

Academic Catalog

2026 – 2027 Academic Year



INSTITUTE FOR
INTERNATIONAL
MEDICINE

An American-Based Educational Institution

Since 2003

Equipping healthcare professionals and students to serve the forgotten

INMED

2340 E. Meyer Blvd. Building 1, Ste. 338

Kansas City, MO 64132

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INMED Mission

Equipping healthcare professionals and students to serve the forgotten.

INMED Vision

To be the national academic standard for international health education and promotion.

The Institute for International Medicine will also be referred to as INMED and Institute within this document.

ORGANIZATIONAL STRUCTURE AND FUNCTION

Roles

President and Provost

The President provides leadership in developing and maintaining effective, efficient systems to sustain and strengthen the institution.

Vice President of Academic Affairs

The Vice President of Academic Affairs serves as the President's deputy in all matters delegated to him/her and oversees the Academic Program.

Vice President of Engagement

The Vice President of Engagement serves as the President's deputy in all matters delegated to him/her and oversees Student and Community Engagement services.

Vice President of Operations

The Vice President of Operations is the chief financial officer of the Institute and is responsible for the business operations of the Institute.

Director of Student Engagement & Technology

The Director of Student Engagement & Technology is responsible for all functions and matters relating to enrollment management, student support, accessibility, technology, and services.

Director of Service-Learning

The Director of Service-Learning is responsible for all functions and matters relating to service-learning experiences and sites of the Graduate Diploma and Master's in International Health programs.

Dean of Faculty

The Dean of Faculty leads the faculty council within the Institute. A dean may also be a professor.

Faculty

Faculty refers to the body of professors that teaches courses to students, such as adjunct professors, associate professors, and professors.

Research Librarian

The Librarian leads the library within the Institute, often leading information literacy sessions and compiling library and information resources.

Campus Information and Student Services

Hours of Operation

- Monday – Friday 9am – 4:30pm (Central Time)
- Evening courses and weekend Hours are flexible and will be posted at the beginning of each semester.

Facilities

- INMED Administrative Offices are on the campus of Research Medical Center at 2340 E. Meyer Blvd., Building 1 Suite, 338, Kansas City, MO 64132.
- Most of the didactic course work is done through the INMED virtual environment.
- In-class skills, simulation work, hands-on training, and labs are completed at Graceway (5460 Blue Ridge Cut-off, Kansas City, MO 64133. Kansas City, MO), at Research Medical Center (2316 E. Meyer Blvd, Kansas City, MO 64132), and/or at facilities that have agreement with INMED both nationally and internationally.
- Service-learning experience is completed at an INMED international clinical or community development site.

Student Offices & Services

- Department of Academics oversees INMED's academic programs and educational quality. The department is responsible for curriculum oversight, faculty affairs, accreditation, assessment, institutional research, library services, academic advising, and service-learning opportunities. Through continuous evaluation and improvement, it supports student achievement and academic excellence.
- Department of Engagement oversees the Office of Student Engagement and promotes student success throughout a student's education at INMED. The department supports academic participation, personal development, student wellbeing, and engagement while helping to ensure students have the resources and opportunities needed to achieve their educational goals.
- Department of Operations provides resources and guidance to students seeking financial support. The department oversees financial affairs related to tuition payments, refunds, scholarships. It works to support student access by helping learners identify and navigate available funding opportunities.
- Office of Student Engagement and Technology is responsible for creating a smooth, efficient, and accessible experience for students. The office serves as the primary point of contact for prospective and current students, supporting admissions, registration, academic records, degree progress, transcripts, and academic policies. It also coordinates accommodations and

accessibility services, connects students with resources that support wellbeing and success, and provides technology support to students, faculty, and staff.

- Office of Service-Learning provides learners with immersive educational experiences that integrate academic learning with service in local and global communities. Through partnerships with health facilities and community organizations, students apply international health knowledge and skills in cross-cultural and underserved settings while developing leadership, cultural awareness, and professional competencies.

PROGRAMS OFFERED

Continuing Education Courses

INMED Short Self-Paced Courses offer up-to-date, evidence-based learning in international health topics. These courses include a pre-test, short videos, engaging images, and a post-test. Registration permits access for one year. All courses are accredited for continuing medical education (CME) credit, with exception of ultrasound.

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians. INMED continuing education courses are accredited for *AMA PRA Category 1 Credits™*.

Registration Requirements:

Open to all learners.

The following are the minimum computing requirements for participating in a continuing education course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads.
- A web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos
- Payment is due at the time of registration

Short Self-Paced Course Catalog

3 CME Hours

\$60	SSPC – CCS 302	Cross-Cultural Skills, 4 th Edition
\$60	SSPC – HL 304	Health Leadership for Limited Resource Settings, 4 th Edition

5 CME Hours

\$100	SSPC – Intro 201	Introduction to Epidemiology, 3 rd Edition
\$100	SSPC – MHD 202	Measuring Health and Disease, 3 rd Edition
\$100	SSPC – ES 203	Epidemiology Studies, 3 rd Edition
\$100	SSPC – BBC 204	Basic Biostatistics Concepts, 3 rd Edition
\$100	SSPC – CAUS 205	Causation of Epidemiology, 3 rd Edition
\$100	SSPC – ENCD 206	Epidemiology of Non-Communicable Diseases, 3 rd Edition
\$100	SSPC – ECD 207	Epidemiology of Communicable Diseases, 3 rd Edition
\$100	SSPC – CLIN 208	Clinical Epidemiology, 3 rd Edition
\$100	SSPC – EOE 209	Environmental and Occupational Epidemiology, 3 rd Edition
\$100	SSPC – HPP 210	Health Policy and Planning, 3 rd Edition
\$100	SSPC – MAT 403	Maternal-Newborn Health, 4 th Edition
\$60	SSPC – ULT 404	Ultrasound for Primary Care, 4 th Edition
\$100	SSPC – IPH 301	International Public Health, 4 th Edition
\$100	SSPC – DM 303	Disaster Management in Limited Resource Settings, 4 th Edition
\$100	SSPC – HE 305	Health Profession Education, 4 th Edition

10 CME Hours

\$200	SSPC – DIS 401	Diseases of Poverty, 4 th Edition
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6 CME Hours

\$120	SSPC – HIV 402	HIV Medicine for Limited Resource Settings, 4 th Edition
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Additional Self-Paced Course information is located at <https://www.inmed.us/short-self-paced-courses/>.

Continuing Education Professional Qualification Courses

INMED Professional Qualification Courses are high-level learning experiences guided by supervising faculty. Each course includes pre-test, short videos, engaging images, a post-test, and a required in-person, hands-on participation lab. Registration permits access for one year. All courses are accredited for continuing medical education (CME) credit.

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians. INMED continuing education courses are accredited for *AMA PRA Category 1 Credits™*.

Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads.
- A web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos
- The ability to attend the in-person, hands-on portion
- Payment is due at the time of registration

Evaluation

All Professional Qualification Courses are graded pass/fail.

Successful pass requires:

- Post Test equal or greater to 80%.
- Satisfactory demonstration of all required skills.
- Complete course evaluation and credit claims form at the certificate completion.

Professional Qualification Course Catalog

25 Clock Hours

\$450	PQC – USPC 801	Ultrasound for Primary Care
\$500	PQC – HBB 802	Essential Newborn Care 1 (Helping Babies Breathe)
\$500	PQC – ECB 803	Essential Newborn Care 2 (Essential Care for Every Baby and Small Babies)
\$350	PQC – HMS 804	Helping Mothers Survive
\$350	PQC HSHL 805	Hands-On Skills for Low-Resource Healthcare
\$550	PQC – OBUS 806	Obstetrics Ultrasound

All Professional Qualification courses require online coursework prep before attending the in-person class portion.

Professional Qualification Course Information

Ultrasound for Primary Care

Open to all learners. This hybrid course is especially useful for medical physicians, medical students, advanced practice nurses, and physician assistants. The certificate is structured to enhance the learner's performance and interpretation for ultrasonography of the carotid, thyroid, heart, lung, aorta, abdomen, urinary tract, DVT screening, joint and venous access, and FAST exam.

Online Course Work:

Lesson 1	Ultrasound Physics
Lesson 2	Thyroid
Lesson 3	Carotid
Lesson 4	Pulmonary
Lesson 5	Cardiac

Lesson 6	Hepatobiliary
Lesson 7:	Spleen
Lesson 8	Renal
Lesson 9	Inferior Vena Cava
Lesson 10	Abdominal Aorta
Lesson 11	Bladder
Lesson 12	Musculoskeletal
Lesson 13	Vascular Access
Lesson 14	eFast
Lesson 15	Deep Venous Thrombosis

In-Person Classroom Event:

8:00 am	Principles of US equipment use and image optimization
9:00	Thyroid & Carotid
10:00	Limited Echo & Thoracic
11:00	Abdominal, Renal, Urinary & eFast
12:00 pm	Lunch
1:00	DVT Screening
2:00	Joint Space Access (Glenohumeral, Superiolateral Knee)
3:00	Venous Access (IJV, SCV, Basilic, Common Femoral)
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 6 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Essential Newborn Care 1 (Helping Babies Breathe) – 11 Clock Hours

Open to all learners. This hybrid course is especially useful for health professionals, health profession students, and community health workers. This evidence-based certificate teaches basic neonatal resuscitation techniques in low-resource locations, developed on the premise that straightforward newborn care can save many lives. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications

Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management

In-Person Classroom Event:

8:00 am	Introduction to Helping Babies Breathe
9:00	Dialogue – Causes of Neonatal Death: Intro to HBB Program
9:30	Ventilation with Bag and Mask
10:00	Preparation for a Birth
11:00	Routine Care (learning with the neonatal simulator)
12:00 pm	Lunch
1:00	The Golden Minute® (clear airway and stimulate breathing)
1:30	The Golden Minute® (ventilation)
2:30	Continued Ventilation with Normal and Slow Heart Rate
3:00	Participant Evaluations – Mastering the Action Plan
4:00	Evaluation of Learner Knowledge and Performance
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 11 *AMA PRA Category 1 Credit(s)™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)™* will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Essential Newborn Care 2 (Essential Care for Every Baby and Small Babies)

Open to all learners. This hybrid course is especially useful for health professionals and health professional students. This evidence-based certificate prepares the learner to teach basic baby care techniques. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications
Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management
Lesson 8	Maternal Newborn Future Vision

In-Person Classroom Event:

1:00 pm	Preparation for a Birth
1:30	Routine Newborn Care
2:30	Identification of Danger Signs
3:00	Feeding and Special Care for Small Babies
4:00	Educating Parents in Home Care
4:30	Transfer Baby Healthcare Skills to Other Providers
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 11 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Helping Mothers Survive

Open to all learners. This hybrid course is especially useful for health professionals and students in the areas of medicine, nursing advanced practice nursing, physician assistants, and midwives. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Surviving Motherhood
Lesson 2	Pre and Post Natal Care
Lesson 3	Pregnancy Complications
Lesson 4	Pressing Women's Disability Issues
Lesson 5	Newborn Care Overview
Lesson 6	Healthy Newborn
Lesson 7	Newborn Problems and Management
Lesson 8	Maternal Newborn Future Vision

In-Person Classroom Event:

8:00 am	Essential Care for Labor & Birth Action Plan Details & Simulation
9:00	Bleeding After Birth Action Plan Details
10:00	Bleeding After Birth Action Plan Simulation
11:00	Threatened and Preterm Labor Action Plan and Simulation
12:00 pm	Lunch
1:00	Pre-Eclampsia and Eclampsia Action Plan Additional
2:00	Pre-Eclampsia and Eclampsia Action Plan Simulation

3:00	Prolonged and Obstructed Labor Action Plan Details
3:30	Prolonged and Obstructed Labor Action Plan Simulation
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 12.75 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Hands-On Skills for Low-Resource Healthcare

Open to all learners. This hybrid course is especially useful for health professionals and students in the areas of medicine, nursing advanced practice nursing, physician assistants, and midwives. The certificate reviews the most needed clinical skills in settings with a shortage of specialists. Included are hands-on sessions covering wound care, suturing, extremity trauma and immobilization, complicated obstetrics, newborn resuscitation, tropical fever evaluation, and community health survey techniques. The certificate requires successful completion of online preparation followed by a one-day, in-classroom event to master hands-on skills and assess learner competency.

Online Course Work:

Lesson 1	Wound Assessment and Suturing Technique
Lesson 2	Extremity Trauma Evaluation and Management
Lesson 3	Tropical Fever Evaluation and Management
Lesson 4	Management of Common Obstetrics Complications
Lesson 5	Newborn Resuscitation
Lesson 6	Community Health Assessment

In-Person Classroom Event:

8:00 am	Wound evaluation and urgent management including repair
9:30	Extremity trauma evaluation, management, and immobilization
11:00	Tropical fever evaluation and management
12:00 pm	Lunch/Poverty Meal (provided)
1:00	Management of common obstetrics complications
2:30	Newborn resuscitation
4:00	Community Health Survey
5:00	Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 15 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Obstetrics Ultrasound

Open to all learners with prior experience in basic obstetric skills. This hybrid course is especially useful for medical physicians, midwives, advanced practice nurses, and physician assistants with prior experience in basic obstetrics skills. This certificate uses ultrasound to confirm early pregnancy diagnosis and location, identify common gynecological pathology, and identify the 6 Ps of late pregnancy.

Online Course Work:

- Lesson 1 Obstetrics Ultrasound Principles
- Lesson 2 Normal Pregnancy
- Lesson 3 Early Pregnancy Complications
- Lesson 4 Later Pregnancy Complications
- Lesson 5 Fetal Heart Ultrasound

In-Person Classroom Event:

- 8:00 am Principles of US equipment use and image optimization
- 8:20 Early pregnancy diagnosis/confirmation and location
- 8:40 Hands-on Clinical Sessions
- 12:00 pm Lunch
- 1:00 2 – 3rd Trimester Ultrasound Evaluation. Late pregnancy fetal parity (number)/pulse (fetal heartbeat) / pocket (fluid)/placenta (location)/ fetal presentation/ post-partum evaluation/ late pregnancy placenta (location)/ fetal presentation/post-partum evaluation.
- 1:40 Basic gynecological ultrasound (ovarian cysts and uterine masses)
- 2:00 Hands-on Clinical sessions
- 3:00 Evaluation of hypotension or shock related to obstetrical hemorrhage
- 5:00 Conclusion

Institute for International Medicine is accredited by the Kentucky Medical Association to provide continuing medical education for physicians.

The Institute for International Medicine designates this other (enduring and live) activity for a maximum of 8 *AMA PRA Category 1 Credit(s)*[™]. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

A certificate of completion indicating the number of *AMA PRA Category 1 Credit(s)*[™] will be issued for completing this course. Certificates may be submitted to applicable state boards for recognition.

Overall Professional Qualification Course information is located at <https://www.inmed.us/hands-on-skills/>.

Graduate Certificate

The Graduate Certificate in International Health provides learners with foundational knowledge and skills in international health, public health, cross-cultural care, leadership, and disease intervention. The certificate serves as a standalone educational offering and as the academic foundation for the Graduate Diploma and Master of International Health (MIH) programs.

General Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads.
- A web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.
- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos

Evaluation

All Graduate Certificates are graded pass/fail. Successful pass requires:

- Participation in all weekly virtual classes.
- Achievement of $\geq 80\%$ on International Clinical Health and International Public Health final exams.
- Cumulative course score of $\geq 80\%$
- Complete course evaluation and credit claims form at the certificate completion.

Graduate Certificate Catalog

8-Week Structured Online Learning

\$1750	GC – IH 900 International Health (Non-Master's)
\$3500	GC – IH 900 International Health (Master's)

Course tuition includes registration to course, course materials, and certification upon successful completion of the course. No textbook is required for this course.

Refund Policy can be found at: <https://www.inmed.us/cost/>.

Graduate Certificate Information

International Health – 10 Credit Hours

This certificate is open to all learners and is especially useful for healthcare professionals, healthcare profession students, public health personnel, healthcare administrators, and individuals preparing for careers in healthcare, community development, and international relations. Registration is reviewed for eligibility and completeness and does not require a competitive admissions process.

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management
Public Health Week Three	Health Leadership
Public Health Week Four	Health Professions Education

Additional course information may be found at: <https://www.inmed.us/graduate-certificate>.

Graduate Diplomas

INMED Graduate Diploma programs are designed for healthcare professionals and healthcare profession students seeking advanced preparation in international health and service-learning. Building upon the Graduate Certificate in International Health, diploma learners integrate academic knowledge with immersive field experience in low-resource and cross-cultural settings. Graduates are prepared to contribute to disease intervention, health promotion, and service-oriented leadership among marginalized populations.

General Registration Requirements:

The following are the minimum computing requirements for participating in a continuing education course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads.
- A web browser, preferably the most up-to-date version of Internet Explorer, Firefox, or Safari.
- Applications capable of opening Microsoft Word documents and viewing PDFs.

- An internet connection, preferably high speed.
- Capability of viewing YouTube and Vimeo videos

Evaluation

All Graduate Diplomas are graded pass/fail. Successful pass requires:

- Earn $\geq 80\%$ in all coursework
- Accumulative grade of $\geq 80\%$
- Earn a "Passing" grade for the skills lab, simulations, and service-learning rotation

Graduate Diploma Catalog

International Public Health

\$100	GD - APP 10	Application Fee
\$1750	GC - IH 900	Graduate Certificate in International Health
\$985	VC - GDSDL 11	Service-Learning Tuition Fee

International Nursing & Public Health

\$100	GD - APP 10	Application Fee
\$1750	GC - IH 900	Graduate Certificate in International Health
\$985	VC - GDSDL 11	Service-Learning Tuition Fee

International Medicine & Public Health

\$100	GD - APP 10	Application Fee
\$1750	GC - IH 900	Graduate Certificate in International Health
\$985	VC - GDSDL 11	Service-Learning Tuition Fee

All Graduate Diploma programs consist of the 8-week Graduate Certificate in International Health followed by a 4-week supervised international service-learning experience.

Tuition includes registration, course materials, and certification upon successful completion of the program. No textbooks are required.

Service-learning enrollment supports the unique logistics required to arrange international service-learning experiences in low-resource communities.

Participants are responsible for obtaining any required insurance coverage associated with international service-learning and for all expenses related to international travel and living arrangements, including airfare, passport, visa, vaccinations, housing, and meals. Depending on the service-learning site selected, these expenses are typically between \$3,000 and \$4,000. INMED can provide site-specific estimates.

Qualified participants are encouraged to apply for assistance through the INMED Service-Learning Scholarship Fund.

Tuition, financial aid, and the refund policy can be found at:
<https://www.inmed.us/cost/>.

Graduate Diploma Information

International Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Public Health is open to healthcare professionals, healthcare profession students, and individuals preparing for careers in healthcare, community development, and international relations. Applicants are generally expected to hold a bachelor's degree prior to application.

Course Work:

- A. *GC – IH 900* Graduate Certificate in International Public Health
- B. *VC – GD SL 11* International Service-Learning
 - 1. Pre-departure preparation
 - 2. 4 weeks of service-learning
 - 3. Post-experience debriefing
 - 4. Reflective essay

International Nursing & Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Nursing & Public Health is open to nurses, including advanced practice nurses, and nursing students. Applicants are generally expected to hold a bachelor's degree prior to application.

Notice: INMED International Nursing Service-Learning experiences demand that students already possess clinical skills. For this reason, INMED requires that prior to departure nursing learners have already completed at least their first semester of nursing school.

Course Work:

- A. *GC – INPH 902* Graduate Certificate in International Nursing & Public Health
- B. *VC – GD SL 11* International Service-Learning
 - 9. Pre-departure preparation
 - 10. 4 weeks of service-learning at an International Nursing Training Site
 - 11. Post-experience debriefing
 - 12. Reflective essay

International Medicine & Public Health – 15 Credit Hours

Application for the INMED Graduate Diploma in International Medicine & Public Health is open to physicians, dentists, physician assistants, pharmacists, resident

physicians, and learners in these fields. Applicants are generally expected to hold a bachelor's degree prior to application.

Notice: INMED International Medicine Service-Learning experiences demand that learners already possess well founded clinical skills. For this reason, INMED requires that prior to departure learners have already completed their core clinical training in inpatient and outpatient pediatrics, adult medicine, obstetrics and gynecology, and general surgery. If there is any question as to the learners' clinical capabilities INMED will call for additional documentation.

Course Work:

- A. *GC – IMPH 903* Graduate Certificate in International Medicine & Public Health
- B. *VC – GDSDL 11* International Service-Learning
 - 1. Pre-departure preparation
 - 2. 4 weeks of service-learning at an International Medicine Training Site
 - 3. Post-experience debriefing
 - 4. Reflective essay

Additional Graduate Diploma in International Medicine, Nursing, &/or Public Health information is located at <https://www.inmed.us/graduate-diplomas/>.

DEGREES OFFERED

Masters in International Health

This 35-credit hour master's degree is designed for healthcare professionals and healthcare profession students to complement their education with both advanced academic skills and field experience. Equipped in this way, recipients of the Master's in International Health will be prepared to lead comprehensive health promotion and disease intervention efforts – with emphasis upon the unique needs in low-resource and cross-cultural communities.

This unique degree is distinctly focused on improving the health of marginalized people by equipping healthcare personnel with expertise in epidemiology, diseases of poverty, maternal newborn health, international public health, cross-cultural skills, disaster management, health leadership, healthcare education, research, and quality improvement.

Admission Qualifications:

- Completed bachelor's degree from an accredited institution.
- Healthcare professionals and healthcare profession students, including physicians, dentists, physician assistants, pharmacists, resident physicians,

nurses, advanced practice nurses, dietitians, healthcare administrators, midwives, physical and occupational therapists, public health specialists, and students of these professions.

- Curricula Vitae.
- Letter of Recommendation from a faculty or supervisor.
- Official academic transcripts.
- Professional license, when applicable. Active MD/DO; PharmD; DDS; PA; RN; APRN; Midwife; Healthcare Administrator; PT; OT; Public Health **must submit their license and be in good standing.**
- Professional certifications already granted, when applicable.
- English proficiency documentation, when applicable. Applicants may be required to submit either a TOEFL iBT® or MyBest® minimum score of 80 or an IELTS Band Score of 6.5 or higher.

Objectives

At the completion of the INMED Master's Degree in International Health learners will be able to:

- Apply epidemiological principles
- Manage the leading diseases of poverty
- Understand maternal-newborn health principles
- Utilize healthcare skills useful in low-resource settings
- Analyze community-wide health to mitigate death/disability
- Demonstrate culturally informed healthcare
- Understand disaster mitigation and response principles
- Participate in team-led healthcare interventions
- Explain healthcare knowledge to appropriate audiences
- Evaluate research methodologies, data interpretation, and/or quality improvement

Tuition and Fees

- Application Fee: \$100
- Cost Per Credit Hour: \$350
- Total tuition: \$12,250 (for 35-credit hours). No additional fees are added.
- Tuition includes course, course materials, and certification upon successful completion of the course.
- Students are responsible for individual course textbook costs, equipment fees, international medical liability insurance policy (that protect learners from healthcare litigation abroad), the cost of an international travel and evacuation insurance policy (for personal health crises), and other expenses associated with service-learning. These normally include airfare, passport, visa, vaccinations, and housing and meals at the international site, approximately \$3000 – \$4000. INMED can provide Service-Learning Site specific estimates.
- Payment is due at the time of registration

- Tuition and fees are subject to change

Master's Degree in International Health Catalog

Master's Degree in International Health candidates will achieve the program's learning objectives through the following educational components:

Core & Required Courses

\$3500	GC - INPH 900	Graduate Certificate in International Health
\$2100	ACC - EPI 700	Epidemiology
\$1750	VC - MSL 502	Service-Learning Experience
\$1750	VC - SCP 501	Scholarly Project

Electives

\$1050	ACC - EPC 701	Emergency Pandemic Control
\$1050	ACC - IRC 702	International Refugee Care
\$1050	ACC - HLA 703	Healthcare Leadership & Administration
\$1050	ACC - IHPE 704	International Health Professions Education
\$1050	ACC - HMA 705	Healthcare for Marginalized Americans
\$1050	ACC - SCHP 706	Self-Care for the Health Professional
\$1050	ACC - IHE 707	International Healthcare Ethics
\$450	PQC - USPC 801	Ultrasound for Primary Care
\$500	PQC - HBB 802	Helping Babies Breathe
\$500	PQC - ECB 803	Essential Care for Every Baby and Small Babies
\$350	PQC - HMS 804	Helping Mothers Survive
\$350	PQC - HSLH 805	Hands-On Skills for Low-Resource Healthcare
\$550	PQC - OBUS 806	Obstetrics Ultrasound for Primary Care

Refund Policy can be found at: <https://www.inmed.us/cost/>.

Master's Degree in International Health Information

Core & Required Courses

International Health – 10 Credit Hours

Course Work:

Clinical Health Week One	Diseases of Poverty, Part One
Clinical Health Week Two	Diseases of Poverty, Part Two
Clinical Health Week Three	Low-Resource HIV Medicine
Clinical Health Week Four	Maternal-Newborn Health
Public Health Week One	International Public Health
Public Health Week Two	Cross-Cultural Skills and Disaster Management

Epidemiology – 6 Credit Hours

Course Work:

Week One	Introduction to Epidemiology
Week Two	Measuring Health and Disease
Week Three	Epidemiology Studies
Week Four	Basic Biostatistics Concepts
Week Five	Epidemiology of Non-Communicable Diseases
Week Six	Epidemiology of Communicable Diseases
Week Seven	Environmental and Occupational Epidemiology
Week Eight	Final Exam

Transfer Credit Policy: Applicants who have completed an epidemiology course within calendar four years prior to MIH application may submit the course syllabus and grade transcript. INMED will consider these for credit towards MIH requirements (Max of 6 credit hours for transfer). If transfer credit is accepted, the payment of Epidemiology course tuition will be waived. View the policy [here](#) for additional information.

Service-Learning – 5 Credit Hours

Completion of the Graduate Certificate in International Health is required prior to enrollment in the service-learning experience. This 4-week experience consists of pre-departure preparation, the experience at an INMED Service-Learning Site, post-experience debriefing, and reflective essay.

International Public Health

Designed for healthcare professionals, healthcare profession students, public health personnel, healthcare administrators, and individuals preparing for careers in healthcare, community development, and international relations. This track emphasizes population health, health promotion, disease prevention, and service-learning in low-resource settings.

International Nursing & Public Health

Designed for nurses, advanced practice nurses, and nursing students. This track integrates nursing practice, public health principles, and service-learning experiences in underserved communities.

International Medicine & Public Health

Designed for physicians, dentists, physician assistants, pharmacists, resident physicians, and students in these professions. This track integrates clinical medicine, public health, and service-learning experiences in low-resource settings.

Scholarly Project – 5 Credit Hours

The Scholarly Project serves as the capstone experience for the Master of International Health program. Learners apply knowledge and skills developed throughout the curriculum to a focused scholarly endeavor related to international health, public health, healthcare practice, education, research, or quality improvement.

One of the following is chosen to satisfy the Scholarly Project requirement

- A quality improvement project related to the learner's professional endeavors
- A literature review on a pivotal subject connected with the learner's career
- Original scientific research suitable for publication

Because the project requires learners to apply principles of research design, data interpretation, and evidence-based practice, successful completion of Epidemiology is required prior to enrollment in the Scholarly Project.

All Electives

A total of 9 Credit Hours are required.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Administration
ACC – IHPE 704	International Health Professions Education
ACC – HMA 705	Healthcare for Marginalized Americans
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care*
PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive**
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare
PQC – OBUS 806	Obstetrics Ultrasound for Primary Care

** Only available for the International Medicine & Public Health Specialty Track or an Advanced Nurse Practitioner*

*** Available to International Medicine & Public Health and International Nursing & Public Health Specialty Track*

Concentrations

Students can focus their education by selecting electives that address particular professional interests. Concentrations can be selected any time prior to beginning elective courses. Each concentration requires at least 9 credit hours.

Healthcare Leadership

Prepares students with the competencies necessary to effectively cast vision, organize, and daily manage healthcare organizations.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – IHPE 704	International Health Professions Education
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

Disaster Relief

Equips learners with the knowledge and skills needed to effectively mitigate, advanced plan, respond, and recover from natural and man-made disasters.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care
PQC – HMS 804	Helping Mothers Survive
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare

Maternal-Newborn Health

Prepares students with the competencies necessary to protect the health of pregnant mothers and their newborns, and to intervene with necessary treatments.

3-Credit Hour Electives

ACC – HLA 703	Healthcare Leadership & Management
ACC – SCHP 706	Self-Care for the Health Professional
ACC – IHE 707	International Healthcare Ethics

1-Credit Hour Electives

PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive
PQC – OBUS 806	Obstetrics Ultrasound for Primary Care

Low-Resource Primary Care

Equips learners with the knowledge and skills needed to provide quality health care in resource-limited and cross-cultural settings.

3-Credit Hour Electives

ACC – CDC 701	Communicable Disease Control
ACC – IRC 702	International Refugee Care
ACC – HLA 703	Healthcare Leadership & Management
ACC – IHPE 704	International Health Professions Education
ACC – HMA 705	Healthcare for Marginalized Americans
ACC – SCHP 706	Self-Care for the Health Professional

1-Credit Hour Electives

PQC – USPC 801	Ultrasound for Primary Care
PQC – HBB 802	Helping Babies Breathe
PQC – ECB 803	Essential Care for Every Baby and Small Babies
PQC – HMS 804	Helping Mothers Survive
PQC – HSLH 805	Hands-On Skills for Low-Resource Healthcare

Tracking Progress Through the MIH

Each MIH learner can view their degree audit in Populi (My Profile > Student) where they can view the MIH details, track their degree requirements, and see recorded their completed MIH components.

Grading

Grade points are assigned as follows:

A	100-93%	4.00	C	76-73%	2.00
A-	92-90%	3.70	C-	72-70%	1.70
B+	89-87%	3.30	D+	69-67%	1.30
B	86-83%	3.00	D	66-63%	1.00
B-	82-80%	2.70	D-	62-60%	0.70
C+	79-77%	2.30	F	59-0%	0.00
P	Mastery of course objectives is at the highest level of expected achievement.				
F	Inadequate performance in attaining the course objectives has been achieved.				
IN	Incomplete status. This is a temporary grade indicating that the learner has been given the opportunity to submit outstanding requirements. IN automatically converts to F at the end of eight weeks following the close of a term unless a deferral has been approved.				
W	Withdrawal from a course without credit.				
AUD	Audited course.				

Late Work Penalty

Grade points for unexcused late work are assigned as follows:

0-7 Days Late	Drops a letter grade	A -> B
8-14 Days Late	Drops a letter grade	B -> C
15-21 Days Late	Drops a letter grade	C -> D
21-56 Days Late	Drops a letter grade	D -> F

Requirements for Successful Completion

In addition, course completion also requires:

- Participation in *all* weekly virtual classes
- Achievement of $\geq 80\%$ on the Final project
- Cumulative course score $\geq 80\%$
- Complete course evaluation and credit claims forms at the course conclusion

Service-Learning Experience

Graded as pass/fail. Successful pass requires:

- Satisfactory evaluation by Training Site supervisor
- Satisfactory group presentation
- Satisfactory reflective essay composition
- Completion of course evaluation at the course conclusion.

Scholarly Project

Graded as pass/fail.

Upon completion, learners will sit for a defense of their scholarly project before a jury of INMED faculty, who may inquire regarding any component of the project or of the MIH educational experience.

Successful Completion of the MIH Degree

- Earn $\geq 80\%$ in all course work.
- Earn an accumulative grade of $\geq 80\%$ in the program.
- Earn a "Passing" grade for the skills lab, simulations, and service-learning rotation.
- Earn a "Passing" grade in the scholarly project.

Certification and Graduation

Participants who complete the above education components and achieve the competency objectives will be granted the Master's degree in International Health (MIH). Verification of the educational experience will be provided to any learner's affiliated institution. Graduates are entitled to include with their name and signature the initials MIH.

Remediation

A student is placed on probation when a student fails a course. A student's ability to register for new courses is placed on hold until a remediation meeting takes place. A remediation plan must be agreed to and signed. A student may be required to re-take, pay tuition for, and pass a failed course. If the remediation process is completed satisfactorily, the student returns to good academic standing. A student may also be placed on probation for behavior infractions.

Overall Master's Degree in International Health information is located at <https://www.inmed.us/masters-in-international-health/>.

ACADEMIC CALENDAR

Professional Qualification Course Offerings

April 14, 2027, in Kansas City, MO

- Professional Qualification Course in Helping Mothers Survive. 8am-3pm.
- Professional Qualification Course in Hands-On Skills for Low-Resource Healthcare. 8am-3pm.

April 15, 2027, in Kansas City, MO

- Professional Qualification Course in Helping Babies Breathe (HBB). 9am-4pm.
- Professional Qualification Course in Ultrasound for Primary Care. 8am-5pm.

April 16, 2027 in Kansas City, MO

- Professional Qualification Course in Essential Care for Every Baby and Small Babies. 9am-1pm.
- Professional Qualification Course in Obstetrics Ultrasound. 8am-3pm.

2026-2027 Course Offerings

2026 Early Fall: Aug 3 - Sep 27

Registration deadline is July 30, 2026.

- Healthcare for Marginalized Americans Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Sep 22, 6-7:30pm. Central Time.
- Graduate Certificate Course in International Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Sep 23, 7-9pm. Central Time.
- International Healthcare Ethics Course. Required Virtual Class Thursdays 7-8:30pm. Final Exam Sep 24, 7-8:30pm Central Time.

2026 Late Fall: Oct 5 - Nov 29

Registration deadline is October 1, 2026.

- Epidemiology Course. Required Virtual Class Tuesdays 7:30-9pm. Final Exam Nov 24, 7:30-9pm. Central Time.
- International Refugee Care Course. Required Virtual Class Wednesdays 5:00-6:30pm. Final Exam Nov 25, 5:30-7pm. Central Time.

- Graduate Certificate Course in International Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Nov 25, 7-9pm. Central Time.

2027 Winter: Jan 4 - Feb 28

Registration deadline is December 31, 2026.

- Healthcare Leadership & Management Course. Required Virtual Class Tuesdays 6-7:30pm. Final Exam Feb 23, 6-7:30pm. Central Time.
- Graduate Certificate Course in International Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Feb 24, 7-9pm. Central Time.
- Communicable Diseases Control Course. Required Virtual Class Thursdays 7:30-9pm. Final Exam Feb 25, 7:30-9pm. Central Time.

2027 Spring: Mar 8 - Apr 30

Registration deadline is March 4, 2027.

- Self-Care for the Health Professional Course. Required Virtual Class Tuesdays 7:30-9pm. Final Exam Apr 27, 7:30-9pm Central Time.
- Graduate Certificate Course in International Health. Required Virtual Class Wednesdays 7-9pm. Final Exam 28 29, 7-9p. Central Time.
- International Health Professions Education Course. Required Virtual Class Thursdays 6-7:30pm. Final Exam Apr 29, 6-7:30pm Central Time.

2027 Summer: Jun 7 - Jul 31

Registration deadline is June 3, 2027.

- Epidemiology Course. Required Virtual Class Tuesdays 7:30-9pm. Final Exam Jul 27 7:30-9pm Central Time.
- Graduate Certificate Course in International Health. Required Virtual Class Wednesdays 7-9pm. Final Exam Jul 28, 7-9p. Central Time.

Schedule of course offerings are subject to change

WITHDRAW AND REFUND POLICY

A student may cancel this transaction, without any penalty or obligation, within three (3) business days (excluding weekends and holidays) from the date specified on the enrollment agreement or course registration receipt. A student's notification of cancellation must be conveyed to the institution via the [Withdrawal Request Online Form](#) (Populi Dashboard > Forms) Refunds resulting from a cancellation will be issued within 30 days of notice of cancellation. A student requesting cancellation more than 3 business days after signing an enrollment agreement is subject to the applicable refund formula stated in the following section.

Refund Policy for Withdrawal

You may choose to defer a course enrollment to a future course date. If you do not defer to a future course date, you may withdraw from currently enrolled courses at any time and receive the following refund rates:

Application Refund Policy

100% refund	1st day – 3rd day*
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* Day one = date online application form is submitted
registration receipt. “Day” refers to a business day and excludes weekends
and holidays.

8-Week Course Refund Policy

100% refund	Before course begins
50% refund	1st week of course
30% refund	2nd week of course
20% refund	3rd week of course
10% refund	4th week of course
No refund	Following 4th week of course

4-Week Service-Learning Refund Policy

100% refund	Before experience begins
25% refund	1st week of service-learning
10% refund	2nd week of service-learning
No refund	Following 2nd week of service-learning

Professional Qualification Courses and Continuing Education Refund Policy

100% refund	Before course begins
No refund	If any course materials have been accessed.

Fee Refund Policy

No refunds will be given for travel/liability insurance policies or
equipment already purchased.

No refunds outside the stated policy are guaranteed. Students may request refunds
due to mitigating circumstances. INMED will review these situations on a case-by-
case basis.

Procedure for Withdrawing from A Course / Requesting a Refund

1. Submit Withdrawal Request Online Form
2. Select Refund or Deferral Option
 - a. If Refund Request is approved, refund will be issued within 30 days
 - b. If Refund Request is denied, student will be notified by the University.
 - c. If Deferral Option is selected, learner will qualify to re-schedule for a
future participation date

Procedure for Withdrawing from A Program

1. Set a meeting with designated advisor (MIH) or service-learning manager
(diploma) to discuss withdrawal.
2. Submit Withdrawal Request Online Form

3. Select the Program Accepted Into
4. Select Deferral, Complete Withdrawal, or Switch Program Option
 - a. If Deferral is chosen, specify the length of deferred time. Please note that the MIH must be completed within 4 years of acceptance date.
 - b. If Complete Withdrawal is chosen, student will be removed from the program. Student must reapply and repay tuition to their program if they want to continue at a later time.
 - c. If Switch Program is chosen, learner will be moved to the new program and the Institute will notify the learner of change. Student must reapply and repay tuition to the original program if they want to continue at a later time.
5. Student receives acknowledgement of withdrawal from INMED.

Dismissal From University

Students dismissed from courses and programs due to misconduct (ie: harassment) are not entitled to a deferral or refund of course tuition paid.

Definition Of Terms

8-Week Courses – refers to the Graduate Certificate in International Health and all 8-week graduate courses

Application – refers to the Master's Degree in International Health Application and the Diploma Program Application

Continuing Education Courses – refers to the Professional Qualification Course in Ultrasound for Primary Care, Professional Qualification Course in Obstetrics Ultrasound, Professional Qualification Course in Helping Babies Breathe, Professional Qualification Course in Essential Care for Every Baby and Small Babies, Professional Qualification Course in Helping Mothers Survive, Professional Qualification Course in Hands-On Skills for Low-Resource Healthcare, and all Short Self-Paced Courses

Deferrals – student's registration is transferred to a future date and are still be enrolled in a program

Programs – refers to the Professional Master's Degree in International Health, Graduate Diploma Program in International Medicine and Public Health, Graduate Diploma Program in International Nursing and Public Health, Graduate Diploma Program in International Public Health

Refunds – student is refunded (or partially refunded) money paid for a course, but may still be enrolled in program

Withdrawal from a course – student is withdrawn from a currently enrolled course but remains enrolled in a program

Withdrawal from the university/program – student is withdrawn from all programs and courses

STUDENT CONDUCT

Please refer to the [INMED Student Handbook](#) for complete conduct and character expectations of students.

General Policies and Regulations

Address and Name Change

Students are required to inform the Office of Student Engagement (Enrollment) any changes to their professional or personal physical and e-mail addresses. Student addresses and phone numbers may also be updated by logging into the INMED Student Platform.

Students who wish to change any part of their name as it appears in the INMED Student Platform must provide official documentation supporting the request change to Office of Engagement (Enrollment).

Communications

Federal statutes require certain information be delivered to students. INMED delivers much of this information via email. Official electronic notifications, including federal stature requirements, instructions from institutional officials, will be sent to students' email address provided by students and required annual verification by student.

INMED students are required to update any changes to their contact information, including email.

Complaint and Grievance Procedure

INMED students who have a complaint about performance, action, or inaction of a member of the INMED staff, faculty, or representative affecting the student during the period of enrollment may engage this process for resolution:

Students shall direct complaints as soon as possible, but no later than fifteen (15) days since the date of event. Complaints must be submitted through the [Complaints & Reports Online Form](#) (Populi Dashboard > Forms). The person or persons who receive the complaint shall make every effort to resolve the problem fairly and promptly through a written decision to the student. If the interaction does not resolve the complaint/allegation, the student may submit in writing their complaint/allegation to the President's Office. The President's Office has ten business days to offer a resolution. If the student is dissatisfied with the resolution offered by the President's Office, he/she may contact the [Department of Higher Education and](#)

Workforce Development for information on filing a formal grievance against the institution.

Academic Honesty and Behavior

INMED students agree to pursue their studies with integrity. The Institute expects each student to adhere to moral standards in the academic life, pursuing academic excellence with justice and honesty. Academic dishonesty, in all forms, does not represent the mission or values of INMED.

Scholarly Expectations

Every student is required to satisfy the instructor's expectations in each course of study in such a way as the faculty may determine that the work of the course is being performed in a satisfactory manner. Failure to satisfy the instructor's expectations, student may be subjected to the Student Academic Standing Policy.

Ongoing Student Performance

Expectations for student attendance, participation, and completion of course requirements to ensure consistent student engagement and successful learning outcomes are found in the Student Performance Policy.

Academic Integrity

Honesty is a fundamental necessity of life. This is a professional-level learning experience. All students are expected to be self-motivated, to perform with excellence, and to be thoroughly honest throughout their process of learning. If any INMED faculty suspects a student has engaged in Academic Dishonesty, the INMED faculty may initiate the Academic Integrity Policy and Process.

Grade Challenges

Students may dispute a grade within thirty (30) days of the grade being received. As a first step, the student should arrange a meeting with the faculty member to discuss how the grade was determined. If a grade change is agreed upon, the faculty member will request a grade change with the Director of Student Engagement, who shall make the change. If a grade change is not agreed upon and the student desires further deliberation, the student may appeal to the Vice President of Engagement, presenting his/her case in the presence of the faculty member and the Vice President of Engagement. If a grade change is agreed upon, the faculty member shall make the change. If a grade change is not agreed upon and the student desires further deliberation, the student may appeal to the President and a meeting involving the student, the President, and faculty member shall be convened. If a grade change is agreed upon, faculty member shall make the change. If a grade change is not agreed upon by all parties, the President shall have the final say regarding the grade.

Appeal Request Online Form (Populi Dashboard > Forms).

Copyright

INMED Intellectual Property

INMED responds to allegations of copyright infringement in digital and online media in accordance with procedures required by the Digital Millennium Copyright Act. INMED prohibits violations of copyright law by use of INMED networks, equipment, and facilities. Suspected student offenders are referred to the Department of Engagement.

The unauthorized copying, performance, or distribution of materials protected by copyright law may subject individuals to civil and criminal penalties. The distribution of material through peer-to-peer file-sharing networks may constitute copyright infringement if undertaken without authorization of the copyright owner. Infringers will be liable for attorney's fees and court costs.

Student Intellectual Property

Intellectual property created by a student during typical INMED classwork is owned by the student as long as the student was only using resources that are usually and customarily provided by INMED.

Academic Freedom (from the American Association of University Professors)

INMED believes that students must always remain free to inquire, study, evaluate, and gain maturity and understanding. Students have the right to freedom in free discussion, inquiry, and expression. Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about opinion matters. However, students are responsible for learning the content of any course of study they are enrolled in. Students do not have the legal right to demand that classes be viewpoint-neutral or "balanced," as teachers also have academic freedom.

Students are to be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are protected against improper educational evaluation but are responsible for maintaining standards of academic performance established for each course they are enrolled in.

Students are citizens and learners of an esteemed profession. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their unique position in the community imposes special obligations. As scholars, they should remember that the public may judge their status and their institution by their utterances. Hence, they should always be accurate, exercise appropriate restraint, and should show respect for the opinions of others.

If a student has concerns about the content of a course or a teacher's viewpoint or believes they have yet to be evaluated solely by academic standards, they may submit a [Complaints & Reports Online Form](#) (Populi Dashboard > Forms). The Department of Engagement will then review such claims. If a judgment is not agreed upon and the student desires further deliberation, the student may appeal to the President. The President will have the final say.

Service-learning Experience

The policies and regulations in the INMED Student Handbook apply to students enrolled for the INMED service-learning program. Some additional policies and regulations may apply. Students on academic probation, financial hold, or who have been placed on disciplinary probation are not eligible to enroll into the service-learning program.

Student Requirements for the INMED service-learning experience

- Submit travel itinerary to INMED at least two (2) weeks prior to travel.
- Submit signed INMED travel waiver from student that they acknowledge the risks of travel, serving in an international health facility, and other related risks to their experience.
- Obtain travel medical and liability insurance from INMED and travel with the medical and liability insurance documentation provided to them.
- Obey by the laws of the host country.
- Obey by the policies and regulations of the host clinical site and faculty member.
- Follow the CDC recommended vaccinations in collaboration with their primary care physician.
 - Service-learning site immunizations will be guided by CDC recommendations, travel requirements, and INMED service-learning site faculty member. Immunization records should be submitted during time of application or submitted to servicelearning@inmed.us.
- Submit their required documents to INMED within two (2) weeks of return from the service-learning experience.

For additional information refer to INMED's Travel Policy.

Dress Code

This is a professional-level learning experience. All learners are expected to conduct themselves in a way that conveys respect for oneself and others, this includes dress.

Any student found in violation of this approved dress code may be reported to the Office of Student Engagement. Additionally, the student may be asked to leave the class, exam, or function and be considered absent, as appropriate. Repeated violations may result in dismissal from the course, and/or loss of credit.

Professional Qualification Course Expectations

- Business casual dress is recommended.
 - Examples: collared button-down shirts; blouses; skirts or dresses; khakis; pant suits; closed-toe shoes.
- General guidelines for student appearance: clean, minimal body odor, modest, avoiding undue attention to oneself.

- Examples of unacceptable dress: clothing with emblems, slogans and symbols related to illicit substances, alcohol, tobacco products, obscene language, or sexual connotations; overly revealing clothing.

Online Course Expectations

- General guidelines for student appearance: clean, modest, avoiding undue attention to oneself.
- Examples of unacceptable dress: clothing with emblems, slogans and symbols related to illicit substances, alcohol, tobacco products, obscene language, or sexual connotations; overly revealing clothing.

Service-Learning Expectations

- Learners participating in an international service-learning experience are expected to dress appropriately and respectfully in accordance with the cultural norms of their host nation.

Financial Responsibility

Tuition, fees, and all charges associated with the beginning of each term are due and payable in full at the beginning of each term. The payment deadline for each course or program can be found on the Academic Calendar. If a student adds courses after the initial start date the payment is due immediately.

Name and Logos

All logos, seals, names, and slogans associated with the Institute for International Medicine (INMED) are trademarks and are exclusive property of INMED. Reproduction of these marks must be approved by INMED prior to use.

Student Records

INMED is subject to the provisions of federal law known as the Family Educational Rights and Privacy Rights (FERPA) and European Union law known as the General Data Protection Regulation (GDPR). Please view the [FERPA/Confidentiality of Student Education Records Policy and Process](#).

Additional Student Support

INMED cares for the well-being of students and believes supporting students as an institutional responsibility. The Office of Student Engagement connects students to services, resources, and advising. The following includes additional services, resources, and advising offered to support students.

Advising

New students are required to meet with an academic advisor prior to registering for classes, striving towards personal and academic success. All students are responsible for meeting with their academic advisors after each term to define their academic goals and receive support during their degree progress. Students may discuss course scheduling, providing an opportunity to plan their courses each term.

International Service-Learning Support

Students will work with the Director of Service-Learning to receive exceptional educational experiences. As students go on their international rotation, the coordinator is available on call to provide any home-based support.

Library

Students may work with the Research Librarian in receiving resources and services that support student learning and research activities.

Student Services and Resources

INMED's internal and outsourced student services and resources can be found on the Student Services and Resources page. Students may contact the Office of Student Engagement to suggest additional services, resources, or support opportunities.

Medical Notification Policy

There are times when illness or injury requires students to adjust or restrict their ability to meet their academic requirements. It is the responsibility of the student to communicate to their instructors any medical need arising that does require an adaptation to their academic work. INMED encourages instructors to work with students to accommodate these requests. However, it is the prerogative of the instructor to determine if such accommodations can be made without neglecting the rigor of the objectives for the course. If emergent illness or injury has occurred the student may need to request, in writing, short-term absence. Short-term absence requests should be submitted through [Questions & Concerns Online Form](#) (Populi > Forms).

Observance of Holy Days

INMED makes every reasonable effort to allow students at the Institute to observe their religious holy days without academic penalty. Absence from classes or examinations for religious holy days does not relieve the student from responsibility for any part of the course work required during the absence. Students must request excused absence from their instructor within the first five (5) days of the course start date. Students must also provide opportunities to their instructor to make up the work without penalty. Instructors will work with the student to accommodate religious holy day requests. If no reasonable solution is agreed upon, the request with the instructors' input will be sent to the Office of Student Engagement to be reviewed and a decision made.

Accessible Education

Non-Discrimination

INMED will not tolerate discrimination based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age, or genetic information. The more detailed Non-Discrimination Policy can be found [here](#).

Accessible Education

INMED seeks to provide an accessible education for all students. INMED works to accommodate and mitigate barriers to access education for students with disabilities. Accommodations are determined on an individual, case-by-case basis. Students should read the Accommodation Policy and Procedure to request accommodations.

Conduct Endangering Health & Safety

INMED is committed to promoting and maintaining a safe and secure environment. Students who engage in a pattern of conduct that endangers the health and safety of themselves, faculty and staff, employees, students, and visitors may be expected to participate and make progress in a remediation. The Institute reserves the right to require the immediate removal of students who continuation in school may be detrimental to the health of themselves or others. If applicable, a voluntary or involuntary removal of a student from the Institute results in a failing grade for the current course work the student is enrolled. Students who are removed – voluntarily or involuntarily- may be considered for readmission following a finding by the Institute that the condition requiring removal has been sufficiently corrected.

Violence and Sexual Misconduct

Violent behavior, threats of violence, physical intimidation, or sexual misconduct (including but not limited to sexual discrimination, sexual harassment, sexual assault, sexual violence, domestic violence, dating violence, and stalking) will not be tolerated at INMED or among its constituents. If such conduct occurs, it should be promptly reported to the proper authority and investigated. The institution will take appropriate action in response to reports of such conduct. Students found to have violated this policy will be subject to disciplinary action, which may include immediate dismissal. In addition, the institution may assist in pursuing civil penalties, criminal penalties, or other appropriate action against the offender. The institution's community is subjected to the Violence and Sexual Misconduct Policy and Procedure.

Computing Policy

Computing policies and procedures in this document governs all INMED information technology, websites, learning management systems, third-party entities integrated into the INMED system, and databases.

Identification and Password

Identification and passwords are keys to access the computing environments for INMED. Your INMED identification (ID) and password is unique to each user. Together, your ID and password act as your electronic signature indicating your consent and authorization.

- User passwords should not be reused for other systems and applications.
- Sharing of INMED passwords is prohibited.
- Students are responsible for all activity that occurs with their INMED ID.
- Students are prohibited from allowing another person or INNMED student to access the INMED system using their INMED ID and password.

Student Verification Policy

As an institution that offers distance education, INMED establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Student Blog & Content Submission

INMED provides guidance for students submitting blog posts, reflections, or media about their academic and clinical experiences for publication on the institution's official blog or digital platforms. It ensures the protection of privacy, compliance with applicable laws, and the upholding of the school's values and reputation.

Social Media Use

INMED provides guidance for the responsible use of social media by institutional staff, faculty, and designated representatives, whether using official accounts or referencing the institution in a personal capacity.

Privacy Policy

This privacy policy sets out how INMED uses and protects any information that a student gives INMED when they use INMED web-based sites. INMED's privacy policy can be found on <https://www.inmed.us/privacy-policy/>.

Universal Waiver

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STAFF & FACULTY

Nicholas Comninellis, MD, MPH, DIMPH

President and Professor

Nicholas Comninellis is Dean and President of INMED, the Institute for International Medicine. He is also faculty in the Department of Medical Humanities at the University of Missouri-Kansas City (UMKC) School of Medicine and faculty at Research Medical Center Family Medicine Residency. Over two years Dr. Comninellis served inner-city citizens at Shanghai Charity Hospital. Over another two years, he led a healthcare ministry in the war-besieged nation of Angola in southern Africa. Dr. Comninellis next served for six years in the Kansas City public hospital before launching INMED in 2003.

He graduated from UMKC School of Medicine and Saint Louis University School of Public Health and was a family medicine resident at John Peter Smith Hospital. Dr. Comninellis also earned a professional diploma in tropical medicine from the Walter Reed Army Institute of Research and became board certified in both public health and family medicine. Among his authored books are Shanghai Doctor, Where Do I Go From Here, and INMED International Medicine & Public Health. Dr. Comninellis is a classical guitarist and faculty advisor for UMKC Cru. He was recognized as the 2009 United Nations Association of the United States WORLD CITIZEN and the 2015 University of Missouri-Kansas City Alumni of the Year.

Maia Kling, PhD

Vice President of Academic Affairs

Maia Kling is a bilingual, career educator whose work spans public, private, and government sectors in the U.S., Latin America, and overseas. She has broad experience in teaching multiculturally and in providing educational program and curriculum support in intercultural settings. Dr. Kling received her BA from Smith College, her EdM from Harvard University, and her PhD from George Mason University. Her research has focused on education in multicultural/multilingual, system-settings. She is well versed in qualitative research and educational measurement in the assessment of curriculum and instruction, bilingual/ESL instruction, professional development, and special programs for at-risk students. Dr. Kling lives in Richmond, Virginia where she is an active member of Third Church. She enjoys music, reading, good conversations, spending time with friends, and volunteering with local service initiatives and international ministries.

Elizabeth Burgos, MPA

Vice President of Engagement

Elizabeth Burgos joined the INMED staff in 2010. As Vice President of Engagement, Elizabeth serves the INMED student body and oversees INMED's programs. She

enjoys collaborating with the faculty and staff to serve students and help carry out the mission of the institute. Elizabeth graduated Magna Cum Laude from the University of Missouri–Kansas City. In 2012, she completed her Masters in Public Administration from UMKC's Bloch School of Management with an emphasis in Health Services Administration. Elizabeth lives in Kansas City, MO with her husband and three young children. They enjoy spending time in the great outdoors and serving with their church family. Elizabeth's work has taken her to the INMED Service-Learning Sites, Haiti Health Ministries and Clinica Esperanza. "I knew that I wouldn't be satisfied with a job that didn't align with my passions. INMED has allowed me to combine my skills with my desire to serve others in a job that makes a lasting impact in people's lives."

Addison Lucchi, PhD, MLIS, MBA

Vice President of Operations & Research Librarian

Dr. Lucchi, PhD, MBA, MLIS serves as Vice President of Operations and Research Librarian. Dr. Lucchi is passionate about the intersection between education and global mission, and he has 10+ years of experience in higher education, including as an academic librarian, professor, and library director. He has taught in the areas of English, Business, and Information Literacy. Dr. Lucchi is a graduate of University of Missouri-KC (Ph.D.), Simmons College (MLIS), and MidAmerica Nazarene University (MBA). He has received awards and written/managed grants from the Lilly Foundation, the Kansas Library Association, Association of Christian Librarians, and Humanities Kansas for a variety of educational projects, excellence in librarianship, and innovation. His research is interdisciplinary, primarily centering on application of narrative theory and storytelling principles towards faculty and student identity development.

In addition to his academic work, Dr. Lucchi enjoys service and teaching in the Czech Republic, including studying Czech language (he is also a graduate of Ostrava University). He volunteers as president of Odysea CZ, a nonprofit focusing on empowering individuals and teams to serve in and support ministry in the country.

Leda Rivera

Director of Student Engagement & Technology | Registrar

Leda joined the INMED staff in 2019 following volunteer service at the Humanitarian Health Conference. With a rich background in cross-cultural community involvement – including roles with the Truman Heartland Community Foundation, Independence Youth Court, and Graceway's Children, Spanish, and Outreach ministries – Leda has observed time and time again the impact of a single person. Acknowledging the significance of every individual has continually ignited her passion for empowering others. As the Director of Student Engagement & Technology at INMED, Leda brings this enthusiasm and dedication to supporting individuals as they navigate their paths, concentrating on people who work with those often overlooked: the world's most underserved and under-resourced people. Beyond her professional endeavors, Leda

finds fulfillment in her personal life with her husband, toddler son, and their three beloved canine companions.

Amy Gilmore

Director of Service-Learning

Amy joined the INMED team in the spring of 2022. She attended both Southwest Baptist University and Midwestern Seminary, where she received degrees in counseling and gained a wide range of ministry experiences. Following her graduation, she devoted a number of years to working in the Student Life department of Midwestern Seminary/Spurgeon College in Kansas City. Now at INMED, Amy serves as the Service-Learning Manager and the CME Coordinator. This role allows her to play a part in many facets of INMED and she loves the opportunity to work with people from all over the world. One highlight of her time at INMED thus far has been the opportunity to attend the Roatan Learn and Serve Conference in Honduras and to visit the INMED training site, Clinica Esperanza. She also greatly enjoys the Humanitarian Health Conference, and she is thankful that she has the privilege of being involved in so many fun and impactful events. Above all, Amy has a passion for investing in the growth and lives of others. She is grateful for her family and for the privilege of walking closely with many friends from within her church family. She shares her home with a lively little dog named Ember, and she loves spending her free time working on her house, enjoying the outdoors, and reading.

Scott Armistead, MD

Dean of Faculty and Professor

Dr. Armistead trained at the Medical College of Virginia and Truman East Family Medicine Residency in Kansas City, where he met Dr. Comninellis as a faculty member. Dr. Armistead and his family lived in Pakistan from 1999-2015, providing medical care at Bach Christian Hospital, with a 1 1/2-year stint at Oasis Hospital in the United Arab Emirates when the security situation in Pakistan worsened. Since 2015, Dr. Armistead has taught family medicine at the Virginia Commonwealth University (VCU) School of Medicine and worked part-time as a CMDA staff worker at VCU. At the School of Medicine, he started the month-long International Medical Mission elective for senior students during which he takes a group annually to Karanda Mission Hospital in Zimbabwe. He completed VCU's TIME (Teaching in Medical Education) certificate course. He loves teaching and has received teaching awards in the Practice of Clinical Medicine program at VCU and from the Society of Teachers of Family Medicine. He is very keen on the professional, moral and spiritual formation of students. He is active with the Urdu-speaking S. Asian refugee and immigrant population in Richmond, Virginia.

The Senior Administrators and Staff can be found on: <https://www.inmed.us/staff>.

Joe LeMaster, MD, MPH

Professor

Dr. LeMaster is also a full professor of Family Medicine and Community Health at Kansas University Medical Center, where he is an active researcher and provides targeted primary care for refugees from the Himalayan nation of Bhutan. Himself a graduate of KUMC, Dr. LeMaster went on to earn a Master's in Public Health in Developing Countries from the London School of Hygiene And Tropical Medicine. Dr. LeMaster and his wife Judy lived in Nepal from 1990-2000, serving at Okhaldhunga Hospital, the only medical care facility for 300,000 people, where they promoted maternal-child health and conducted leprosy research.

Dr. LeMaster has been teaching with INMED since 2008, with particular contributions in cross-cultural skills, health leadership, and participatory learning and action. His research focuses on improving healthcare for US primary care patients (mostly refugees and immigrants) who have limited English proficiency. He is an editor of Health Expectations Journal, currently Chairs the Committee on Advancing the Science of Family Medicine and is a Board member of the North American Primary Care Research Group.

Fred Loper, MD

Associate Professor

Fred Loper is a graduate of the University of Oklahoma School of Medicine. As a third-year medical student, he was part of the founding of Good Shepherd Ministries Medical Clinic – a faith-based, not-for-profit clinic that serves the uninsured people of Oklahoma City to this day. After completing his residency at the University of Oklahoma, Dr. Loper served as a primary care physician at Central Oklahoma Medical Group (COMG). In 1986, he was appointed as the National Missionary for Medical Missions for a North American mission board, and in 2005, he became Executive Director of Baptist Medical Dental Fellowship, leading physicians, dentists and other health professionals in volunteer healthcare service in the US and abroad. In 2012, Dr. Loper returned to Good Shepherd Ministries Medical Clinic to serve as their full-time medical director and completed his active practice career as an Associate Physician at Community Health Centers of Oklahoma, a Federally Qualified Health Center.

Susan Radecky

Associate Professor

Dr. Radecky is a Family Physician with a passion for teaching and serving internationally. She graduated from Northwestern University Medical School and the Grand Rapids Family Medicine Residency training program affiliated with Michigan State University College of Human Medicine. She was Director of that program from 1987 until 2006, leading the faculty and guiding young professionals on their journey to Family Medicine. She is an accomplished speaker with involvement with the American College of Physician Executives, the Society of Teachers of Family Medicine, and national Board Review courses. Serving in short term medical missions has been part of her work throughout her career. She and her Hematologist husband,

David have served in many hospitals in Asia and Africa for blocks of time at mission hospitals, learning, encouraging and supporting their ministries.

Safia Ahmed

Instructor

Safia Ahmed, MPH, RN, CDE, IBCLC, is a public health practitioner with over 20 years of experience in reproductive and early years health. Her work centers on health promotion and disease prevention, with a focus on healthcare provider capacity building in low-resource communities. Through INMED, she has taught Essential Newborn Care training (ENC-1 / Helping Babies Breathe and ENC-2) for nurses, midwives, physicians, and maternal-child health teams serving Sub-Saharan Africa, particularly East Africa. She is an International Board Certified Lactation Consultant and a Certified Diabetes Educator, and she completed INMED's Graduate Certificate in International Nursing and Public Health in 2024.

David Culpepper, MD

Instructor

Dr. Culpepper is an internist and Point of Care Ultrasound Fellow with Ultrasound Leadership Academy. Armed with a professional Degree in Pharmacy, he trained at the University of South Carolina School of Medicine, he is certified in echocardiography and internal medicine, holds a Fellowship in the American College of Physicians, and practiced general internal medicine plus hospital medicine for three decades. Dr. Culpepper has provided volunteer medical services to marginalized people in Brazil, Peru, Bolivia, Romania, Kenya, and refugees on the Greek Island of Lesbos. His professional passion is teaching point of care ultrasound skills to those serving around the world in low-resource communities, and since 20015 Dr. Culpepper has taught ultrasound skill for INMED learners.

Mark Muilenburg

Instructor

Mark Muilenburg is an ultrasound technologist originally from the Iowa City area. His is largely focused on equipping healthcare professionals with critical ultrasound skills essential for underserved communities. Such teaching has brought him to Africa and Asia, and several times to teach at INMED. Realizing the limits of infrastructure in low-resource communities, he is currently very involved in the product development of a wireless, battery-powered, cell-phone-sized, high-resolution ultrasound scanner. When he's not abroad teaching ultrasound, Mark Muilenburg shares his skill at a crisis pregnancy center in Naples, Florida.

Rebecca Schmitt, MD

Instructor

Dr. Rebecca Schmitt is a board-certified general pediatrician practicing at Froedtert Holy Family Memorial in Manitowoc, WI. She completed her pediatric residency at New York-Presbyterian Brooklyn Methodist. She was born and raised in Green Bay, WI and excited to have returned to the area to serve her pediatric patients. She has always had a special interest in global health and medicine, both educating and serving those around the world in most need. Her biggest global health passions are newborn care and clean water projects. She has taught Helping Babies Breathe with INMED both domestically and internationally, serving the people of Roatan, Honduras.

Timothy Myrick, MD

Guest Instructor & Skills Facilitator

Dr. Timothy Myrick lived and served for two decades with his family in the Muslim world, including sub-Saharan Africa, North Africa, the Middle East, and the Horn of Africa – including INMED Training Sites Kanad Hospital and Kijabe Hospital. His wife, Lori, has served as a labor and delivery nurse alongside him. While in Kenya, they focused on the needs of Somali refugees. Tim communicates fluently in Arabic and French, has taught medical school in northern Somalia, and is currently teaching family medicine at the University of Missouri-Kansas City.

Peter Greenspan, DO

Guest Instructor & Skills Facilitator

Dr. Greenspan is a native of Brooklyn, New York, and a graduate of the Chicago College of Osteopathic Medicine. Since 1997, this Board-certified obstetrician/gynecologist has instructed medical students and residents in the Kansas City area through his appointments to the faculty of the University of Missouri-Kansas City School of Medicine and University Health Family Medicine Residency Programs. Dr. Greenspan, a messianic Jew, is a recognized authority on subjects of apologetics, medical ethics and human cloning.

The Academic Team can be found on: <https://www.inmed.us/academic-team>.