will continue to meet with their mentor to finalize data collection, analyze research data and outcomes, and make recommendations for future research. Students will submit a final research report, in manuscript format, as well as present their findings through a poster presentation at the Meritus Scholar-Con Research Conference.

Teaching Modalities: Interactive Lectures (IL), Workshops, Small Groups and Self-Directed Options (TW), Scientific Method and Research

Term: Spring 2027	Credit Hours: 3	Repeatable for Credit: No
Length: Semester	Grading: Pass/Fail	

Clinical Courses (OMS III)

MHCE 3100: Introduction to Clinicals: Intensive preparation for clinical clerkships that evaluate the student's readiness to begin clerkships. This includes basic and advanced resuscitation (BLS/ACLS), basic suture review, scrub lab, and sterile technique, and these will be assessed for readiness. Students will test competency with cases on standardized patients to assess examination skills, clinical reasoning, and diagnostic acumen. Students will have an opportunity to test on a sensitive patient for male and female examinations, they will be given a number of obstetric cases for competency review. Emphasis will be placed on the translation of osteopathic principles and practice into the spectrum of clinical environments. The course will include the OMM COMAT examination as well as other entrustable activities such as communication, teamwork, documentation, and preparation for the care of the patient in inpatient and outpatient settings.

Teaching Modalities: Experiential (hands-on) learning, simulation and standardized patients (TS), Workshops, small groups, and self-directed options (TW)

Term: Fall 2027	Credit Hours: 4	Repeatable for Credit: No
Length: 4 Weeks	Grading: Pass/Fail	

MHCE 3001: Family Medicine Clerkship: Family Medicine is a core, third year rotation to be served in either an outpatient or hybrid outpatient/inpatient setting. This four-week rotation will expose students to the evaluation of acute and chronic illnesses, as well as preventive healthcare across all ages.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3002: Internal Medicine Clerkship: The Internal Medicine clerkship is a four-week block designed to provide students with a comprehensive introduction to the practice of internal medicine in inpatient and outpatient settings. Students will synthesize clinical data, apply osteopathic principles, and formulate evidence-based treatment plans. A key focus will be on the integration of pathophysiology, pharmacology, and other basic sciences into clinical decision-making while also participating in interprofessional teams to enhance communication and collaborative care.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3003: General Surgery Clerkship: The General Surgery clerkship is a four-week block designed to immerse students in the overall care of surgical patients, in inpatient and outpatient settings. Students will actively participate in the preoperative evaluation, intraoperative observation, and postoperative management of a diverse range of surgical conditions. This clerkship emphasizes the application of basic science principles to surgical decision-making and clinical reasoning while also fostering an understanding of team-based care within the surgical environment. Students will develop proficiency in performing patient assessments, formulating differential diagnoses, and contributing to surgical management plans. This will include involvement in surgical consents, patient counseling, and the management of various surgical problems. An end-of-course examination will assess their overall comprehension of surgical principles and practices.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3004: Pediatrics Clerkship: The pediatrics clerkship is a four-week block designed to provide experience in the care of the newborn, infant, adolescent, and teenage child. This includes exposure to care of patients in acute, urgent, or emergent situations, as well as in the ambulatory and community settings. The course includes an emphasis on normal and abnormal growth and development, preventive care, and education and counseling.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3005: Obstetrics and Gynecology Clerkship: This four-week clerkship in Obstetrics and Gynecology provides a comprehensive introduction to women's health across the lifespan. Students will gain practical experience in ambulatory, surgical, and labor and delivery settings, allowing for a multifaceted understanding of the field. The rotation emphasizes active participation in preventive care, including screening and counseling, as well as the continuum of obstetrical care, encompassing prenatal, antenatal, and postnatal management. Students have the opportunity to observe and participate in gynecologic and obstetric surgical procedures, learn about reproductive health, and explore the complexities of medical decision-making and disease management. This clerkship is designed to foster a strong foundation in the principles of osteopathic medicine as applied to women's health, promoting a patient-centered approach to care.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3006: Psychiatry Clerkship: The clerkship in Psychiatry is a 4-week rotation where students engage in core medical and clinical psychiatric knowledge vital to the practice of medicine. During this rotation, students will learn about clinical presentations of various psychiatric disorders and symptoms, differential diagnoses of these presentations, and the biopsychosocial approach to treatment planning for the psychiatric patient population. Clinical skills will be emphasized, such as performing a psychiatric interview in multiple formats and environments, writing psychiatric notes in various stages of care, interpreting labs, imaging, and diagnostic procedures, conducting focused physical exams as well as neurological exams, understanding the importance and skill of obtaining collateral information, performing lethality risk assessment, and practicing determinations of levels of care. Education will occur through observation, direct clinical experience, and interaction with various health professionals and patients. Students are encouraged to meet with as many patients as possible and learn not only to interview patients but to connect with them on a therapeutic level.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4	Repeatable for Credit:	Yes
Length:	4 Weeks	Grading:	Pass/Fail		

MHCE 3007: Comprehensive Clinical Management: Comprehensive Clinical Management (CCM) is a multidisciplinary course that prepares students for successful completion of the COMLEX Level 2-Cognitive Evaluation (CE) exam. The CCM course aims to have each student review, through a self-study approach, the high-yield COMLEX Level 2-CE topics of clinical disciplines that have already been taught through the MSOM's curriculum. This course provides designated time, board-style practice questions from test banks, and learning resources for adequate preparation for the COMLEX Level 2-CE exam. In order to sit for COMLEX-USA Level 2-CE, the student must achieve a pre-identified "passing" score on a Qualifying Exam, such as an MSOM proctored Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE).

Teaching Modalities: Interactive Lectures (IL), Designated Student Assignments (DSA), and Board-Style Practice Questions

Term:	Spring 2028	Credit Hours:	2	Repeatable for Credit:	No
Length:	2 Weeks	Grading:	Pass/Fail		

MHCE 3008 – MHCE 3011: Elective Clerkships (4 Total Rotations): Numerous specialties are available for electives to allow students to experience a field of medicine that is of interest. These are structured learning experiences approved by the OUCE Department. Students may elect to work in a hospital setting, in an outpatient setting, and/or in an underserved setting. The disciplines will be available on the selective and elective list. Students may also use this time to deepen their knowledge of osteopathic principles, work as a TA for the NMM/OMM skills lab or in the clinical skills lab, or on a research project with prior approval.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	Third Year 2027/28	Credit Hours:	4 (total of 16)	Repeatable for Credit:	Yes
Length:	4 Weeks / Rotation	Grading:	Pass/Fail		

Clinical Courses (OMS IV)

MHCE 4000 – MHCE 4006: Elective Clerkships (7 Total Rotations): Numerous specialties are available for electives to allow students to experience a field of medicine that is of interest. These are structured learning experiences approved by the OUCE Department. Students may elect to work in a hospital setting, in an outpatient setting, and/or in an underserved setting. The disciplines will be available on the selective and elective list. Students may also use this time to deepen their knowledge of osteopathic principles, work as a TA for the NMM/OMM skills lab or in the clinical skills lab, or on a research project with prior approval.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term:	4th Year 2028/29	Credit Hours:	4 (total of 28)	Repeatable for Credit:	Yes
Length:	4 Weeks / Rotation	Grading:	Pass/Fail		

MHCE 4007: Emergency Medicine Clerkship: This course emphasizes the clinical correlation and integration of information for patients presenting with uncertain, urgent, and emergent care issues. Students must be able to triage, evaluate, and recognize emergent from non-emergent differential diagnoses. In addition, the clerkship emphasizes the importance of team-based care and communication in emergency response as well as transitions of care.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term: 4th Year 2028/29	Credit Hours: 4	Repeatable for Credit: Yes
Length: 4 Weeks	Grading: Pass/Fail	

MHCE 4008: Family Medicine I Clerkship: This 4-week course engages the student in exposure to the care of patients in rural and underserved environments. There is emphasis on the role of social determinants of health upon health disparities for individuals and populations. Students will recognize the barriers to care for vulnerable patients, including those with barriers related to disability, transportation, education, access, and others. Additional key elements will include the role of health promotion and disease prevention in the context of the patient, their families, and their communities.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW)

Term: 4th Year 2028/29	Credit Hours: 4	Repeatable for Credit: Yes
Length: 4 Weeks	Grading: Pass/Fail	

MHCE 4009: Family Medicine II Clerkship: This 4-week course provides further exposure for the student to the biopsychosocial health needs of patients, families, and communities. Particular emphasis is placed upon the impact of these circumstances upon chronic disease as well as patient education and self-care. Students will be required to understand the community resources available for substance abuse, domestic violence, intellectual disabilities, poverty, and lack of housing among marginalized populations. Students should be able to demonstrate understanding of the impact of the cost of care and opportunities for connection to community resources for health-related needs.

Teaching Modalities: Experiential (hands-on) learning, taught via simulation and standardized patients (TS), Taught via workshops, small groups, and self-directed options (TW).

Term: 4th Year 2028/29	Credit Hours: 4	Repeatable for Credit: Yes
Length: 4 Weeks	Grading: Pass/Fail	

Research and Scholarly Activity

The mission of MSOM is to prepare physicians who are professionally accomplished, socially responsible, and community-oriented. Reflecting this mission, MSOM supports research, innovation, and scholarly activity to meet real-world needs and promote health, equity, and well-being for all.

MSOM resources, such as the Meritus Health Institutional Review Board (IRB), data support, medical librarians, and research mentorship, are available for MSOM students. Students will present their work at the annual Scholar-Con and may also present at regional or national conferences or publish their research in peer-reviewed journals.

The *MSOM Research Manual* and *Research LibGuides* contain detailed research project and scholarly activity guidelines, registration links, IRB and other compliance and protocol information, and additional research support materials. The *MSOM Research Manual* and *Research LibGuides* can be found at <https://meritushealth.libguides.com/OfficeOfResearch>.

Student Participation in Research Activities

MSOM medical students are required to have a mentor to participate in research and scholarly activities. Students are not permitted to serve as the primary Principal Investigator (PI) on a project. Research and scholarly activities may include, but are not limited to, human subjects research, non-human subjects research, case studies/clinical vignettes, quality improvement, evidence-based practice studies, biomedical or translational research, reviews, and meta-analyses. Detailed descriptions are found in the *MSOM Research Manual*. MSOM students will be assigned a Research Advisor (RA) as part of the longitudinal Research I-IV Course. Student groups will work with the same RA throughout the longitudinal research course. The RA will serve as their mentor and PI for their Research Course project.

In addition to the MSOM Research I-IV course, students are permitted to pursue mentored research and scholarly activity opportunities within Meritus Health, MSOM, affiliate hospitals/core sites, or external institutions. Mentors must be approved and may be affiliated with the Meritus Health, Inc. (MHI) system that includes MSOM faculty, clinical providers, and preceptors, or with external researchers or providers with adherence to MSOM and MHI research policies and Federal/state compliance guidelines. The project PI or Research Advisor oversees all aspects of the students' research. Students and their PI mentors are responsible for submitting all compliance paperwork for the project to the MSOM Office of Research, IRB, or other applicable entities.

MSOM students must submit their project proposals to the MSOM Office of Research through the *Research Intent and Classification Form* prior to beginning the project, whether they are performed internally or at external institutions. These projects may include, but are not limited to, osteopathically focused research, medical education research, population health research, clinical research, case studies, basic medical science research, quality improvement/assurance, evidence-based practice projects, narrative, scoping, or systematic reviews, and meta-analyses.

The *Research Intent and Classification Form* and instructions for the MSOM Research Course will be included as part of the Research Course curriculum and can also be found in the *MSOM Research Manual*.

Failure to submit research registration prior to starting a research project may result in disciplinary action. All students must complete appropriate Collaborative Institutional Training Initiative (CITI) module

training prior to starting a project. The Office of Research will provide guidance on registration and required modules for students.

The Office of Research will maintain files of all research registration records. Department leads, Dean of MSOM, President of MSOM, or other authorized personnel can request reports of all research registration records at any time from the Office of Research.

Scholarly Activity Reporting

MSOM students should inform the MSOM Office of Research of all publications, external research presentations, proposed external funding, and awards submissions associated with student research activities.

Accomplishments should be submitted using the *MSOM Scholarly Activity Reporting Form*, which can be found at <https://meritushealth.libguides.com/OfficeOfResearch>.

The Office of Research provides monthly reports of student research activity through the Meritus Dashboards and to the Dean of MSOM.

Scholar-Con

Scholar-Con is the annual Meritus Research and Scholarly Activity Conference held each spring. This regional conference highlights the research and scholarly activity of our Meritus community, including our MSOM students, faculty, and Meritus Health providers and staff, in addition to the larger Meritus community of residents and rotating clinical students. Scholar-Con also serves as the capstone event of the MSOM research curriculum. All OMS-II students, as part of the Research IV course, will be required to participate in Scholar-Con with their research teams. However, participation in Scholar-Con is not limited to the MSOM research curriculum; MSOM students are permitted and encouraged to submit abstracts to participate in Scholar-Con at any time during their MSOM enrollment.

Conference Attendance

MSOM will provide funding for student travel and registration to allow selected students the ability to travel and present their research at conferences and venues nationwide, provided that they are the primary presenter(s). Primary presenters must follow procedures for requesting an excused absence to attend research conferences as outlined in the **Attendance Policy**. Only primary presenters are eligible to apply for travel or conference funding assistance. Additional members of the project team are ineligible for funding. There is also funding available to selected students to support their mentored research. Students engaged in student-driven projects are permitted to apply for research grants under the mentorship of their Research Advisor or mentor PI. Students are not permitted to apply for external research grants directly.

Campus Facilities and Security

Building Hours and Utilization

The Meritus School of Osteopathic Medicine (MSOM) is committed to fostering a safe, accessible, and professional academic environment through clear building access protocols. All enrolled students are granted 24-hour badge access to academic facilities, including the D.M. Bowman Academic Hall, seven days a week. Entry is controlled via each student's MSOM ID badge, with access monitored for security compliance. During official holidays, severe weather events, or emergencies, access may be limited, and notifications will be communicated through MSOM's official email, text alert, and website systems.

All campus affiliates must carry and present their MSOM ID badges when requested, and visitors must sign in and be accompanied by an MSOM representative unless preauthorized. Classrooms, simulation labs, and study areas are reserved strictly for academic purposes, and individuals using these spaces must return them to their original condition after use. Lounges and shared spaces are to be kept clean and used respectfully. Reservable rooms are available through the Microsoft 365 platform, and users must adhere to posted rules and time limits, per the **Room Reservations Policy**.

Unauthorized uses, including political or commercial activity, overnight sleeping, or behavior that threatens safety, are strictly prohibited. Security infrastructure must not be obstructed or tampered with, and emergency exits must always remain accessible. Violations may result in loss of building access, disciplinary action, or referral to the Student Progress Committee (SPC) or Human Resources. Policy oversight is conducted annually by Facilities Management in coordination with Student Affairs and Campus Security.

Campus Security

For comprehensive information on MSOM's campus safety protocols, emergency procedures, and contact details for the security team, all students, faculty, and staff are advised to refer to the MSOM Security Handbook. The most current version of the handbook can be accessed online at <https://msom.org/campus/security>.

Alert Messaging System

To enhance campus safety and ensure timely communication in the event of emergencies, weather-related closures, or other urgent situations, MSOM utilizes the Everbridge alert messaging system, which is integrated with Meritus Health's broader emergency communications infrastructure. This system delivers real-time alerts via email, text message, and voice call to all enrolled students, faculty, and staff.

Participation in the Everbridge system is required for all MSOM community members. Contact information, including mobile numbers and email addresses, must be kept up to date in the institutional directory to ensure accurate message delivery. Users may customize their alert preferences and verify their information through the MSOM IT support portal or the link provided during onboarding.

Everbridge will be used exclusively for official emergency and safety communications and is not intended for routine announcements. MSOM reserves the right to conduct periodic tests of the alert system to ensure functionality and user responsiveness. Questions or concerns regarding the alert system may be directed to the Office of Campus Security or the Office of Student Affairs.

Medical Library

The medical library at MSOM provides academic research, expert assistance, and a quiet study space. MSOM provides access to a collection of electronic resources and a small print collection. The library's comprehensive medical collection of electronic resources and digital systems is configured to integrate MSOM's collection with the world's open-access and publicly available scholarly content, providing access to millions of articles, books, case studies, and other resources. Medical librarians provide support to MSOM and the Meritus Medical Center through information literacy training, classroom instruction, online tools and resources, and individual research consultations. Materials requested by students, staff, and faculty are obtained by library staff through interlibrary loan or document delivery at no cost to the requestor. Students may also receive librarian support around the clock using the "Ask a Librarian" link on the library's webpage. The library facility, located on the second floor of the D. M. Bowman Academic Center, incorporates a variety of study environments, including four study rooms.

Textbooks

MSOM students will be provided with all required textbooks electronically in their online learning management system. Students will have full access to the library's physical and online materials, as well as in-person library services with our medical librarians. There is no brick-and-mortar bookstore on campus.

Exercise Facility

The Fitness Center, located in the D.M. Bowman Academic Hall, is a wellness resource available to all MSOM students, faculty, and staff with a valid ID. Open 24/7 via badge access, the facility promotes physical and mental well-being and must be used in accordance with established guidelines. The Fitness Center is not open to the public, guests, or family members.

Users must wear proper athletic attire, practice personal hygiene, and wipe down equipment after use. Equipment must be used as intended, and weights and accessories must be returned to their designated storage areas. Unsafe behavior, misuse of equipment, or damage to facilities is prohibited and should be reported to Student Affairs or the Facilities team. All music must be played through headphones, and phone calls should be minimized.

Users are encouraged to exercise with a partner and know the location of emergency devices and first aid supplies. Lockers are provided for daily use, and personal belongings should not be left on floors or walkways. MSOM does not accept responsibility for lost or stolen items. Violations of this policy may result in temporary or permanent revocation of access privileges.

Cafeteria and Food Services

Located within the D.M. Bowman Academic Hall, the MSOM cafeteria is a centrally positioned dining hub serving the institution's students, faculty, staff, and approved visitors. Operating Monday through Friday from 7:00 AM to 1:30 PM, the cafeteria offers a range of food services, including grab-and-go items, hot and cold beverages, and made-to-order food. While closed on weekends, its seating and appliance areas remain accessible. All service hours are subject to adjustment during academic breaks, holidays, or maintenance periods, with changes announced via official MSOM channels.

Committed to promoting student wellness, the cafeteria provides a variety of nutritionally balanced options that cater to vegetarian, vegan, gluten-free, and allergen-sensitive diets. Ingredients and allergens are clearly labeled to support informed dining choices. Community feedback is actively encouraged to guide ongoing refinement of menu offerings.

To ensure a clean and welcoming space, individuals are responsible for disposing of trash and wiping down tables. Use of personal cooking devices is prohibited due to safety regulations. Disruptive behavior is discouraged, and respectful conduct is expected in all shared dining areas.

Room Reservations

MSOM offers a streamlined system for reserving shared spaces within the D.M. Bowman Academic Hall using the Microsoft 365 ecosystem. Students, faculty, and staff may reserve study rooms, collaboration spaces, and conference rooms for academic and institutional purposes. Each space is clearly marked, and room availability is accessible through MSOM Outlook or Teams.

Users must log into their MSOM Microsoft 365 account and follow standard procedures to book rooms, including using the “Add Room” or “Room Finder” function and submitting details such as meeting title, attendees, and duration. Same-day use without a reservation is permitted if rooms are vacant; however, confirmed reservations always take priority.

Room bookings are limited to three hours per day per user/group and may be made up to 30 days in advance. Recurring bookings are permitted if they do not interfere with general access. Users must clean up after use, erase boards, restore furniture, and avoid altering room technology. Personal or social use of rooms is prohibited. Misuse of the system, excessive no-shows, or hoarding may result in loss of reservation privileges.

Meditation/Lactation Rooms

Meditation and Lactation Rooms at MSOM are designated quiet spaces located on the 2nd, 3rd, and 5th floors of the D.M. Bowman Academic Hall. These rooms are available to support the holistic wellness and personal needs of the MSOM community. Meditation spaces provide an inclusive environment for mindfulness, silent prayer, and decompression. These rooms are not appropriate for studying, conversations, or meetings.

Rooms designated for lactation are reserved primarily for nursing individuals requiring a private, clean, and secure area to express milk. Refrigeration for temporary milk storage is provided within each room. All users must adhere to respectful time limits and may not enter while a room is occupied. Rooms are available on a first-come, first-served basis, and users are expected to maintain cleanliness, avoid rearranging furniture, and remove personal belongings upon leaving.

Activities such as studying, loitering, eating, or conducting meetings are prohibited. Rooms are unlocked during standard operating hours and depend on shared respect and responsibility for appropriate use. Concerns should be reported to Student Affairs.

Lockers

Lockers are available throughout MSOM's campus facilities for temporary use by students. These lockers are unassigned and distributed on a first-come, first-served basis, with all users required to remove their belongings by the end of each day unless explicitly permitted otherwise. Lockers must not be monopolized for long-term storage and are intended only for same-day use.

Acceptable locker contents include personal effects, non-perishable food items, and academic materials. Items such as perishable goods, hazardous substances, and valuables are not permitted. All lockers must be kept clean and free from stickers, signage, or markings. Lockers are MSOM property and may be accessed by authorized personnel if misuse or safety concerns arise.

Users may secure lockers with personal locks, which must be removed daily. Any locks remaining after hours may be cut and contents discarded. Abandoned items may be removed without notice. Repeated violations may result in disciplinary review or loss of locker privileges.

Meritus Commons

All policies and procedures relating to student housing, including information on eligibility, amenities, conduct expectations, and lease terms, are outlined in the *Meritus Commons Handbook*. Students residing in MSOM housing are responsible for reviewing and adhering to the guidelines provided in this separate document, which governs the residential experience. For comprehensive details, students should consult the most current version of the Meritus Commons Handbook.

Admissions Policies

Admissions Process

The Meritus School of Osteopathic Medicine (MSOM) is committed to selecting applicants who meet our mission, align with our values, and are an asset to the profession of osteopathic medicine. The Admissions Committee considers applicants' academic background, achievements, personal statement, Medical College Admissions Test (MCAT) scores, letters of recommendation, health-related work or research, and volunteer experiences.

In addition to academic performance, the Admissions Committee places emphasis on the demonstration of personal merit, compassion, community involvement, communication skills, teamwork, leadership, professionalism, integrity, dedication to professional goals, and the promotion of diversity. Through the evaluations provided after the candidates have been interviewed, the Admissions Committee will decide on whether to accept, deny, or waitlist interviewed candidates. The Office of Admissions will work to recruit students from diverse backgrounds to foster the cultural richness to meet its mission, goals, and objectives.

MSOM uses the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). AACOMAS provides centralized services including data collection, analysis, and distribution of the online primary application to osteopathic medical schools that the applicant designates. Please visit <https://aacomas.liaisoncas.com> or contact AACOMAS at aacominfo@liaisoncas.com or via phone at 617-612-2889.

Minimum Requirements for Admission

To be considered for admission, applicants must meet the following minimum requirements:

- The most competitive candidates will have a minimum overall GPA of 3.5, a science GPA of at least 3.5, and an MCAT score at or above the 50th percentile.
- Applicants must complete the AACOMAS application.
- Applicants must request that all official transcripts from all U.S. institutions be sent to AACOMAS.
- Applicants must have completed a Bachelor of Arts or Science from a U.S. college /university accredited by a U.S. Department of Education-recognized national institutional accreditation agency by the end of June 2026.
- Applicants must have successfully completed all of the following courses with a grade (or equivalent) of "C" or better prior to matriculation:
 - English
 - Biology (with laboratory)
 - General Chemistry (with laboratory)
 - Physics (with laboratory)
 - Organic Chemistry (with laboratory)
- MSOM strongly recommends the following elective courses: Anatomy & Physiology, Behavioral Science, Biochemistry, Genetics, Immunology, Microbiology, Molecular Biology, Multicultural Studies, Public Health/Epidemiology, Pathology, and Pharmacology.
- Applicants are required to submit scores from the Medical College Admission Test (MCAT). For the 2025-2026 application cycle, MCAT scores from exams taken on or after January 1, 2022, will be accepted.
- Applicants must submit two letters of recommendation, preferably from an osteopathic physician (D.O.) or an allopathic physician (M.D.), or from a premedical advisory committee or science faculty

member with a terminal degree in a relevant science discipline at the institution where the applicant received their bachelor's degree who is familiar with the academic work of the applicant.

- Applicants must be U.S. citizens or U.S. permanent residents.

Courses with equivalent content will be reviewed for acceptance at the discretion of MSOM.

At MSOM, the MCAT is considered in connection with grades, personal qualities, and the student interview. Applicants are required to meet the technical standards for admission and continued enrollment and affirm that he or she meet the standards. Any falsification or misinformation regarding the ability to meet technical standards is a reason for rescinding the offer of admission or, after matriculation, dismissal from the school and the D.O. program.

Applicants must submit all required admissions materials by the deadline. If admissions materials are not submitted as required, an offer of admission may be rescinded.

Applications Deadline

Primary Application Deadline: Applications for the 2025-2026 application cycle must be verified by AACOMAS and received by MSOM by April 10, 2026, at 11:59 p.m. EST.

Secondary Application Deadline: For the 2025-2026 application cycle, the Secondary Application must be submitted to MSOM by May 29, 2026, at 11:59 p.m. EST. Students are encouraged to submit their Secondary Application within two weeks of receiving the Secondary Application.

Application Process

Initial Application

MSOM will participate with other osteopathic colleges in a centralized application processing service called the AACOMAS. An application may be submitted online at <https://aacomas.liaisoncas.com> or may be obtained by contacting:

AACOMAS
P.O. Box 9137
Watertown, MA 02474
Telephone (617) 612- 2889

To initiate the application process, applicants must apply directly to AACOMAS. AACOMAS is available to students for the entering class from May 2025 through April 2026 of the year of application. Applicants must request all official transcripts from all colleges and universities attended be submitted directly from the institution(s) to AACOMAS according to the AACOMAS instructions. Students must also ensure that all MCAT scores are forwarded directly to AACOMAS from the Association of American Medical Colleges (AAMC).

Secondary Application

After receiving the verified AACOMAS application, students will be invited to submit an online Secondary Application. Students are responsible for ensuring they have met MSOM's admission requirements (e.g., specific letters of reference, prerequisites, minimum MCAT score) prior to submitting a Secondary Application.

Complete the MSOM Secondary Application and pay the \$100 non-refundable secondary application fee. MSOM will waive the secondary application fee if the applicant has an approved AACOMAS fee waiver

document. Students will be required to provide documentation of the AACOMAS fee waiver in the Secondary Application.

MSOM Applicant Selection Process

The MSOM Admissions Committee seeks individuals who will be a good match for our mission and are capable of meeting our academic and professionalism standards. Applicants are screened for academic achievement, clinical involvement, interpersonal skills, leadership qualities, service, perseverance, maturity, grit, and knowledge of the osteopathic profession. Applicants who pass this screening will be invited for an interview. The interview day is designed to be a two-way process to help the Admissions Committee determine if the applicant is a good fit for MSOM while enabling the applicant to determine if MSOM is a good fit for the applicant. Interview day attendance is mandatory for admission.

Following the interview day, the Admissions Committee will review the applicant's entire packet and recommend a disposition of the application to the Dean. The Admissions Committee will recommend to accept, reject, or place candidates on the waitlist. Applicants are notified of the Committee's decision within 2-4 weeks after the Dean finalizes the recommendations. Admitted applicants must accept their offer and pay two non-refundable enrollment deposits within the specified timeframe.

Admission after acceptance is subject to the satisfactory completion of all academic requirements. Admission to MSOM may be revoked for fraud, misrepresentation, or other violations of MSOM professionalism standards.

International Student Applicants

MSOM does not accept applications from students requiring F-1 student visa status until such time that approval is granted by the Department of Homeland Security (DHS) and U.S. Immigration and Customs Enforcement (ICE). MSOM is presently not seeking approval to accept International Students.

MSOM requires applicants who have completed coursework at foreign institutions to be evaluated for U.S. equivalence. The evaluation service must verify that coursework completed at an institution outside of the U.S. is comparable to a US college/university degree at a U.S. Department of Education recognized nationally accredited institution. MSOM requires verification of an applicant's credentials from a college or university outside of the United States which have met the equivalency for the minimum requirements for admission as determined at the discretion of MSOM.

Matriculation Requirements

The following are required prior to attendance on the first day of class at MSOM. Failure to comply with any of the listed requirements may lead to withdrawal of acceptance and will prevent a student from initially enrolling or remaining enrolled at MSOM.

- Successful completion of a Bachelor of Arts or Science (B.A., B.S.) degree and all prerequisite courses from a U.S. college/university accredited by a U.S. Department of Education recognized national institutional accreditation agency. This must be verified with the submission of all final official transcripts to the Office of Admissions. Matriculants are required to submit complete official transcripts from each school before orientation.
- Attendance at all first-year (OMS I) orientation week activities. These activities occur during the week before the first day of class.
- Background Check: MSOM requires that entering students submit to and provide the results of a background check before enrollment. Recognize that this is a minimum standard and that some

clinical facilities may have additional requirements that students must meet before beginning clerkships (clinical rotations) at those sites. These requirements may include, but are not limited to, additional background checks and drug screening. The background checks are conducted by a vendor selected by MSOM. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in the denial of matriculation. A matriculant with a positive criminal background screen will be reviewed before completing the enrollment process and may no longer be eligible for enrollment.

- Drug Screen: MSOM requires all incoming students to undergo a drug screening prior to matriculation. This requirement is part of the final steps in the admissions process and must be fulfilled on a date specified by the Office of Admissions.
 - Accepted students will receive detailed instructions via email regarding the drug screening process.
 - Results from the drug screening will be reported directly to MSOM by the designated vendor. All drug screening results are confidential and will be handled in accordance with applicable privacy laws and regulations.
 - Failure to complete the drug screening by the specified deadline may result in the withdrawal of the offer of admission.
 - A positive drug screening may lead to the withdrawal of the offer of admission, depending on the nature of the substances detected and the circumstances.
- Immunizations: MSOM requires all entering students to provide proof of their immunizations in order to enroll in courses. This is necessary for the student's protection, as well as the protection of any individuals with whom they come in contact. It is the responsibility of the student to maintain up-to-date immunization protection throughout the entire duration of enrollment. Non-compliance at any time during a student's enrollment could result in suspension and/or dismissal. Documents related to immunizations and screenings will be maintained and monitored by MSOM administration. All testing and immunizations are at the expense of the student. The following immunizations are required as noted:
 - Diphtheria/Tetanus/Pertussis: Students are required to receive either the primary series of Diphtheria/Tetanus/Pertussis or a booster dose within ten (10) years prior to the beginning of the academic year. A single dose of Tdap (Tetanus, Diphtheria, acellular Pertussis) between ages 19 and 64 is required if the student has not previously received Tdap, or to replace one decennial Td booster.
 - Polio: Students are required to provide documentation that they have received the primary series of polio vaccine. If documentation cannot be produced, the student must receive the primary series of inactivated polio vaccine.
 - Measles, Mumps, and Rubella: Students born after 1956 are required to provide documentation of the MMR vaccine prior to matriculation. If the vaccination was given prior to 1975, evidence of a re-booster is recommended.
 - Hepatitis B: Students are required to initiate a series of Hepatitis B vaccines prior to matriculation. Students must complete the series according to the prescribed timeline (completed within 6 months of matriculation).
 - Tuberculosis (TB) Screening: 2-Step PPD Tuberculosis Screening OR IGRA/Chest X-Ray; must be dated within matriculation year.
 - Varicella immunization, serum titer, or healthcare provider documentation of the date of contraction.
- Recommended Immunizations (some clinical training sites may require some or all of these):
 - Influenza
 - Hepatitis A

- Meningococcal
- Pneumococcal
- **Titers:** Some clinical training sites require that students show proof of immunity (e.g., measles) before being allowed to train at the site. Therefore, it is recommended that students have this testing done in advance of their clinical training portion of the curriculum. Not all insurance plans cover the costs of titers. Students will be responsible for those costs not covered by insurance.

Immunization Exemptions

For medical conditions or religious beliefs, a request for exemption from the immunization requirements will be considered. However, MSOM cannot guarantee the ability to participate in patient encounters and placement in clinical rotations if this exemption is granted. Consequently, students receiving an exemption from vaccine requirements may take longer to complete the curriculum and graduate, or the student may not be able to complete the curriculum and graduate.

Student Health Insurance

Students are required to have health insurance coverage throughout all four years of medical school. Before initial registration and the beginning of each academic year, all students must provide proof of health insurance.

Students may obtain insurance through a variety of options, including parents, spouses, health exchanges, or the school-sponsored health insurance plan. To ensure students have access to a comprehensive plan, MSOM offers a student health insurance plan through United Healthcare. All students must either enroll in the school-sponsored health insurance plan or provide proof of other acceptable health coverage. Dependents are also eligible to be enrolled in the student health insurance plan at a direct cost to the student.

Students who enroll in the United Healthcare student health insurance plan will have coverage from July 1 to June 30 each year. Students who withdraw, take a leave of absence, or stop attending within 31 days of the start of the Fall semester will be removed from the insurance plan and refunded the associated fee, less any paid claim amounts.

Adequate insurance must cover students in other states. The Office of the Dean will oversee the verification process for the adequacy of the student health insurance.

Details regarding health insurance requirements can be found online at www.msom.org.

Previous Matriculants and Transfers

Previous matriculants and graduates from M.D., D.O., or equivalent (U.S. or foreign) are not eligible for consideration for admissions to the D.O. program at MSOM. MSOM cannot accept transfer students from any D.O. or M.D. program in the US or internationally.

Cancellation Policy

Any student whose acceptance is declined or rescinded is entitled to a refund of all tuition and refundable fees paid (application and seat deposits are non-refundable). Any textbooks, equipment, and supplies purchased by the student are the sole property of the student and are not subject to refund by MSOM. Cancellations can be made in writing and delivered by person or email.

Academic Policies

Academic Schedule

MSOM offers Fall (July to December) and Spring (January to June) semester courses with a Fall start only. The official academic calendar is published on the website at www.msom.org on or before the first day of classes each semester. Remediation schedules will be reflected on the Official Semester Schedules. Students are automatically added to their courses prior to the beginning of each semester and will not register themselves.

Academic Monitoring

All students are monitored by their assigned advisor and learning specialist. Any student failing a course or achieving a result well below the average for a course or component of a course will be offered support by their advisor and learning specialist. The advisor/academic counselor may, at their discretion, develop support plans for the student that could include review sessions, tutoring referrals, or other potential support systems. Additionally, these identified students will be referred to the Student Progress Committee.

The Students At Risk Committee (StARC) tracks summative exam scores to identify students at risk of academic failure or who are experiencing a sudden change in academic performance. Once identified, students may be required to meet with the Learning Specialist and Faculty Advisor to create a study plan. Students may be counseled in areas such as study skills, time management, exam taking, and self-assessment. Students may also be advised to meet with a behavioral health specialist to address personal concerns such as exam anxiety and stress management. Other resources available to the student may be identified and offered. It is possible that, because of the risk of failure, the administration may advise the student that privileges can be denied for the remainder of the semester.

Academic Standing

Academic Honors

Dean's List: A student whose class rank is in the top fifth percentile of the class at the end of each semester, with the exception of OMS-IV, will be included on the Dean's List. This distinction will be noted on the official transcript.

Pass with Honors: Students with a cumulative average in the upper twenty percent of their course will receive a grade of Pass with Honors ("PH"), with the exception of OMS-IV.

Good Academic Standing

A student is considered to be in Good Academic Standing if they are not currently on Academic Warning or Academic Probation.

Academic Warning

A student who fails any course/clerkship in a semester will be required to appear before the SPC subcommittee and will automatically be placed on Academic Warning. Students placed on Academic Warning will continue to have their status monitored by a faculty advisor or staff member. Academic Warning status may be removed after a student successfully completes all remediation exams and completes at least one other semester without additional course failures.

Students on Academic Warning are not eligible to hold a leadership position in a student organization or participate on a committee. Academic Warning is an internal designation and will not appear on the student's transcript.

Academic Probation

A student who has failed a course/rotation while on Academic Warning or failed two or more courses/rotations within the same academic year will be placed on Academic Probation.

To be removed from Academic Probation, the student must successfully pass all pending course remediations and complete at least one other semester without additional course failures. Students returning from an Administrative Leave of Absence (LOA) while on Academic Probation will remain on Academic Probation until all requirements for removal have been met.

Students who fail any other course, clerkship, remediation exam, and/or national board examination while on Academic Probation will be required to appear before the SPC.

Students placed on Academic Probation will continue to have their status monitored by a faculty or staff member.

Students placed on Academic Probation will lose eligibility to hold a leadership position in a student organization or participate as a committee member.

Academic Probation is an internal designation and will not appear on the student's transcript. Academic Probation status is not tied to a student's Satisfactory Academic Progress (SAP), as defined by Title IV. It is wholly separate and unrelated to SAP.

Academic Dismissal

Academic Dismissal is a forced, permanent separation from the College. Dismissed students are not eligible for re-enrollment.

Course Failure

A student who fails a single course during a semester while in good academic standing may be granted an opportunity to remediate the course in accordance with the **Course Remediation Policy**. The student will be required to meet with the appropriate Student Progress Committee (SPC) subcommittee to develop a plan for remediation.

A student who fails two or more courses in a single semester or fails a single course while on academic warning or probation will be referred to the Student Progress Committee (SPC) for review. The SPC will evaluate the student's academic performance and overall progress to recommend a course of action to the Associate Dean, including, but not limited to, a repeat of the entire semester or dismissal from the program. The Associate Dean will send a final recommendation to the Dean, who will have the final decision.

A student who fails three or more courses during the academic year will be reviewed and may be recommended for dismissal by the SPC and Associate Dean, with a final decision by the Dean.

All course failures and resulting decisions will be documented in the student's academic record. Students are strongly encouraged to meet with their academic advisor and the Office of Student Affairs to discuss

available support resources and develop a success plan.

Course Remediation

Remediation is a formal academic process initiated as a result of a course failure. Remediation provides students an opportunity to demonstrate competency in course content through reassessment of some or all of the learning outcomes presented during the original course. A student approved for remediation will be required to meet with the appropriate Student Progress Committee (SPC) subcommittee to develop a plan for remediation. The remediation plan may include, but is not limited to, the following: a study plan, regular meetings with a learning or behavioral health specialist, appointment(s) with a psychologist or other appropriate provider, use of tutors, use of faculty mentors, and professional conduct expectations. The remediation plan will include timelines and expected outcomes/behaviors that the student will be expected to adhere to in agreeing to the remediation plan. The student may not appeal the remediation plan implemented by the SPC subcommittee. No extensions or alterations to the remediation schedule will be permitted. A student who fails to comply with the signed remediation plan will be required to meet with the SPC. The remediation process is designed to address gaps in knowledge or competency and, if successful, allows the student to continue progression in the program.

Remediation may consist of written examinations, performance-based assessments, or other forms of academic evaluation, as determined by course leadership. A remediation is considered successfully completed with a score of at least 70 percent. If the student achieves a passing score, the remediation will be recorded on the transcript as a Pass, and a grade of 70 will be assigned for the purpose of calculating class rank. A student who passes remediation is not eligible to receive a Pass with Honors for the course. Remediation exam scores are not subject to appeal.

If the student does not successfully complete remediation, they will be referred to the Student Progress Committee (SPC) for further review. Based on the student's overall academic standing, the SPC may recommend further remediation, a course repeat, semester repeat, or dismissal.

For clinical clerkships, students must pass the end-of-course COMAT examination, complete clinical cases, and achieve a passing evaluation from their clerkship preceptor. Students who fail to achieve the passing threshold on the COMAT examination will be allowed the opportunity to retake the examination, but will not be eligible for course distinction beyond passing. Students that fail to meet the MSOM passing threshold for the COMAT after two occurrences, as well as those who do not complete clinical cases or do not achieve a passing evaluation from their clerkship preceptor will be required to meet with the Associate Dean of Clinical Education and may be referred to the Student Progress Committee (SPC) or sub-committee for further review.

Course Repeats

A student who is required to repeat a semester due to recommendation from the Student Progress Committee or due to return from a Leave of Absence will be required to complete all courses for the semester, including those that were previously passed. The student will be subject to the current tuition and fees at the time.

Federal Education Rights and Privacy Act (FERPA)

It is this institution's intent to carefully follow the rules applicable under the Family Education Rights and Privacy Act (FERPA). It is our intent to protect the privacy of a student's financial, academic, and other school records. We will not release such information to any individual without having first received the

student's written request to do so, or unless otherwise required by law.

The full FERPA policy is available on the U.S. Department of Education website at <https://studentprivacy.ed.gov/ferpa>.

Any complaints regarding MSOM's compliance with FERPA may be directed to the Office of the Registrar or may file a complaint in writing to the Family Policy Compliance Office, at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Student Directory Information

According to FERPA, directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Typically, directory information includes information such as name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, and dates of attendance. MSOM will only be using the name and student email as directory information.

A school may disclose directory information to third parties without consent if it has given public notice of the types of information which it has designated as directory information, the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as directory information.

Student Records and Transcripts

Student records and transcripts for all students are maintained indefinitely. A student will have access to their unofficial transcript through their Campus Cafe account. Upon graduation, the first two copies of the official transcript are provided at no charge. Subsequent copies are available upon advance payment of the transcript fee of \$10.00 per transcript. Transcripts will only be released to the student upon receipt of a transcript request form bearing the student's physical signature. Official transcripts may also be requested through Parchment.com. No transcript will be issued until all tuition and other fees due to the institution are paid and current.

Grading System

All courses are graded on a Pass/Fail system. For purposes of class rank, student feedback, and transparency, a numeric score shall be reported for each course to the student. For purposes of class rank calculation, numeric scores shall be weighted for each course according to credit hours. Students will have ongoing access to a dashboard that will allow them to see their current class rank and numeric score.

Incomplete Grade

The grade of "IC" (Incomplete) may be assigned to a student who otherwise is passing the course but is unable to complete all the required coursework and/or examinations due to extenuating circumstances that would not require a formal LOA (such as illness, death in the family, etc.). The IC must be removed no later than ten (10) days after it was assigned, unless otherwise specified by prior agreement with the Dean to extend the deadline. If the IC is not removed within the stated period of time, it will

automatically change to a grade of F. A student with an IC on their transcript at the beginning of the fourth-year clerkships will not be allowed to begin their fourth-year rotations until the IC has been removed from the transcript.

In-Progress Grade

The grade of “IP” (In Progress) may be assigned by the course directors to students whose work at the end of a term is still in progress because the course requires more than one term to complete. Completion of course requirements for IP grades must occur within one year. A grade of IP automatically changes to F after one year if no other grade is assigned. IP grades count as credits attempted and as credits earned upon completion of the course. Students with IP grades are not re-enrolled for the course and cannot use these credits for enrollment or financial aid in subsequent terms.

Withdrawal Grade

The grade of “W” (Withdrawal) indicates a withdrawal from the semester. Students in the pre-clinical years who request to withdraw from one course must withdraw from all courses for the semester.

Summary of Grading System

Grade	Description
Pass (P)	Passing Grade in Course
Pass with Honors (PH)	Passing Grade and top 20 th percentile in the course
Fail (F)	Failing Grade in Course
Withdrawal (W)	Withdrawn from Courses
Incomplete (IC)	Incomplete Grade in Course
In Progress (IP)	Course Work Still in Progress

Final Course Grade Appeal

A student may file an appeal to dispute a final course grade (not any individual course component) following the process outlined:

1. The student must initiate a formal grade appeal process by submitting the entire complaint and evidence of course assessment deficiency or calculation error to the faculty within ten (10) business days of the grade being posted.
2. The faculty shall respond to the student in writing using the submitted Course Grade Appeal form within five (5) business days of having received the form.
3. If the appeal is not resolved to the student’s satisfaction, the student can submit the appeal form to the Dean within two (2) business days of receiving the decision of the faculty.
4. The Dean shall consider the appeal, after discussing the appeal with the student and the faculty, and render a written decision on the Course Grade Appeal form, which must be returned to the student within five (5) business days. Decisions of the Dean are final.

If the grade appeal is upheld, the Dean shall notify the Registrar about any need to change the student’s grade in official academic records. If the grade appeal is rejected by the Dean, the appeal process is thereby terminated.

Clinical Learning and Patient Care Policy

MSOM requires clinical supervision of osteopathic medical students as an integral part of patient care and will work to confirm that appropriate and experienced practitioners are selected for this role. Students in clerkship rotations are unlicensed, and supervising physicians must be engaged in all aspects of patient care, including oversight of patient histories and physicals, ordering labs and any form of imaging, prescribing, or during the performance of diagnostic and/or therapeutic procedures.

MSOM COMLEX-USA Policy

Students enrolled in the DO program will be required to pass the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE prior to graduation.

COMLEX-USA Level 1

MSOM students are required to complete and pass the Capstone Review course throughout the first two years and must sit for COMLEX-USA Level 1 prior to the end of July in the period between the second and third academic years. Prior to receiving their COMLEX-USA Level 1 scores, all students may be considered “provisional” third-year students. Full third-year status is granted only to students passing COMLEX-USA Level 1.

To sit for COMLEX-USA Level 1, the student must achieve a pre-identified “passing” score on a qualifying exam, such as an MSOM-proctored Comprehensive Medicine Self-Assessment Exam (COMSAE) or a similar pre-approved exam. MSOM will identify the passing parameters for the exam. Students will have two attempts to achieve a minimum pre-identified score on the qualifying exam. Students will be permitted to register for COMLEX-USA Level 1 prior to passing this qualifying exam and completing the Capstone Review course. However, students failing to meet the minimum pre-identified score or who fail the Capstone Review course will not be permitted to take COMLEX-USA Level 1.

Students who do not pass the qualifying exam after two consecutive attempts will be required to meet with the Associate Dean of Clinical Education to determine a modified course of study for clinical rotations. Additionally, the student will be required to complete a remedial program, at the student’s expense and not to exceed 8 weeks in duration. Upon successfully completing the remedial program, the student will be required to retake COMLEX-USA Level 1.

Failure of COMLEX-USA Level 1

Any student who fails COMLEX-USA Level 1 for the first or second time will be placed on academic probation and must meet with the Associate Deans, a learning specialist, and their academic advisor, who will assist the student in analyzing their deficiencies and assigning a remediation plan. The student will then be required to meet with the Student Progress Committee (SPC), which will review and make a recommendation to the Associate Dean. The student may be required to complete a remedial program at the student’s expense and not to exceed 8 weeks in duration. The student will be required to meet with the Associate Dean of Clinical Education to determine a modified course of study for clinical rotations. Upon successfully completing the remedial program, the student will be required to retake COMLEX-USA Level 1 within 4 weeks. Any student who fails COMLEX-USA Level 1 for a third time will be dismissed from the program.

COMLEX-USA Level 2 CE

MSOM students are required to complete and pass the Comprehensive Clinical Management course for Level 2 CE preparation throughout the third year. Third-year students must take and pass an end-of-rotation exam after each core rotation. In addition to demonstrating that the student has learned the appropriate material on the rotation, the exams function to prepare students for COMLEX-USA Level 2-CE. Students must schedule their COMLEX-USA Level 2 CE no later than the end of March of the OMS-III Spring semester and sit for the exam no later than September 1 of the OMS-IV year (unless otherwise approved).

In order to sit for COMLEX-USA Level 2-CE, the student must achieve a pre-identified “passing” score on a qualifying exam, such as an MSOM proctored Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE) or a similar pre-approved exam. MSOM identifies the passing parameters for this exam and will pay for the first qualifying exam. Students will be responsible for the cost of any subsequent exams. Students will have two attempts to achieve a minimum pre-identified score on the qualifying exam.

Students will be permitted to register for COMLEX-USA Level 2-CE prior to passing the qualifying exam and the Comprehensive Clinical Management course. However, students failing to meet the minimum MSOM pre-identified score on two consecutive attempts or pass the Comprehensive Clinical Management course will not be permitted to take COMLEX-USA Level 2-CE.

Students who do not pass the qualifying exam after three attempts will be required to complete a remedial program at the student’s expense and not to exceed 8 weeks in duration (unless approved by the Dean). The student will be required to meet with the Associate Dean of Clinical Education to determine a modified course of study for clinical rotations. Upon successfully completing the remedial program, the student will be required to take COMLEX-USA Level 2-CE. Passing COMLEX-USA Level 2 CE is required to graduate. In addition, most residency programs require passage of COMLEX-USA Level 2 CE to match with their program.

Failure of COMLEX-USA Level 2

Any student who fails COMLEX-USA Level 2 for the first or second time will be placed on academic probation and must meet with the Associate Deans, a learning specialist, and their academic advisor, who will assist the student in analyzing their deficiencies and assigning a remediation plan. The student will then be required to meet with the Student Progress Committee (SPC), which will review and make a recommendation to the Associate Dean. The student may be required to complete a remedial program at the student’s expense and not to exceed 8 weeks in duration. The student will be required to meet with the Associate Dean of Clinical Education to determine a modified course of study for clinical rotations. Upon successfully completing the remedial program, the student will be required to retake COMLEX-USA Level 2 within 4 weeks. Any student who fails COMLEX-USA Level 2 for a third time will be dismissed from the program.

COMLEX-USA Level 3

Graduates of MSOM will take COMLEX-USA Level 3 as part of the licensing process and based on the rules and regulations of their GME program. MSOM will receive results of the graduates’ performance on COMLEX-USA Level 3, and these results will be published in aggregate on the MSOM website as required by the AOA-COCA accreditation standards.

Attendance

Pre-clerkship Absences

Students are required to attend and participate in all learning sessions, subject to excused absences. An excused absence is an absence from a single class or a single day that is approved by the Office of Student Affairs. Excused absences are only granted for high-stakes circumstances such as examinations, objective structured clinical examinations (OSCEs), lab sessions, TBL sessions, clinical skills didactics, hospital clinical hours, and other curricular course requirements as identified by the course director.

An unexcused absence is an absence from one (1) to three (3) consecutive days during which an examination, OSCE, TBL, clinical skills didactics, or lab session occurs that is not approved by the Office of Student Affairs. Students with an unexcused absence will not be allowed to make up any missed coursework or activities during this time.

Students may be excused from examinations, OSCEs, TBL, clinical skills didactics, and lab sessions in the event of a medical illness (self or immediate family), jury leave, military leave, an unforeseen emergency event that was not predictable, or bereavement of a parent, spouse/spouse's parent, or child. The student must be able to provide documentation verifying the medical illness or emergency situation in order to be excused. Students are required to provide advance notice, if possible, and complete the following process to submit an excused absence:

1. A student must submit the excused absence request form to the Office of Student Affairs with documentation explaining the need for an absence.
2. The Office of Student Affairs will review the form for approval of the request.
3. Upon approving or denying the request, the Office of Student Affairs will communicate the decision to the student, the Office of Academic Affairs, and the course director(s) of the missed course(s).
4. Students are responsible for contacting their team(s) for arranging reviews of missed materials or coursework. If the absence is determined to be unexcused by the Office of Student Affairs, the student will receive a zero for the missed coursework and may be referred to the Student Progress Committee for review.

Clerkship Absences

Attendance at all clerkships and assigned activities during clerkships is mandatory. Students may not be absent more than four (4) days from any rotation, irrespective of cause, without the need to repeat the rotation. More than four (4) days of absence may result in failure of the clerkship or corrective action. Planned absences must be approved by the Office of Clinical Education. The request should be submitted at least two weeks prior to the requested day. Absences due to illness or other unexpected emergencies may be excused at the discretion of the Office of Clinical Education. Any unexcused absences will be considered unprofessional conduct and may subject the student to disciplinary action, including clerkship failure.

Leaves of Absence

MSOM acknowledges that students may face personal, medical, academic, or other circumstances that necessitate a temporary interruption of their education. In such cases, students may request a Voluntary Leave of Absence (LOA). Similarly, MSOM reserves the right to place a student on an administrative LOA for academic or professional reasons. The LOA is institutionally defined and does not constitute a federally defined LOA for Title IV financial aid purposes.

Types of LOA

A **Voluntary Leave of Absence** may be requested by a student who is unable to continue their coursework due to significant personal or medical reasons. The student must submit a written request to the Registrar's Office using the appropriate form and supporting documentation, stating the reason for the leave and the anticipated duration. The request is reviewed by the Office of Student Affairs and approved by the appropriate Office of Academic Affairs or Clinical Education.

An **Administrative Leave of Absence** may be initiated by MSOM when a student is unable to continue in the program due to academic deficiencies, professional or behavioral concerns, legal matters, or is otherwise unable to perform the technical standards required for enrollment and graduation as determined by MSOM or its affiliated clinical partners. In these instances, the student will be formally notified, and the SPC or subcommittee will review the student's standing and academic trajectory.

LOA Procedures

A student requesting a voluntary LOA may be required to provide further justification for the leave, including appropriate documentation, with an explanation of the student's ability to return to the program and succeed academically without a recurrence of the conditions that led to the leave.

Students on LOA are not permitted to attend classes, participate in clinical rotations, remediate coursework, take COMLEX or USMLE exams, or engage in any MSOM-sponsored educational activities. If a leave is granted during an active semester, the student will be withdrawn from all current courses and will receive withdrawal grades in accordance with MSOM's grading and withdrawal policies. During the clinical years, students who withdraw from or delay scheduled rotations in a manner that alters their expected graduation date will be considered to be on an LOA. These students must work with the Office of Clinical Education to revise their graduation timeline, which is subject to SPC or subcommittee review and approval.

The total duration of an LOA may not exceed twelve months without an extension granted by the Dean. Under no circumstances may a student exceed six years from the original date of matriculation to complete all requirements for the Doctor of Osteopathic Medicine degree, inclusive of any approved leaves. Students returning from an LOA may be required to resume their studies at a specific point in the curriculum, which may include repeating previously completed courses or rotations to ensure academic continuity and competency.

Students intending to return from an LOA must provide written intent to return to the Registrar's Office no later than 60 days before the anticipated reentry date. Additionally, the SPC, subcommittee, or Office of the Dean may request a statement of readiness to return, documentation that supports the resolution of the original circumstances, and a plan for academic success. In such cases, the SPC, subcommittee, or Office of the Dean will review the student's request, determine the appropriate point of reentry, and may impose additional conditions such as medical clearance, remediation, or a reentry action plan. The SPC or subcommittee will make a recommendation to the Associate Dean, who will make a final recommendation to the Dean. The Dean will issue a final decision. Approval to return is not guaranteed.

The SPC or subcommittee may periodically review the progress and circumstances of students on an LOA to evaluate the likelihood of academic success upon reentry. Students who fail to return by the specified end of their leave and who do not request an extension may be administratively dismissed from MSOM.

An LOA may have significant financial aid implications, including effects on eligibility and loan repayment status. Students are strongly encouraged to consult with the Office of Financial Aid before requesting a leave. All students on LOA remain subject to the policies and professional expectations of MSOM.

Withdrawal Policy

MSOM recognizes that students may encounter circumstances requiring withdrawal from individual courses or the academic program. This policy outlines the procedures, expectations, and implications of both voluntary and administrative withdrawals. Students are encouraged to consult with their academic advisor, the Registrar's Office, and the Office of Financial Aid prior to initiating any withdrawal process, as such actions may impact academic progression, tuition charges, and financial aid eligibility.

Withdrawal from Courses

Students may request to withdraw from all active courses during a semester. Requests must be submitted in writing to the Registrar's Office using the designated withdrawal form and are subject to review and approval by appropriate academic leadership. If approved, the student will receive a grade of "W" in accordance with the MSOM Grading Policy.

Students who withdraw from a course are required to retake the course in its entirety, including all academic and clinical components, during a future term. Re-enrollment in the course will be subject to the tuition and fee rates in effect at the time of reentry. Because required courses are scheduled in a specific sequence, withdrawal may delay a student's academic progress and the anticipated graduation date.

Withdrawal from the Program

Students who wish to voluntarily withdraw from the Doctor of Osteopathic Medicine (DO) program must submit a formal written request to the Registrar's Office using the designated withdrawal form. The student must complete an exit interview with the Office of Student Affairs, the Office of Financial Aid, and the appropriate Office of Academic or Clinical Affairs.

Students who voluntarily withdraw and later wish to return to the program must reapply for admission. Readmission is not guaranteed and will be subject to review of the student's prior academic and professional standing.

Administrative Withdrawal

MSOM may initiate an administrative withdrawal under the following circumstances:

- The student has been absent from academic or clinical activities for 14 consecutive calendar days without notifying an academic or administrative office.
- The student has violated institutional policies, including but not limited to academic dishonesty, unprofessional conduct, or failure to comply with requirements set forth by the Student Progress Committee (SPC).
- The student has failed to return from an approved Leave of Absence (LOA) by the specified return date and did not request an extension.

Determination of Withdrawal Date

The official withdrawal date will be determined as follows:

- For voluntary withdrawals, the date the student submits the written request to the Registrar's Office.
- For administrative withdrawals, the last documented date of academic or clinical attendance or the date the student was notified in writing of the administrative withdrawal, whichever is earlier.

This date will be used to determine implications for tuition refunds, financial aid eligibility, and loan repayment status in accordance with institutional policies and federal regulations.

Additional Considerations

Students should be aware that withdrawal from courses or the program may affect financial aid eligibility, loan deferment, academic standing, and anticipated graduation dates. Students who are administratively withdrawn will receive written notification from the Registrar's Office. Students may direct questions about the withdrawal process to the Registrar's Office, Student Affairs, or Academic Advising.

Credit Hour Assignment and Review

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- at least an equivalent amount of work as required in paragraph (1) of this definition for other activities, including laboratory work, internships, practicum, studio work, and other academic work leading toward the award of credit hours.

MSOM defines one (1) unit of credit assigned for every 15 lecture hours or 30 lab hours or 45 clinical experience hours during a semester.

The assignment of credit hours to courses is reviewed and approved by the Curriculum Committee annually as the syllabi and schedule of courses are created and finalized.

Transfer of Credits

MSOM will not accept credits from another program or another post-secondary institution. Students will enroll at the beginning of a course or program.

The transferability of credits earned at MSOM is at the complete discretion of any institution to which a student may seek to transfer. If the credits earned at MSOM are not accepted at the institution to which a student transfers, the student may be required to repeat some or all of their coursework at that institution. Students wishing to transfer to another institution are responsible for determining whether credits earned at MSOM will transfer to the other institution.

Graduation Requirements

In order to graduate from MSOM, a student will be required to satisfy all graduation requirements issued

by MSOM as applied in the judgment of MSOM based on the date of degree conferral. Graduation requirements may change from time to time following a student's matriculation. It is the student's responsibility to stay updated on current policies and procedures at MSOM. A student who has completed a minimum of 206 credit hours and successfully passed all academic requirements of MSOM will be granted the Doctor of Osteopathic Medicine (D.O.) degree, provided the student has met all the requirements below:

1. Compliance with All Academic Requirements: The student has, in the judgment of MSOM, complied with all academic and clinical requirements
2. Compliance with All Legal and Financial Requirements and Obligations: The student has complied with all applicable policies and procedures of MSOM, including financial, conduct, and business requirements and obligations of MSOM, which include, but are not limited to, return of any MSOM-owned property and equipment.
3. Examinations: The student has satisfactorily passed Levels 1 and 2-CE of the COMLEX examinations administered by the National Board of Osteopathic Medical Examiners (NBOME).
4. Ethical, Personal, and Professional Qualities: The student has demonstrated the ethical, personal, and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine as determined in the judgment of MSOM.
5. Suitability for Practice of Osteopathic Medicine: The student has demonstrated suitability for the practice of osteopathic medicine as evidenced by the assumption of responsibility for patient care and integrity in the clinical activities as determined in the judgment of the MSOM.
6. Graduation Ceremony: The student is required to attend, in person, the graduation ceremony at which time the degree is conferred, and all students take the osteopathic oath. Rare exceptions to this requirement may be granted at the sole discretion of the Dean. The Dean's review will be based on whether there are extenuating circumstances that prevent the student from attending. Students are required to submit such requests to the Dean within a reasonable time after the student learns of any such extenuating circumstances. Students should include any relevant documents with their request for a waiver. The Dean will normally issue a written decision regarding whether this requirement will be waived for the student within ten (10) business days of receipt of the student's request.
7. Formal Approval for Graduation: The student has received a recommendation for graduation from the voting faculty of MSOM, according to MSOM's policies and procedures. Thereafter, the Board of Trustees will act to consider and confer the degree of Doctor of Osteopathic Medicine ("DO") on students who have satisfactorily completed the requirements for graduation and have been recommended for graduation as determined in the judgment of MSOM.
8. Graduation within Six (6) Years of Matriculation: A student must have completed all requirements for graduation and must graduate within 150% of the standard time to achieve the degree (i.e., six (6) academic years) from the date of matriculation. The MSOM Dean shall have the discretion to allow for exceptions to this time period upon a showing of extraordinary circumstances supporting such an exception.

Maximum Length of Completion Policy

A student must have completed all requirements for graduation and must graduate within 150% of the standard time to achieve the degree (i.e., six (6) academic years) from the date of matriculation. The MSOM Dean shall have the discretion to allow for exceptions to this time period upon a showing of extraordinary circumstances supporting such an exception.

MSOM Licensure Information - Post-Graduation Training

Completion of the Doctor of Osteopathic Medicine program leading to a degree is dependent upon student performance and success. The requirements for licensure in the profession are established by the state where licensure is sought. Completion of the educational program and obtaining a degree does not by itself guarantee licensure. Students are expected to remain current with other licensing requirements, including but not limited to the national Comprehensive Osteopathic Medical Licensing Examination (COMLEX) and technical standards they may be required to meet in order to be licensed by the state in which they seek to practice.

Student and Professional Conduct

Student Code of Conduct

The Student Code of Conduct serves to uphold the highest standards of academic, professional, and ethical behavior expected of students enrolled at MSOM. This Code ensures a learning environment that is respectful, inclusive, and conducive to the professional development of future physicians. All students are expected to familiarize themselves with and abide by the standards outlined herein. This Code applies to all students enrolled at MSOM, including those participating in clinical rotations, off-campus educational and research activities, and school-sponsored events. Students are accountable for their behavior both within and outside the classroom or clinical setting when such conduct reflects on their suitability to practice medicine.

Academic Integrity

MSOM expects all students to uphold the highest standards of academic integrity. Academic dishonesty undermines the trust upon which the educational mission is built and will not be tolerated. Students are responsible for understanding and adhering to the principles of honesty, accountability, and ethical behavior in all academic settings.

Academic dishonesty includes but is not limited to:

- *Cheating*: Using or attempting to use unauthorized materials, assistance, or study aids during examinations or academic work. Examples include copying from another student's exam, using hidden notes, accessing exam materials in advance without permission, or receiving answers from others during an assessment.
- *Plagiarism*: Representing another's words, ideas, data, or work as one's own without appropriate citation or acknowledgment. This includes copying text, images, or research from published sources, websites, or peers without proper attribution.
- *Fabrication or falsification*: Inventing or altering information in any academic exercise, such as clinical logs, patient encounters, research data, or official records.
- *Unauthorized collaboration*: Working with others on assignments or assessments intended to be completed individually.
- *Facilitating academic dishonesty*: Helping another student engage in academic misconduct, such as sharing exam questions or providing completed assignments.
- *Unauthorized use of artificial intelligence (AI)*: Using AI tools (e.g., ChatGPT, image generators, translation bots, or other medical AI, such as ClinicalKey AI) to complete or alter coursework, examinations, writing assignments, or other academic deliverables without the express permission of the course director or instructor. This includes submitting AI-generated text as original work, using AI to bypass academic effort, or failing to disclose AI assistance when required.

Students are encouraged to seek clarification from instructors regarding expectations for assignments, including the permissible use of tools and collaboration. Any student suspected of violating the academic integrity policy may be referred to the Student Progress Committee (SPC) or subcommittee for review and may face academic penalties, remediation requirements, or dismissal.

Professional Behavior

Professional behavior is a core expectation of all MSOM students and reflects the values of the osteopathic medical profession. Professionalism encompasses accountability, ethical conduct, respect for others, and adherence to standards of dress, communication, and responsibility in both academic and clinical environments.

Students are expected to:

- Demonstrate honesty, integrity, and ethical behavior at all times
- Treat peers, faculty, patients, clinical staff, and administrative personnel with respect and courtesy
- Maintain confidentiality in academic and clinical settings, including safeguarding protected health information (PHI)
- Arrive on time and be prepared for all classes, labs, clinical rotations, and other institutional obligations
- Adhere to institutional dress codes and hygiene standards in classrooms and clinical environments
- Communicate professionally in both verbal and written forms, including emails, reports, and digital messaging platforms
- Accept feedback with maturity and take responsibility for their learning and conduct

Unprofessional behavior may include, but is not limited to:

- Disruptive conduct in class or clinical settings
- Repeated tardiness or absenteeism without appropriate notification
- Insubordination, rudeness, or verbal abuse toward faculty, staff, or peers
- Misuse of institutional resources or property
- Failure to comply with institutional policies or the directives of faculty and administrators

Students found to have demonstrated unprofessional conduct may be referred to the Student Progress Committee (SPC) or subcommittee for review and potential corrective or disciplinary action. MSOM encourages students to uphold the highest standards of professionalism as they develop into future osteopathic physicians.

Clinical Responsibilities

In clinical settings, students are entrusted with sensitive responsibilities that impact the well-being, dignity, and safety of patients. As future physicians, students must demonstrate the highest level of ethical conduct and professionalism in all patient care settings.

Students must comply with all applicable federal and state laws, institutional policies, and clinical site protocols. This includes, but is not limited to:

- Strict adherence to patient confidentiality and privacy laws under the Health Insurance Portability and Accountability Act (HIPAA)
- Comply with all Occupational Safety and Health Administration (OSHA) standards (i.e., wear required PPE, etc.)
- Maintaining secure and professional documentation in all clinical systems and patient records
- Reporting any observed misconduct or unsafe behavior by healthcare personnel, including peers, staff, or supervisors

- Practicing only within the scope of their training and level of supervision
- Refraining from any independent medical decision-making or procedures not approved or directly supervised by a licensed preceptor
- Wearing proper professional attire and displaying MSOM identification while on clinical rotations
- Demonstrating respect, compassion, and cultural sensitivity in every patient interaction

Students are required to follow all preceptor instructions, complete clinical duties on time, attend all scheduled rotations, and notify appropriate personnel in the event of illness or unavoidable absence. Any lapse in clinical responsibility, including failure to attend, falsifying documentation, or compromising patient safety, may result in referral to the SPC or SPC subcommittee and disciplinary action.

Students are reminded that they are ambassadors of MSOM and the medical profession in all clinical environments and must conduct themselves accordingly.

Research Conduct

As future physicians and scholars, MSOM students are expected to abide by the guidelines for responsible conduct of research set forth by the Federal Office of Research Integrity (ORI) and adopted by the MSOM Office of Research. Students must uphold the highest standards of integrity, ethics, professionalism, and compliance in all research- and scholarly activity-related activities. Participation in research and other scholarly pursuits is a privilege that carries the responsibility to conduct work aligned with institutional, state, and federal legal and ethical guidelines. All students are required to complete the Responsible Conduct of Research (RCR) training modules as part of the Research I course.

MSOM students engaging in research and scholarly activity must:

- Comply with all federal regulations, institutional policies, and ethical principles governing human subjects research, animal research, data management, and authorship.
- Ensure that all required institutional compliance and administrative approvals have been secured before beginning any research activity.
- Avoid all forms of research misconduct, including fabrication, falsification, and plagiarism (FFP).
- Properly cite all sources and contributions.
- Promptly report any concerns regarding research misconduct or suspected violations to the MSOM Office of Research.
- Communicate findings honestly and responsibly.
- Handle sensitive or identifiable information in strict accordance with HIPAA and Meritus Health data governance policies.
- Clarify roles, responsibilities, and authorship early.
- Communicate openly with research mentors and team members, acknowledge all contributions fairly, and follow agreed-upon roles and timelines
- Respect institutional and cross-institutional policies and agreements.
- Maintain accurate and complete records of research activities and data to ensure replicability and accountability.
- Promptly report any real or perceived conflicts of interest that could influence research integrity or objectivity.
- Disclose and manage financial or personal interests that could affect objectivity or trust.

Violations of research conduct will result in disciplinary action. Students are encouraged to seek guidance from faculty mentors, the Office of Research, or the Institutional Review Board if questions or concerns arise.

Substance Use

The use, possession, or distribution of illegal drugs, and the misuse of prescription medications, alcohol, or other recreational substances, is prohibited on school premises and during any school-sponsored activity. Students must not engage in clinical or academic duties while under the influence of or impaired by any substance. Violations may result in disciplinary action, including referral for evaluation and treatment.

Respect for Community

MSOM is committed to fostering a diverse and inclusive community. Students are expected to refrain from harassment, discrimination, and retaliation based on race, color, national origin, religion, sex, gender identity, sexual orientation, disability, or any other protected classes. Violations will be addressed according to the appropriate institutional policy and may result in corrective or disciplinary action, up to and including dismissal from the program.

Acceptable Use of Technology

Students are expected to use all MSOM technology resources, including computers, networks, systems, and software, in a manner that supports the academic, clinical, and professional goals of the institution. Acceptable use includes educational activities, research, communication with faculty and peers, and accessing institutional resources. Misuse of technology can compromise privacy, security, and academic integrity and may result in disciplinary action.

Prohibited behaviors include, but are not limited to:

- Unauthorized access or use of institutional systems or data
- Any violation of FERPA or HIPAA
- Deliberate disruption of network services or interference with system operations
- Downloading, uploading, or distributing offensive, illegal, or copyrighted materials without proper authorization
- Use of MSOM devices or internet access for personal commercial gain
- Sharing login credentials, attempting to breach security, or impersonating others

Students are responsible for adhering to all institutional IT policies, data protection laws, and professional standards when using MSOM technology.

Social Media

Social media platforms can be powerful tools for communication and networking but must be used responsibly and professionally by all MSOM students. Students are representatives of the medical profession and the institution at all times, including in their digital and online presence.

Students must not:

- Post patient information or any identifying clinical material, even if de-identified
- Disclose confidential academic or institutional information
- Harass, defame, or discriminate against others in any form
- Share material that reflects poorly on their character, MSOM, or the osteopathic medical

- profession
- Represent themselves as speaking on behalf of MSOM unless expressly authorized to do so

Students are encouraged to use privacy settings, think carefully before posting, and remember that online content is often permanent and widely accessible. Violations of professionalism or confidentiality on social media may result in referral to the Student Progress Committee (SPC) or subcommittee and potential disciplinary action.

Disciplinary Process

Alleged violations of the Student Code of Conduct will be reviewed by the Student Progress Committee (SPC), SPC subcommittee, Office of Student Affairs, or Office of the Dean, as appropriate. Upon review and investigation, students have the right to a fair and impartial process, including notice of the allegations, an opportunity to be heard, and the right to appeal a disciplinary outcome as outlined in the **Grievances Policy**. Disciplinary action may include, but is not limited to, warning, probation, administrative leave of absence, dismissal, or referral to professional boards.

Responsibilities and Acknowledgment

By enrolling in MSOM, students acknowledge their responsibility to uphold this Code of Conduct. Failure to adhere to these standards may affect academic standing and future licensure. Students are encouraged to seek guidance if uncertain about the appropriate course of action in any situation.

Dress Code

Professional appearance is a critical component of medical education and practice. As future physicians, MSOM students are expected to demonstrate professionalism not only in behavior but also in personal presentation. The Dress Code Policy is designed to promote a respectful, safe, and hygienic environment, maintain institutional credibility, and prepare students for the standards expected in clinical and patient-facing settings.

General Guidelines

Students must maintain a neat, clean, and professional appearance at all times while on campus, in laboratories, during standardized patient interactions, and in clinical settings. Clothing and personal grooming should reflect the values of professionalism, cultural sensitivity, and clinical readiness. Students are expected to adhere to the specific dress code requirements outlined in their individual course syllabi. The following are general expectations across all learning environments:

- Clothing must be clean, in good repair, and appropriately fitted.
- Undergarments should not be visible.
- Clothing with offensive language, graphics, or slogans is not permitted.
- Strong perfumes, colognes, or body sprays should be avoided, especially in patient care settings, due to potential sensitivities or allergies.
- Personal hygiene must be maintained; students are expected to arrive well-groomed, with clean hair, nails, and attire.
- Head coverings worn for religious or medical reasons are permitted and respected.

Classroom Settings

In lecture-based or classroom environments, students may dress in business casual attire or scrubs, unless otherwise directed. Examples of acceptable classroom attire include:

- Collared shirts, blouses, or sweaters
- Slacks, khakis, or skirts of appropriate length
- Closed-toed shoes, clean sneakers, or dress shoes

Items not permitted in the classroom include:

- Pajamas, loungewear, or visibly worn athletic wear
- Slippers, flip-flops, or beachwear
- Hats or hoods (except for religious or medical reasons)

OMM Laboratory Sessions

Given the physical nature of Osteopathic Manipulative Medicine (OMM) training, specific attire is required to ensure modesty, mobility, and appropriate access to anatomical regions during examination and treatment. Students are expected to wear:

- For women: Sports bra or fitted tank top and athletic shorts or leggings
- For men: T-shirt or tank top and athletic shorts
- Long hair should be tied back, and all jewelry that may interfere with physical examination or manipulation should be removed
- Students must bring appropriate lab coats or scrubs if transitioning directly to another setting

Inappropriate OMM lab attire includes:

- Jeans, skirts, or restrictive clothing
- Sheer or revealing garments
- Clothing with zippers or buttons that may cause discomfort to lab partners

Standardized Patient Encounters

Professional attire is strictly required for all simulated clinical interactions with Standardized Patients (SPs). Students must dress as they would for real patient encounters, which includes:

- Business professional attire (e.g., dress shirts, ties, slacks, blouses, skirts/dresses of appropriate length)
- White clinical coat with the MSOM name badge clearly visible
- Closed-toed, polished shoes
- Clean, well-maintained grooming and conservative use of accessories

Unacceptable attire includes:

- Scrubs (unless explicitly instructed)
- Jeans, leggings worn as pants, or mini-skirts
- Excessively tight, low-cut, or casual clothing

Students may be denied participation or receive professionalism citations if not in compliance with this policy.

Clinical Rotations and Patient Care Settings

In clinical environments, students represent both MSOM and the profession of medicine. As such, full adherence to institutional and site-specific dress codes is mandatory. Standard clinical dress includes:

- Business professional clothing and a clean white coat
- MSOM-issued ID badge worn above the waist at all times
- Closed-toed, non-slip, clean shoes
- Minimal jewelry and fragrance
- Fingernails should be trimmed; artificial nails may be restricted based on hospital policy

Scrubs may be permitted in specific rotations (e.g., surgery, emergency medicine) if allowed by the site preceptor. Students should consult clinical guidelines or check with their clerkship coordinator regarding dress expectations for each clinical site.

Failure to comply with clinical dress codes may result in removal from the site for the day and be documented as a professionalism concern.

Non-Compliance and Disciplinary Action

Violation of the Dress Code Policy may result in a warning, professionalism citation, or referral to the Student Progress Committee (SPC) or subcommittee for further review, particularly in cases of repeated or egregious non-compliance. Students are encouraged to seek clarification in advance if they are unsure about appropriate attire.

Dress Code Accommodations

Requests for dress code accommodations due to religious beliefs, cultural practices, or documented medical conditions should be directed to the Office of Student Affairs in advance of any lab or clinical activity. MSOM is committed to fostering a respectful and inclusive environment for all students.

MSOM Student Emails

All MSOM students are provided with an official MSOM email account upon matriculation. This email account serves as the primary and official means of communication between the institution and the student. Students are expected to check their MSOM email daily and are responsible for all information, deadlines, and directives sent to them via this account.

Official communications from faculty, administration, and campus departments, including academic notices, clinical assignments, scheduling changes, and policy updates, will be delivered exclusively through the MSOM email system. Students are required to use their MSOM email address for all academic and professional correspondence related to the institution.

Failure to monitor or respond to official email communications does not excuse a student from institutional requirements, expectations, or deadlines. Students experiencing issues with email access should contact the Office of Information Technology promptly for assistance.

Harassment and Discrimination

MSOM is committed to fostering a safe, respectful, and inclusive educational environment free from discrimination, harassment, and retaliation. In alignment with federal and state laws, including Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act (ADA), and other applicable regulations, MSOM prohibits all forms of harassment and unlawful discrimination on the basis of race, color, ethnicity, sex, sexual orientation, gender identity, religion, national origin, age, disability, genetic information, marital status, or any other protected class.

Harassment, including sexual harassment, is defined as behavior that is severe or pervasive enough to interfere with a person's ability to participate in or benefit from MSOM's programs, activities, or employment. Examples include verbal abuse, unwanted physical contact, inappropriate jokes or comments, and the display or circulation of offensive materials. Retaliation against individuals who report, participate in, or support a harassment or discrimination investigation is strictly prohibited.

Students who believe they have experienced harassment or discrimination should report concerns promptly. Reports may be submitted to:

Dr. Chanté Richardson

Associate Dean of Student Services and Community Engagement

11120 Health Drive, Hagerstown, MD 21742

(301) 790-8267 | chante.richardson@msom.org

Reports can also be submitted through the **Compliance Hotline** at 1-888-847-9247 or (301) 790-7950.

All complaints will be addressed promptly and handled as confidentially as possible. Interim supportive measures may be implemented to protect the student's educational experience during the review process. Investigations are conducted by the Associate Dean in collaboration with the Chief Compliance Officer. Students may appeal the findings of any investigation by submitting a written appeal to the Dean within 15 days of receiving the decision. All students retain the right to file a complaint with the U.S. Department of Education's Office for Civil Rights at any point.

This policy is enforced in accordance with MSOM's full Non-Discrimination Policy at <https://msom.org/about/policies>, which contains additional information about definitions, procedures, and reporting mechanisms. Students are encouraged to review the full policy for a comprehensive understanding of their rights and responsibilities.

Sexual Harassment and Discrimination (Title IX)

MSOM is committed to maintaining an educational and workplace environment that is free from all forms of sex discrimination, including sexual harassment, in accordance with Title IX of the Education Amendments of 1972. This policy applies to all MSOM students, faculty, staff, and affiliates and protects against discrimination based on sex, sexual orientation, gender identity, pregnancy or related conditions, sex stereotypes, and sexual characteristics.

Sex-based harassment prohibited under this policy includes, but is not limited to:

- Unwelcome sexual advances or requests (quid pro quo harassment)
- Sexual assault
- Dating or domestic violence
- Stalking
- Hostile environment harassment based on sex or gender-related characteristics

Any form of sex-based discrimination or harassment is strictly prohibited. MSOM will take prompt and equitable action to prevent, investigate, and, if necessary, remedy any behavior that violates this policy. Disciplinary action may include verbal or written reprimand, suspension, dismissal, or termination of employment, depending on the seriousness of the offense.

Students and employees have the right to a fair, impartial grievance process that includes:

- Equal treatment of complainants and respondents
- A presumption of non-responsibility until proven otherwise
- Protection from bias or conflict of interest
- The right to appeal a decision
- Access to supportive measures for both parties
- A standard of evidence based on preponderance (more likely than not)

Retaliation against anyone who files a complaint, participates in an investigation, or otherwise engages in protected activity is strictly prohibited. MSOM will take appropriate corrective and preventative measures if retaliation is found.

Reports may be submitted to the Title IX Coordinator or through MSOM's Compliance Hotline:

Title IX Coordinator

Patrick Slagle, Assistant Dean of Student Affairs

11120 Health Drive, Hagerstown, MD 21742

Email: patrick.slagle@msom.org

Compliance Hotline: 1-888-847-9247 or (301) 790-7950

Confidentiality will be maintained to the extent possible, and interim measures may be implemented during an investigation to support the well-being and academic standing of all involved students.

For more information, including grievance procedures, definitions of prohibited conduct, and details about investigation processes, students should consult the full Title IX Policy and Non-Discrimination Policy at <https://msom.org/about/policies>.

Pregnancy and Related Conditions

MSOM is committed to supporting pregnant and parenting students by providing reasonable and appropriate accommodations. Title IX prohibits discrimination against a student or employee based on pregnancy, childbirth, false pregnancy, termination of pregnancy, lactation, and medical conditions related to these conditions. MSOM cannot exclude a pregnant student from participating in its educational programs and must offer reasonable accommodations, including but not limited to:

- MSOM will excuse a student's absences due to pregnancy or childbirth, in accordance with the **Attendance Policy**, as long as the student's doctor deems it medically necessary.
- A student who takes a leave of absence (LOA) due to pregnancy or childbirth will be allowed to return in accordance with the **Leave of Absence Policy**.
- Any special services provided to students with temporary medical conditions must also be provided to a pregnant student.
- Privacy space for lactation accommodations.

If you are a student interested in learning about your Title IX rights as a pregnant or parenting student, you can schedule a meeting with the Title IX Coordinator.

Student Progress Committee

The Student Progress Committee (SPC) at the Meritus School of Osteopathic Medicine (MSOM) is established to uphold academic integrity and professional standards by reviewing cases involving academic deficiencies, violations of conduct, or other concerns that may impede a student's ability to progress through the program. SPC meetings are convened periodically and as needed. The SPC serves as a recommending body to the Associate Dean of Academic Affairs and/or Clinical Education. The Associate Dean will send the recommendations to the Dean, who retains final decision-making authority on all matters brought before the committee.

The SPC is responsible for reviewing both academic and non-academic concerns, including but not limited to repeated academic failures, marginal academic performance, violations of the Student Code of Conduct, unprofessional or unethical behavior, and breaches of institutional or clinical site policies. Cases may be referred to the SPC by faculty, the Office of Student Affairs, the Office of Academic Affairs, the Office of Clinical Education, or the Dean when a student's performance or conduct warrants formal review.

Procedures

Upon referral to the SPC or SPC subcommittee, the chair may reach out to other relevant offices or officials for details regarding the student's case. A student whose case has been referred to the SPC will receive written notice of the concern under review, including specific details, at least five (5) business days prior to the scheduled hearing. Students are encouraged to prepare and submit a written response addressing the concern prior to the SPC meeting. Prior to the SPC meeting, the student is strongly encouraged to meet with the MSOM Office of Student Affairs to better understand the SPC process and to ask for assistance in preparing for the SPC meeting or any questions they may have about the process. It is the student's responsibility to timely contact the MSOM's Office of Student Affairs for assistance in advance of the SPC meeting date and time.

During the meeting, the SPC will review all relevant documentation, hear directly from the student and any involved parties, and deliberate in a closed session. Legal counsel or any other form of representation on behalf of the student is prohibited during the SPC meeting. Following deliberation, the committee will formulate a recommendation to the Associate Dean. The Associate Dean will review and send his or her recommendations to the Dean. The Dean will have the final decision and will notify the student of the decision in writing.

SPC Outcomes

Following its review of a student's academic or professional conduct, the Student Progress Committee (SPC) or subcommittee may recommend a range of outcomes to the Associate Dean. These outcomes are intended to support student success, ensure academic standards, and uphold institutional policies and professionalism.

For academic concerns, outcomes may include, but are not limited to:

- Course or clerkship remediation
- Retake COMLEX
- Repeat a semester/academic year
- A modified course of study or delay in academic progression
- Additional clinical requirements or academic support measures
- Administrative Leave of Absence (LOA)
- Referral for further evaluation or support services
- Dismissal from the program

For non-academic concerns, including professional misconduct or violations of the Student Code of Conduct, outcomes may include but are not limited to:

- Verbal or written admonition
- Loss of eligibility for leadership roles or campus privileges
- Conduct or disciplinary probation
- Administrative Leave of Absence (LOA)
- Reflective assignment
- Service-learning project
- Dismissal from the program

All SPC recommendations are submitted to the Dean, who makes the final determination. Students may appeal the Dean's decision through the process outlined in the MSOM Grievances Policy.

Student Rights

Students appearing before the SPC have the right to be informed of the specific concern or allegation prompting the hearing and to present their perspective and supporting evidence. All details regarding the case will be kept confidential to the degree possible and as is required by law. Following the Dean's decision, the student has a right to appeal the decision within five (5) business days by requesting a Grievance Hearing as outlined in the **Grievances Policy**. Grounds for appeal are limited to any new and compelling information that was not available to the SPC committee at the time of deliberation, which would have impacted the outcome of the matter. If the student does not appeal within the timeframe, the Dean's decision will be considered final.

Committee Membership

The SPC is composed of the Associate Dean of Student Services, a minimum of two faculty representatives from both the preclinical and clinical phases of the curriculum, and subcommittee chairs. A chair is appointed by the Dean to oversee the committee's operations as a non-voting member. A quorum requires a majority of voting members to be present. Any member with a conflict of interest must recuse themselves from the proceedings. At the discretion of the committee chair and with the Dean's approval, non-voting individuals may be invited to attend SPC hearings. Legal counsel or external representatives on behalf of the student are not permitted to participate in the process.

The SPC subcommittee is composed of the subcommittee chair for the appropriate academic year and select members of the SPC and/or additional non-SPC committee members as deemed appropriate by the chair of SPC.

Confidentiality and Records

All SPC proceedings are conducted in a confidential manner. Records of hearings, including supporting documentation and the committee's recommendation, are maintained in the Office of the Dean. Any resulting actions that impact a student's academic standing will be documented in the student's official academic record in accordance with institutional policy.

Final Authority

The SPC functions solely in an advisory capacity. The Dean will consider the SPC's recommendation but retains sole authority to determine final outcomes. Decisions made by the Dean may be appealed through the institution's established grievance process as outlined in the **Grievances Policy**.

Grievances and Complaints

Grievances

MSOM is committed to providing a fair and respectful environment in which students can raise and resolve concerns. The institution recognizes the right of students to express grievances regarding course grades, academic decisions, behavioral or professional issues, financial concerns, or other matters, and encourages these concerns to be communicated in a professional and ethical manner.

General Guidelines

All grievances, except Title IX and other harassment and discrimination-related grievances, must be submitted in writing to the Office of the Dean. Records of submitted grievances will be securely maintained in the Office of the Dean. For information regarding grievances related to Title IX and other harassment and discrimination, see

Unless otherwise noted, each stage of the grievance process is expected to be completed within two weeks, and all reasonable efforts will be made to meet the timelines. Requests for extensions to these timeframes must be submitted in writing at least ten (10) calendar days prior to the deadline. The Office of the Dean will respond to extension requests within two (2) business days. If MSOM initiates an extension, students will be notified at least five (5) calendar days in advance of the deadline.

Informal Resolution

Students are encouraged to first seek an informal resolution by discussing the concern directly with the involved faculty member, staff member, or relevant party. Many grievances can be resolved at this level through open and respectful communication. If the issue is satisfactorily resolved, no further action is required. The student may consult with the Office of Student Affairs for non-academic grievances or the Offices of Academic Affairs or Clinical Education for academic-related grievances.

Submission of Formal Grievance

If informal resolution is unsuccessful, students may submit a formal grievance form to the Office of the Dean within 15 business days of the incident or decision in question. The Dean will issue a written response or resolution within 10 business days of receiving the grievance.

Request for Grievance Hearing

If the student is not satisfied with the outcome of the formal grievance review, they may request a Grievance Hearing within 30 calendar days of receiving written notification of the decision. The request must be submitted in writing to the Office of the Dean and include the following:

- A clear, concise description of the grievance
- An explanation of how the action or decision was unjust, discriminatory, or unreasonable
- Identification of the respondent(s) involved
- A statement of how each respondent is responsible
- The specific remedy requested
- Whether the student will bring a non-participating observer to the hearing

Grievance Hearing Procedure

Upon receipt of the hearing request, the Grievance Hearing Board will be convened by the Dean. The hearing will be scheduled within 10 business days of notification to board members. Members of the Grievance Hearing Board must not have any conflict of interest or direct involvement in the subject of the grievance.

The board will consist of:

- The appropriate Associate Dean(s)
- Two faculty members
- One staff member
- One student
- The Dean (ad-hoc, non-voting member)
- Other members, as determined by the Dean

At the hearing, both the student and the respondent(s) may present evidence, documentation, and witnesses. Legal counsel or any other representation on behalf of the student is strictly prohibited at the hearing. The Grievance Hearing Board will also review relevant materials, including the Dean's final report. The board will render a final determination regarding the outcome of the grievance. The decision of the Grievance Hearing Board is final. No additional appeal process is available within the institution.

Complaints to Outside Agencies

Any interested stakeholder or member of the public may file a complaint regarding compliance with Accreditation Standards. Initial complaints should be referred to the Associate Dean of Student Services. Anonymous complaints will not be accepted, but the identity of the complainant will be protected to the greatest extent possible. Complaints will be reviewed and investigated by the Dean's Council and a report provided to the Dean within 10 business days. Should the complaint not be addressed to the satisfaction of the complainant, the complaint may be escalated to the appropriate accreditation or regulatory agency. Additionally, anyone may file a complaint directly with the accreditation or regulatory agency by following the processes outlined on their websites.

COCA complaint policies and complaint form can be found at <https://osteopathic.org/accreditation/accreditation-guidelines-policies>.

The Maryland Higher Learning Commission complaint form can be found at https://mhec.maryland.gov/institutions_training/Documents/acadaff/MHECStudentComplaintProcedures.pdf.

Maryland Office of Attorney General Consumer Affairs 200 St. Paul Place Baltimore, MD 21202 (888) 743-0023 or (410) 528-8662.

MSOM maintains a strict policy of non-retaliation against anyone who submits a complaint to the school or to any accreditation or regulatory agency.

Tuition and Billing

Tuition and Fees

The following are the estimated billable costs for the 2025-2026 academic year:

MSOM		
2025-2026 Estimated Tuition and Fees		
Cost	Fall 2025	Spring 2026
Required Fees		
Tuition	\$27,500	\$27,500
Comprehensive Fee	\$1,750	\$1,750
Total Required Fees	\$29,250	\$29,250
Other Estimated Fees (as applicable)*		
Housing (Average)	\$12,066	\$12,066
Meal Plan (10 meals/week)	\$2,000	\$2,000
Student Health Insurance	\$5,079	\$0
Total Other Fees	\$19,145	\$14,066
Total Combined Tuition and Fees	\$48,395	\$43,316

*The estimated costs listed above include an average housing cost and the 10-meal plan option. For information regarding housing and meal plan charges, students can visit <https://msom.org>. Students who choose to enroll in the MSOM-sponsored student health insurance plan through United Healthcare will see the full yearly premium billed to the Fall semester. No insurance premium will be billed for the Spring semester.

Tuition Refund Policy

Students who drop or withdraw from their courses before the end of the first week of courses are entitled to a full refund of all tuition paid, excluding non-refundable fees (i.e., application fee, seat deposit, comprehensive fee, etc.). Students who withdraw after the first week of courses (e.g., first five (5) calendar days) are not entitled to a refund of any tuition or fees. For more information about withdrawals, please see the **Withdrawal Policy**.

Office of Student Accounts

The Meritus School of Osteopathic Medicine (MSOM) Office of Student Accounts assists with billing, payments, refunds, and annual tax forms. All students are required to utilize the Student Information System (SIS), Campus Café, to view their bill and make payment by the deadline each semester.

Student Billing

All student billing is done through the MSOM Student Information System (SIS) Campus Café. Students can log in to Campus Cafe using their MSOM-provided student email address. Students will be billed per semester (Fall and Spring) for tuition and fees. Residential students will be charged for housing in six (6) month increments along with the selected meal plan. Commuter students will also be billed for meal plans if they elect to enroll. For those who enroll in the MSOM offered student health insurance plan with United Healthcare, the charge will be applied to the Fall semester. No insurance premium will be billed for the Spring semester. Other charges may be incurred, as necessary.

Billing Due Dates

All semester charges billed to the student's account must be paid in full by the billing due date each semester. The billing due dates are the same each year:

- Fall charges are due July 1st
- Spring charges are due December 1st

Payment Options and Criteria

Tuition and fees, including applicable housing, meals, and insurance, are billed at least 30 days prior to the billing due date. The student must make satisfactory payment arrangements for the full balance due no later than July 1st for the Fall and December 1st for the Spring. Students cannot start the program or move into MSOM Housing, if applicable, until satisfactory payment arrangements are made. Satisfactory payment arrangements include, but are not limited to, the following:

- Student makes payment in full via check, 529, or other means.
- Student secures federal student aid equal to or in excess of the balance owed. Please note, MSOM is not yet approved for federal Title IV aid.
- Student secures private educational loan (alternative loan) equal to or in excess of the balance owed.
- Student secures scholarships equal to or in excess of the balance owed.
- Student uses a combination of payments, loans, and/or scholarships to cover the balance owed.

If a student fails to make satisfactory payment arrangements by the applicable due dates, the student will not be permitted to attend MSOM. The student's class schedule will be administratively dropped, and the 12-month housing lease, if signed, will be terminated. Allowances may be made for students who are accepted after the billing deadline, prior to the start of the semester.

If a student cancels any loan funds – federal, private, educational, or personal - either pre-disbursement or post-disbursement, the student will become responsible for payment of any balance owed immediately. Failure to make payment in full within 30 days of aid cancellation will result in a registration hold and revocation of the student's key card for housing and meals, if applicable. This means the student will be unable to register for additional classes and be unable to gain access to their meal plan or residential housing, if applicable, until the balance is paid. If full payment is not made within 30 days, late payment fees will be assessed at a rate of \$100 per month. After three late fees are assessed to the student's account, the account will be turned over to a collection agency. All collection fees related to the collection of past due accounts are the responsibility of the student.

All students are required to satisfy any outstanding balances and must reflect a zero balance when applying for graduation. If a student has an unpaid balance owed to MSOM in their final semester, the student will not be approved for graduation. This means the student will not be permitted to attend the graduation ceremony, will not receive their degree, and will not be placed in a residency program.

Self-Payments

While MSOM does not offer a structured monthly payment plan, students can make payments toward their account online via a checking account or credit card within Campus Café. Online credit card transactions will incur a 3% fee. Students can also make payments via mailed check or money order to the Office of Student Accounts:

MSOM Student Accounts
11120 Health Drive
Hagerstown, MD 21742

Credit Balance Refunds

All financial aid disbursed to a student's account will first be applied to balances owed to MSOM, including tuition, fees, and all applicable housing, meal, and student health insurance charges. Once all charges are paid in full, the credit balance of any excess aid will be refunded to the student for education-related expenses. These expenses may include, but are not limited to:

- Books, course materials, equipment, and supplies not supplied by MSOM
- Rent (off campus)
- Food
- Transportation
- Miscellaneous personal care expenses
- Insurance
- Dependent Care
- Professional Licensure

The Office of Financial Aid will review student funding eligibility prior to the start of each semester. All financial aid will be scheduled to disburse within ten (10) days of the start of the semester by the Office of Financial Aid. The Student Accounts Office will post the disbursements to the student's account. If there are excess aid funds, the Office of Student Accounts will process refunds to eligible students within fourteen (14) days of disbursement via paper check mailed to the student's address or, if the student has enrolled, via direct deposit.

1098T Forms

The Office of Student Accounts will issue 1098T forms by January 31st every year. These annual tax forms will be available on the student's Campus Café account. Email notices will be sent to students once the form is ready to be viewed and downloaded.

Financial Aid

Office of Financial Aid

The Meritus School of Osteopathic Medicine's (MSOM) Office of Financial Aid is committed to assisting students with financing their educational costs, financial wellness and literacy, and providing individualized financial aid counseling. MSOM students will be required to complete one-on-one entrance counseling, attend at least two financial literacy programs each year, and complete exit counseling upon completion of their program. Individual advising will be available to all prospective, admitted, and current students at any time throughout the year.

It is the responsibility of the MSOM student to consider all financial aid options and familiarize themselves with the information contained within this Catalog and on the MSOM Office of Financial Aid webpage, as well as information provided to them by the Office of Financial Aid via email and/or any other form of communication.

Cost of Attendance

The Cost of Attendance (COA) is an estimate of education-related expenses a student could incur over a period of enrollment. The total of all financial aid received by the student cannot exceed the COA each year. If an over-award occurs, necessary adjustments will be made to the student's aid package, and the student will be notified. The estimated Cost of Attendance is developed using the parameters set forth by the U.S. Department of Education and various other sources of information. The sources include, but are not limited to, student surveys, U.S. Bureau of Labor Statistics, guidance provided by programmatic organizations, and/or cost of living analysis of the Hagerstown, Maryland, area.

The estimated Cost of Attendance (COA) includes both direct and indirect costs. Direct costs are those billed by MSOM to the student, including tuition, fees, and, if applicable, housing, meals, and student health insurance. Indirect costs are those not billed by MSOM but rather, estimated costs students could incur during a year of enrollment. These indirect expenses include, but are not limited to, books, supplies, transportation, personal expenses, health insurance, and food. MSOM students must use the aid awarded and disbursed by MSOM to be used only for the cost of their education and education-related costs incurred while attending MSOM.

Cost of Attendance	2025/2026
Tuition	\$55,000
Comprehensive Fee	\$3,500
Direct Loan Fees	\$430
Housing	\$24,132
Food	\$5,570
Health Insurance	\$4,700
Personal Care	\$4,500
Books/Supplies	\$1,500
Transportation	\$300
Total	\$99,632

*Please note that tuition and fees are subject to change at the discretion of MSOM on a yearly basis.

We strongly recommend that every student create a budget using the Budget Worksheet to monitor their budget and adjust as necessary. The estimated annual Cost of Attendance is located at <https://www.msom.org/financial-aid/cost-of-attendance>.

Additional requirements may apply and are summarized below. To be eligible for financial aid at MSOM, a student must:

- Be enrolled and accepted into an eligible degree program.
- Be enrolled in at least half-time enrollment.
- Be in good academic standing and making Satisfactory Academic Progress.
- Be enrolled in courses that are required for completion of their degree.
- Not be in default on any student loan or on a loan guaranteed or insured under the Federal Student Loan Program.
- Not owe a refund on a federal grant previously received or be in default of other federal debt, and
- Meet other eligibility requirements, such as those related to citizenship and aggregate aid limits as applicable for the aid they are receiving.

MSOM's Status of Eligibility for Participation in Title IV Student Aid Programs

Meritus School of Osteopathic Medicine (MSOM) has received pre-accreditation approval from the Commission on Osteopathic College Accreditation (COCA). Until the Fall 2025 semester starts and students begin attending, the school is ineligible to apply for and participate in Title IV programs of the Higher Education Act of 1965 (HEA), which includes administering federal student financial aid programs and Title VII programs of the Department of Health and Human Services. MSOM will be submitting the application to participate to the US Department of Education on the first day of classes starting in July 2025. The Department of Education will assign the school a federal school code (OPEID) once it obtains eligibility to participate in federal student aid programs. Approval of the application by the U.S. Department of Education may take six to twelve months or longer. MSOM anticipates being able to offer a federal student loan option midway through the 2025–2026 academic year or the beginning of the 2026–2027 academic year. Once approval has been granted, MSOM will begin offering Federal Student Aid to students who are currently enrolled and students enrolled thereafter.

While MSOM awaits approval for Federal Student Aid, enrolled students will need to seek funding through a private educational loan from a third-party lender of their choosing or make payments out of pocket.

Financial Aid Eligibility

Eligibility for student financial aid awards is determined based on enrollment status, Satisfactory Academic Progress, and Cost of Attendance. Although full-time enrollment is defined as 9 or more credits per semester, MSOM's academic plan for completion includes 30 credits per semester in the first two years. Therefore, all MSOM students will be considered full-time each year of enrollment.

A student must be enrolled at least half-time each semester to be eligible for student financial aid. Half-time enrollment is defined as 4.5 credits per semester. Usually, a student enrolled less than half-time will not qualify for student financial aid. However, there may be private educational loan lenders that may consider offering student loans to those enrolled less than half-time. Only classes required for degree completion can be included in the enrollment calculation. Additional classes taken outside of those outlined for the program are not considered for the purposes of financial aid eligibility.

Entrance Counseling

Student Loan Entrance Counseling is required of all students who plan to finance their educational costs with private or, in the future, federal student loans. Students will be notified of the steps necessary to fulfill this requirement when they apply for and are approved to receive a private, educational loan. By attending entrance counseling, students will be sure to understand their responsibilities and obligations when borrowing any type of student loan. Topics will include the following:

- Understanding Your Loans
- Managing Your Spending
- Planning to Repay
- Avoiding Default
- Making Finances a Priority

Financial Assistance

Medical school is a big investment, and the MSOM team is here to provide guidance and support in navigating the financial aspects of our students' educational journey. MSOM's dedicated Office of Financial Aid will be available to students during every step of their academic journey. Whether it be personal loans or scholarship opportunities, MSOM wants to ensure that students are allotted all the appropriate resources to comfortably navigate the payment of their medical education.

Private Loans

There are many private medical school loan options for students who intend to finance their education through student loans. Institutions such as CollegeBridge, Sallie Mae, First United Bank and Trust, and many other banks offer these private student loans. Our team is here to help you navigate this when the time comes.

MSOM is not currently eligible to participate in Title IV due to being in the early stages of the accreditation journey. As a non-profit school, MSOM is working toward Title IV eligibility as quickly as possible. In the meantime, MSOM works with private lenders for students requiring loans. Students are encouraged to reach out to the Office of Financial Aid with any questions.

Scholarships

There are many options for scholarships to support medical education, as well as student loan forgiveness programs for those who go on to work in the non-profit sector. One such scholarship opportunity available to local students, funded through a generous donation by the Meritus Medical Center Auxiliary, the Meritus Auxiliary Regional Scholar Program, provides full, 100% tuition for one student from the greater Washington County, Maryland region. Students who graduated from a high school within 50 miles of Hagerstown are eligible and encouraged to reach out for more information by emailing financialaid@msom.org. As more scholarship opportunities become accessible to students, MSOM will update the listing found at <https://msom.org/financial-aid/scholarship-information>.

Reporting Additional Resources

Students are required to report all educational resources to the MSOM Office of Financial Aid. Additional resources are included when calculating a student's financial aid eligibility for loans and other types of aid. Examples of additional resources may include, but are not limited to, the following, which are required to be reported to the Office of Financial Aid:

- Tuition Remission
- Grants
- Scholarships
- Employer tuition support
- Stipends of any kind
- National Guard or other education benefits

Notification and Acceptance of Awards

Students will only be permitted to apply for Private Educational Loans (alternative education loans) and/or scholarships until MSOM is approved to participate in Title IV aid programs. The acceptance of the loan amount will be done at the time of application with the lender of the student's choosing. No additional steps will be needed to accept the loan, and the award notice about these loans will be available through the student's portal. Students will have access to online award notifications.

The Office of Financial Aid recommends all students secure a private, educational loan for the full year's cost. MSOM will receive a loan certification request from the lender for each student's private loan request every year. The private educational loan will be certified for the amount requested, not to exceed the annual Cost of Attendance. All loan certifications must be complete and submitted to the respective lenders by June 15th to ensure funding approval for the July 1st billing deadline. The student's continued eligibility for funds will be reviewed prior to each disbursement date, which will be scheduled for the tenth day of the fall semester and the tenth day of the spring semester.

Once the student's loan disbursement is received from the lender, the MSOM Student Accounts office will apply the funds to the student's tuition, fees, housing, and any other amount owed to MSOM. Any charges that remain owed on the student's account will be the student's responsibility to pay. If additional funds are disbursed in excess of the student's billable charges, the excess aid will be refunded to the student and processed via paper check or direct deposit through the Student Accounts office.

Disbursement of Aid

Student financial aid will be scheduled to disburse after the tenth (10th) day of the Fall and Spring semesters. Prior to any funds being disbursed, the student must be enrolled and must meet all Satisfactory Academic Progress (SAP) standards. A student must notify the Office of Financial Aid if their enrollment level is expected to change to determine if there will be any impact on their aid that has been accepted and/or secured. Students will be notified if any changes to their aid award occur. Tuition and fees, including applicable housing, meals, and student health insurance charges, will be paid first, and if the student has excess aid that creates a credit balance, a refund will be generated and sent to the student by the Office of Student Accounts within fourteen (14) days of the school receiving the funds. Student refunds are to be used to offset their educational and living expenses for the semester.

Federal Return to Title IV (R2T4) Policy

At this time, MSOM is not yet eligible to award federal Title IV funding to students and is not required to

perform the Federal Return to Title IV (R2T4) calculation. Once MSOM receives approval for Title IV funding, the Federal Return to Title IV Policy will be updated to the current R2T4 regulations at that time.

Satisfactory Academic Progress

Although Satisfactory Academic Progress (SAP) is a requirement for Federal Student Aid (Title IV), MSOM has adopted the same policies regarding institutional aid. Further, private educational loan lenders may require a similar standard for Satisfactory Academic Progress.

The following information details the SAP standards students must meet to continue eligibility for financial aid. The SAP Policy is also available on the MSOM Financial Aid website.

Federal regulations require colleges and universities to establish standards of academic progress for students who are the recipients of student aid. SAP ensures students can complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

To maintain eligibility for student assistance, students must maintain progress in their academic program. MSOM has established qualitative and quantitative standards for a student's progress toward completion of their degree. These standards must be met for a student to continue receiving financial aid. Students who are not meeting SAP standards will not be eligible for financial aid funding. The school is responsible for establishing the specific requirements for satisfactory academic performance, tracking its students' progress, enforcing the consequences of unsatisfactory progress, and outlining the appeal process for students who experience extenuating or unusual circumstances that have an impact on their academic performance.

Standards of Satisfactory Academic Progress

The standards of Satisfactory Academic Progress measure a student's performance in three (3) areas:

1. **Qualitative Standard:** The qualitative standard is a numeric score that a student must have at each evaluation. Doctor of Osteopathic Medicine (DO) students must achieve a cumulative pass percentage of 70 or greater.
2. **Quantitative Standard:** The quantitative standard is the percentage of credits attempted vs. credits earned. Doctor of Osteopathic Medicine (DO) students must maintain a 67% successful completion of attempted credits. Attempted, but not completed, include: incomplete, withdrawal, failure, and unsatisfactory
3. **Maximum Time Frame:** All students are expected to earn their degree within a maximum time frame (MTF) of no longer than 150% of the published length of their program. Doctor of Osteopathic Medicine degree students must complete their degree requirements within 6 calendar years from the date of their initial matriculation.

Frequency

MSOM evaluates SAP annually at the end of each Spring semester, which is the last semester of the academic year for all students.

Evaluation

The Office of Financial Aid will perform an annual review of each student's progress to ensure that students are meeting each of the SAP standards. If it is determined that the student is not compliant with one or more of the standards, the student becomes ineligible to receive financial aid and will be placed

on a Financial Aid Suspension. If a student has an extenuating or unusual circumstance, the student has the right to appeal their financial aid suspension status. If the student has a remediation or academic plan through the Student Progress Committee (SPC) or subcommittee, this will need to be included in the student's appeal.

Notification

Students who are not meeting one or more SAP standards at the end of spring will be notified in writing of their Financial Aid Suspension status after all grades have been finalized and submitted. The notification will include an explanation of the standards evaluated and which standard(s) are not being met. Written notification will be sent electronically via the student's MSOM email account and/or mailed to the student's home address on file. Students will also be able to see their SAP status via the Student Information System (SIS) Campus Cafe. Within the written notification to students, instructions will be sent regarding the student's right to appeal and instructions on how to submit the appeal with supporting documentation to the Office of Financial Aid for committee review. If financial aid has already been awarded for the subsequent academic year, the offer of aid will be rescinded.

SAP Appeals

Students are permitted to appeal the loss of aid based on either the death of a relative, a serious personal illness/injury, or other extenuating circumstances.

- Students must submit a letter in writing to the appeal committee detailing what extenuating circumstance caused the poor academic performance, how the issue is now resolved, and what will be done moving forward to ensure continued academic success.
- Students must submit third-party documents to substantiate a claim of extenuating circumstance (Example: obituary due to death in the family, etc.) within 10 days of notice of failure.
- Students must submit a SAP Appeal form, which will be provided to them upon notice of their Unsatisfactory Academic Progress.

If a student's appeal is approved, the student will be notified within 7 days of the committee decision and placed on a Financial Aid Academic Action Plan for one (1) term of enrollment. The student must meet with their academic advisor to create an Academic Action Plan.

At the end of the term, the student's academic record will be reviewed.

- If the student is now meeting the terms of SAP, the student will regain eligibility for subsequent terms.
- If the student has still not met SAP standards but has met the criteria set forth in the Financial Aid Academic Plan, the student's probation will be renewed for an additional term, and the student will receive aid.
- If the student has not fulfilled the terms of the Financial Aid Academic Action Plan, the student will lose eligibility for federal and institutional aid.

Students can regain Title IV and Institutional Aid eligibility by completing credits and earning sufficient grades to become compliant with the qualitative and quantitative standards above.

Veteran Affairs (VA) Education Benefits

The Meritus School of Osteopathic Medicine (MSOM) has been pre-approved as an institute of higher learning in Maryland by the Maryland Higher Education Commission (MHEC). Until the Fall 2025 semester starts and students begin attending, the school is ineligible to participate in VA Educational Benefit programs (including, but not limited to, Chapter 30, 31, 33, 35, MGIB, etc.). MSOM will be submitting the application to become a VA-approved program with the State Approving Agency (SAA) at MHEC on the first day of the program in July 2025. Once the Doctor of Osteopathic Medicine program is an Approved Program, MSOM can begin certifying VA Education Benefits.

Financial Wellness Program

The Office of Financial Aid is committed to the success of all MSOM students. MSOM encourages students to utilize all available resources to manage their financial affairs and plan for their financial futures. As an osteopathic medical student, the Commission on Osteopathic College Accreditation (COCA) encourages the institution to offer various financial literacy programs to promote financial wellness. MSOM is required to report to COCA attendance rosters for these workshops, upon request. All MSOM students will be required to attend at least two (2) sessions each year of enrollment and three (3) sessions in the student's final year prior to graduation.

These sessions could include, but are not limited to, in-person workshops, webinars, modules, videos, articles, and websites. These resources will focus on debt management, credit, repayment/forgiveness programs, and financial planning.

Further, students will be required to complete Entrance Counseling upon matriculation to MSOM and Exit Counseling upon Graduation with a Financial Aid Counselor. This will be in addition to the US Department of Education's required online Entrance and Exit Counseling requirements on studentaid.gov.

Students will also be required to meet annually with a Financial Aid Counselor to review previous borrowing, if any, and discuss plans for the following year's costs.

Student Support Services

At MSOM, student success is rooted in a holistic approach to academic, professional, and personal development. MSOM is committed to cultivating a supportive learning environment that promotes wellness, equity, and excellence. Through a comprehensive network of student support services, the institution provides tailored resources designed to meet the evolving needs of medical students at every stage of their education. From academic guidance and accessibility accommodations to wellness initiatives and technical support, MSOM ensures that students are equipped with the tools and encouragement they need to thrive both in and outside the classroom.

Academic Advising

Academic advising is an essential component of student success at MSOM and is considered a vital element of the institution's student support services. The academic advising program is designed to foster a strong support network for students as they progress through their medical education, offering academic guidance, mentorship, and encouragement.

Each student at MSOM is assigned a faculty advisor who serves as a consistent point of contact for academic and professional support throughout the duration of their medical education. Advisors assist students in navigating the curriculum, addressing academic challenges, setting goals, and connecting with additional institutional resources.

OMS-I students are strongly encouraged to meet with their assigned faculty advisor at least two times per semester. These meetings provide a structured opportunity for new students to acclimate to the academic environment, receive feedback, and identify early signs of academic stress or difficulty. Regular advisor check-ins also serve to reinforce positive academic habits and ensure timely referrals to additional support services when needed.

OMS-II students are encouraged to meet with their advisor at least once per semester. These meetings may focus on academic progression, preparation for board exams, stress management, and long-term career goals. As students gain more independence, these check-ins provide continued encouragement and opportunities for strategic planning.

Students in the clinical phases of their education (OMS-III and OMS-IV) are encouraged to maintain regular communication with their assigned advisor, particularly at key transition points such as residency application season, COMLEX exam preparation, or when encountering clinical challenges. Additionally, OMS-III and IV students are encouraged to seek guidance from onsite clinical faculty and rotation preceptors for support related to clinical performance, patient care, and professional development.

Faculty advisors are expected to provide academic support, offer personalized guidance, encourage student growth, and direct students to appropriate institutional services as needed. While advising relationships are designed to be informal and supportive, students are encouraged to take initiative in scheduling meetings and communicating their needs proactively.

The Office of Student Affairs oversees the academic advising program and remains available to assist students with additional concerns, advisor assignments, or requests for a change in advisor based on individual needs or preferences.

Learning Specialists

MSOM provides students with access to a full-time, professional learning specialist with advanced academic credentials and substantial experience in student advising. Learning specialists play a vital role in helping students navigate the rigorous demands of medical education. They support students in developing key academic skills, such as time management, critical thinking, problem-solving, study skills, and preparation for national board examinations.

Through personalized guidance, learning specialists assist students in identifying their individual learning styles, crafting effective study plans, and leveraging academic resources to optimize learning outcomes. They also promote strategies for achieving a healthy work-life balance, enhancing both academic performance and personal well-being.

Academic counseling services are available on an as-needed basis. Students may voluntarily seek support or be referred by faculty or the Office of Academic Affairs. In cases of academic difficulty, students may be required to meet with a learning specialist for targeted intervention. These sessions are designed to address specific areas of concern and ensure students remain on a path toward academic and professional success.

Accessibility and Accommodations Services

MSOM is committed to providing equal access to its programs and services in accordance with Section 504 of the Rehabilitation Act of 1973 and applicable federal and state disability laws. The institution recognizes the importance of supporting students with documented disabilities while maintaining the academic and professional standards necessary for the independent and competent practice of medicine. While a general overview of MSOM accessibility and accommodations services are below, students who are seeking accommodations are encouraged to refer to the *MSOM Disability Accommodations and Access* policy at <https://msom.org/about/policies> for full guidance.

Students who require academic accommodations must submit a completed Accommodations Request Form to the Office of Student Affairs. This request will be reviewed by the Accommodations Committee. All requests must be supported by appropriate, current documentation from a licensed healthcare provider that clearly outlines the nature of the disability and the specific accommodations requested. Documentation must include a formal diagnosis, a description of how the disability impacts academic functioning, and a rationale for the specific accommodations requested.

In evaluating accommodation requests, the Accommodations Committee will consider the technical standards for admission, promotion, and graduation from MSOM. These standards define the essential academic and clinical competencies required to function independently and effectively as a physician. While MSOM is committed to supporting all students, it is essential that any accommodations granted do not compromise the integrity of the curriculum or diminish essential program requirements.

Requests for accommodations must be submitted no later than two weeks prior to the start of each academic year to ensure timely review and implementation. Approved accommodations are valid for one academic year only and must be formally renewed through the same process each year. Students are responsible for initiating this request annually. Accommodations are not automatically continued or applied retroactively to prior coursework, grades, or examinations.

Accommodations are tailored to ensure equal access to learning opportunities and may include, but are

not limited to, extended testing time, assistive technology, modified testing environments, and accessible instructional materials. However, MSOM does not guarantee accommodations identical to those provided at other institutions and will determine reasonable accommodations based on the nature of the program and the documented needs of the student.

All students are required to pass COMLEX Level 1 and Level 2 as a condition of progression and graduation. Students requiring accommodations for COMLEX must request them directly through the National Board of Osteopathic Medical Examiners (NBOME). Approval of accommodations for NBOME examinations is solely at the discretion of the NBOME and is not guaranteed by MSOM, even if accommodations have been granted for internal examinations or coursework.

Students are encouraged to engage with the Office of Student Affairs early and proactively to ensure appropriate support is in place. MSOM maintains strict confidentiality regarding all documentation and accommodation records, and students and applicants will not be penalized for seeking accommodations in good faith. For additional guidance, please refer to the full *MSOM Disability Accommodations and Access* policy at <https://msom.org/about/policies>.

Career Counseling

MSOM is committed to supporting students in their journey toward professional fulfillment and success by offering multi-faceted career counseling services to all students throughout their time at MSOM. Career counseling services are designed to provide individualized support as students explore medical specialties, prepare for residency, and develop their long-term career goals.

Career counseling at MSOM is coordinated by the Office of Student Affairs in partnership with faculty advisors, clinical educators, and external career development resources. Services include one-on-one counseling sessions, specialty interest group support, workshops, mock interviews, CV/resume development, personal statement review, and assistance with the Electronic Residency Application Service (ERAS) and the National Resident Matching Program (NRMP).

Students are encouraged to begin exploring career interests early in their education. OMS-I and OMS-II students are invited to attend career exploration events, specialty panels, and programs designed to introduce various fields of medicine. These early experiences help students make informed decisions as they move into the clinical phase of their training.

OMS-III and OMS-IV students are encouraged to engage more deeply with career counseling resources to prepare for the residency application process. This includes reviewing performance in clinical rotations, developing a residency timeline, selecting appropriate specialty and program matches, and securing letters of recommendation. Career counseling services also offer guidance in navigating the NRMP Match process and, if necessary, the Supplemental Offer and Acceptance Program (SOAP), and alternative pathways for students with unique career goals.

All students are expected to proactively utilize available resources with increased frequency recommended during OMS-III and OMS-IV. Faculty and clinical preceptors also serve as valuable career mentors and may be consulted for specialty-specific advice and networking opportunities.

MSOM is committed to empowering students to make informed, confident decisions about their future and to provide comprehensive support as they transition from medical school to graduate medical education.

Technical Support

MSOM is committed to ensuring students have reliable access to the technology resources necessary for their academic success. The **IT Help Desk** provides technical support for all academic computing needs, including troubleshooting issues with software, learning platforms, email access, and network connectivity.

Students experiencing technical difficulties are encouraged to contact the IT Help Desk for prompt and professional assistance. Support is available via email at servicedesk@meritushealth.com. The IT Help Desk operates during standard academic hours.

In addition to direct support, the IT Help Desk provides online resources, FAQs, and user guides to assist students in navigating common platforms and resolving routine issues independently.

For issues related to online examinations, virtual classwork, or secure access to academic resources, students should notify the IT Help Desk as soon as possible to minimize disruptions to their academic progress.

Health Care Services

MSOM is fully committed to fostering the overall well-being of its students by ensuring access to comprehensive health care services that support both mental and physical health. Recognizing the demanding nature of medical education, the institution provides a variety of accessible, confidential, and high-quality health resources to help students manage their health proactively and respond effectively to medical or mental health challenges. The following services are available to assist students in maintaining wellness throughout their academic journey.

Emergency Situations

If you or someone you know is experiencing an emergency, please take immediate action:

- **Emergency Medical Care:** For any life-threatening health condition, dial **911** immediately or go to the nearest emergency room.
- **Suicide and Crisis Lifeline:** Dial **988** for free, confidential support 24/7 for individuals experiencing suicidal thoughts or a mental health crisis.
- National Suicide Prevention Hotline: Call 800-273-8255 for support in times of distress.
- **Emergency Mental Health Services:** Students can contact the number on the back of their insurance card or visit the **Meritus Behavioral Health Walk-In Clinic** (Meritus Health Orange Entrance) in person or by calling **301-393-4357** for assistance.

Mental Health Resources

MSOM provides access to a variety of mental health services to ensure students receive the care and support they need. TimelyCare is the student's first access option for individual mental health support. MSOM provides additional onsite, supplemental support through the Student Assistance Program (SAP) to address any in-person mental health needs. Students are encouraged to use TimelyCare first and reach out to a SAP staff member for additional support or guidance, as needed.

- *TimelyCare:* MSOM students have access to a 24-hour mental telehealth service offering free virtual counseling, mental health resources, and crisis services. Students can visit www.timelycare.com and log in using their MSOM email credentials.
- *Student Assistance Program (SAP):* To schedule a Connecting Care Session with MSOM's onsite

Student Assistance Program (SAP), students should call **301-766-7600** and state that they are calling to schedule a “SAP Connecting Care Appointment.”

Physical Health Services

MSOM students are encouraged to address their physical health needs through the following available services:

- *Urgent Care (Hagerstown):* For non-life-threatening concerns, students can visit one of the following **Meritus Urgent Care** locations:
 - 13620 Crayton Blvd, Suite A, Hagerstown, MD 21742. Open daily from 7 AM to 7 PM. Call **240-313-3100** for assistance.
 - Valley Mall Road, Suite 125, Hagerstown, MD 21740. Open Monday through Friday from 6 pm to 11 pm and Saturday and Sunday from 11 am to 11 pm. Call **301-790-9231** for assistance.
 - For virtual appointments, *MeritusNow* is also available at <https://www.meritushealth.com/locations/meritusnow>.
- *After Hours Care:* If services are needed after hours, students are encouraged to proceed to the **Meritus Medical Center Emergency Department** or the nearest emergency facility.
- *Primary Care:* MSOM partners with Meritus Health, Inc. to provide access to a range of primary care providers in the local area and at affiliated clinical sites. Students should refer to their insurance provider's website to verify coverage.
- *Health Insurance Provider:* Students can contact the number on the back of their insurance card for information on local providers. All students are required to maintain health insurance throughout their enrollment. Students will be automatically enrolled in MSOM's student health plan unless they provide evidence of comparable coverage.
- *Out-of-Area Services:* Students who are away from the local area and cannot reach their primary care provider should seek care at the nearest urgent care clinic or hospital emergency room.

For further assistance or questions regarding health services, students may contact the Office of Student Affairs.

Student Organizations

Student Government

The MSOM Student Government Association (SGA) and class representatives serve as the official representatives of the student population, promoting student interests, organizing class-specific and institutional events, and maintaining effective communication between students, faculty, and administration. These positions exist to foster leadership, engagement, and a spirit of collaboration throughout the MSOM community.

Eligibility and Standing Requirements

To be eligible for election to SGA or as a class representative, students must be in good academic and professional standing as defined by MSOM academic policy. Students must also demonstrate a commitment to the responsibilities of their elected roles and to the ethical standards expected of student leaders.

Any student elected to SGA or as a class representative who subsequently falls out of good academic or professional standing will be required to resign their position. The vacancy will be filled through a class-wide election or appointment process coordinated by the Office of Student Affairs and the remaining leadership.

Student Government Association (SGA)

SGA representatives are elected annually during the Spring semester from the rising OMS-II class. These representatives will serve as the executive leadership body for all MSOM students, including providing institutional representation, advocating for student needs, and coordinating interclass events and initiatives.

Class Representatives

Each class cohort (OMS-I through OMS-IV) will have its own class representatives, responsible for addressing class-specific concerns. For OMS-I students, elections for class representatives are held in the Fall semester after final grades for the first course have been posted. Class representatives for OMS-I are then re-elected in the Spring semester to serve as representatives for the following OMS-II year, along with all other class representatives for each subsequent OMS Year. Rising OMS-III students who serve as class representatives will continue in their roles through OMS-IV unless otherwise stated or replaced. All elected positions are held for one academic year unless the student voluntarily steps down or becomes ineligible.

Officer Roles and Responsibilities

All student government and class representatives are expected to:

- Act as liaisons between students and the administration;
- Participate in regular meetings, training sessions, and events;
- Uphold and model professional behavior and the values of MSOM;
- Solicit and represent the views of their classmates;
- Assist with planning and execution of student-led events, initiatives, and advocacy efforts.

The Office of Student Affairs will oversee all elections, monitor compliance with this policy, and provide support to the elected student leaders throughout their terms.

Student Professional Organizations

For the 2025-2026 Academic Year, the Office of Student Affairs will stand up the Student Osteopathic Medicine Association (SOMA) and American Medical Student Association (AMSA) professional organizations in the Spring semester. All other organizations will be considered at a later date.

Student Interest Groups

Student Interest Groups will be considered for establishment starting in the 2026-2027 Academic Year.



Our mission is to prepare future generations of physicians who are **professionally accomplished, socially responsible, and community oriented.**



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msom.org