



Idaho College of Osteopathic Medicine

1401 E. Central Dr.
Meridian, ID 83642
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icom.edu



COLLEGE CATALOG

2024-2025

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DOCTOR OF OSTEOPATHIC MEDICINE (DO) PROGRAM

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Idaho College of Osteopathic Medicine

Campus Address: 1401 E. Central Dr., Meridian, ID 83642

School Website: icom.edu

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Email Address: info@icom.edu

ICOM Leadership

President and Chief Executive Officer

Tracy Farnsworth, EdD, MHSA, MBA, FACHE
President & Chief Executive Officer

Dean and Chief Academic Officer

Kevin Wilson, DO, FACOI, FACP
Dean and Chief Academic Officer

Administration

Brian Atkinson
Chief Information Officer

Darren Blagburn, MPA
Assistant Vice President of Institutional Effectiveness and Compliance

Stephanie Dillon, MSC
Vice President of Marketing and Communications

John Fullerton, JD
Chief Legal & Compliance Officer

Heidi Powers, MBA, PHR
Assistant Vice President of Human Resources

Larry Tisdale, MBA, FACHE
Vice President of Finance & Administration, and Chief Financial Officer

Chris Wilson
Senior Director of Facilities

Campus Deans

Sara Adams, PhD
Assistant Dean of Research

Daniel Bridger, DO
Associate Dean of Clinical Affairs

Sarah Davis, DO
Associate Dean of Osteopathic Integration

Robyn Dreibelbis, DO, FACOFP
Associate Dean of Graduate Medical Education

Matthew Linton, PhD
Associate Dean of Academic Affairs

Thomas Moorman, EdD, PCC
Associate Dean for Student Services and Title IX Coordinator

Luke Mortensen, PhD, FAHA, FNAOME
Associate Dean of Educational Development, Innovation and Diversity

Tia Finney-Saddler, PhD, MA, MEd
Assistant Dean of Learner Outcomes and Assessment

Richard Sloan, DO
Assistant Dean of Clinical Affairs

Regional Deans

Kevin T. Franks, DO, FAEM

Regional Assistant Dean -- Trinity | Minot, ND

Ty Hanson, DO

Regional Assistant Dean -- Avera St. Luke's | Aberdeen, SD

Brittany Mayfield, MD

Regional Assistant Dean -- Benefis Health | Great Falls, MT

Russel T. McKenna, DO

Regional Assistant Dean -- Intermountain Healthcare | Logan, UT

Lisa M. Nelson, MD

Regional Assistant Dean -- Saint Alphonsus | Boise, ID

Kyle H. Sabey, DO

Regional Assistant Dean -- Campbell County Health | Gillette, WY

Joshua Stringam DO

Regional Assistant Dean -- Eastern Idaho Regional Medical Center | Idaho Falls, ID

Ryan Q. Turner, DO

Regional Assistant Dean -- St. Luke's | Twin Falls, ID

Joseph Weatherly, DO

Regional Assistant Dean -- Bingham Memorial Hospital | Blackfoot, ID

Brandon West, DO

Regional Assistant Dean -- Portneuf Medical Center | Pocatello, ID

Administrative and Operational Leaders

Ariane Ahmadian
Registrar

Suzy Arnette, PhD
Program Director of Compliance and Institutional Planning

Rodney Bates, DO, FACOI
Chair, Department of Primary Care

Brian Connolly
Director of Campus Security

Amanda Griswold, MEd
Director of Admissions

Michael Kreider
Director of Graduate Medical Education & Continuing Medical Education

Launa Lynch, PhD
Chair, Department of Biomedical Sciences

Blaine Maley, PhD
Chair, Department of Anatomy

Nicole McMillin, MPA
Director of Financial Aid

Kimberly Miller, MSI, MS
Director of Library Services

Amy Nguyen, M.Ed.
Director of Academic Operational Systems

Sara Reiter
Director of Clinical Clerkships

Elizabeth Watson
Director of Student Affairs

Jessica Ziebarth, DO
Chair, Department of Specialty Medicine

Academic Calendar and Hours of Operation

The College's normal hours of operation are 8:00 am-5:00 pm. OMS I and OMS II students attend class regularly between the hours of 8:00 am and 5:00 pm. Students are generally offered lunch breaks at noon each day and have approximately ten-minute breaks between each scheduled learning session. OMS III and OMS IV students are required to follow the hours of their clinical clerkships.

FALL SEMESTER 2024	
<u>Preclinical (OMS I and II)</u>	
Orientation (OMS I only)	July 22-25
White Coat Ceremony (OMS I only)	July 26
Orientation (OMS II only)	July 29
First Day of Fall Semester	July 29
Labor Day	September 2
Thanksgiving Break	November 27 – 29
Final Exams Week	December 9 – 13
Last Day of Fall Semester	December 13
Winter Break	December 16 – January 3
Fall Term Remediation Exams	January 3
<u>Clinical (OMS III and IV)</u>	
First Day of Fall Semester	July 1
Last Day of Fall Semester	December 13
Winter Break	None
SPRING SEMESTER 2025	
<u>Preclinical (OMS I and II)</u>	
First Day of Spring Semester (OMS I/II)	January 6
COMAT FBS (OMS II)	January 10
Martin Luther King Day	January 20
Presidents' Day	February 17
Spring Break (OMS I/II)	March 17 - 21
Final Exams Week (OMS II)	April 7 - 11
Last Day of Spring Semester (OMS II)	April 11
Clinical Sensitive Examinations (OMS II)	April 15 – 17
COMSAE (OMS II)	April 25
Spring Remediation Exams (OMS II)	May 1
Final Exams Week (OMS I)	May 19 - 23
Last Day of Spring Semester (OMS I)	May 23
Spring Remediation Exams (OMS I)	June 13
<u>Clinical (OMS III and IV)</u>	
First Day of Spring Semester	December 16 (2024)

Match Day (OMS IV)	March 21
Last Day of Spring Semester (OMS IV)	April 4
Graduation – (OMS IV)	May 23
Last Day of Spring Semester (OMS III)	June 27

2024-2025 Academic Year - OMS I

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DATE	DESCRIPTION
FALL SEMESTER	
7/22-7/25	Orientation
7/26	White Coat Ceremony
7/29	Courses Begin
9/2	Labor Day Holiday
9/9-9/13	Exams Week
10/28-11/1	Exams Week
11/27-11/29	Thanksgiving Holiday
12/9/12/13	Final Exams Week
12/16-1/3	Winter Break
SPRING SEMESTER	
1/2-1/3	Fall Remediation Exams
1/6	Courses Begin
1/20	Martin Luther King Holiday
2/17	Presidents' Day
2/18-2/21	Exams Week
3/21	Match Day (OMS IV)
3/17-3/21	Spring Break
4/15-4/19	Exams Week
5/19-5/23	Final Exams Week
6/13	Spring Remediation Exams



SEMESTER LENGTH COURSES (NOT SHOWN ON CALENDAR)
Gross Anatomy and Lab (Fall Semester Only)
Practice of Clinical Medicine I and II
Osteopathic Principles and Practice Lecture and Lab I and II
Foundations of Interprofessional Education I and II
Caring and Competent Physician I and II
Cumulative Curricular Review I and II

SYSTEMS COURSES
Clinical Foundations
Musculoskeletal
Blood, Immune and Infection
Neurosensory
Cardiovascular
Respiratory

2024-2025 Academic Year - OMS II

Month	Year
July	2024
S M T W T F S	S M T W T F S
	1 2 3 4 5 6
7 8 9 10 11 12 13	4 5 6 7 8 9 10
14 15 16 17 18 19 20	11 12 13 14 15 16 17
21 22 23 24 25 26 27	18 19 20 21 22 23 24
28 29 30 31	25 26 27 28 29 30 31
August	2024
S M T W T F S	S M T W T F S
	1 2 3
4 5 6 7 8 9 10	8 9 10 11 12 13 14
11 12 13 14 15 16 17	15 16 17 18 19 20 21
18 19 20 21 22 23 24	22 23 24 25 26 27 28
25 26 27 28 29 30 31	29 30
September	2024
S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5 6 7
8 9 10 11 12 13 14	8 9 10 11 12 13 14
15 16 17 18 19 20 21	15 16 17 18 19 20 21
22 23 24 25 26 27 28	22 23 24 25 26 27 28
29 30	29 30
October	2024
S M T W T F S	S M T W T F S
	1 2 3 4 5
6 7 8 9 10 11 12	6 7 8 9 10 11 12
13 14 15 16 17 18 19	13 14 15 16 17 18 19
20 21 22 23 24 25 26	20 21 22 23 24 25 26
27 28 29 30 31	27 28 29 30 31
November	2024
S M T W T F S	S M T W T F S
	1 2
3 4 5 6 7 8 9	3 4 5 6 7 8 9
10 11 12 13 14 15 16	10 11 12 13 14 15 16
17 18 19 20 21 22 23	17 18 19 20 21 22 23
24 25 26 27 28 29 30	24 25 26 27 28 29 30
December	2024
S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5 6 7
8 9 10 11 12 13 14	8 9 10 11 12 13 14
15 16 17 18 19 20 21	15 16 17 18 19 20 21
22 23 24 25 26 27 28	22 23 24 25 26 27 28
29 30 31	29 30 31
January	2025
S M T W T F S	S M T W T F S
	1 2 3 4
5 6 7 8 9 10 11	5 6 7 8 9 10 11
12 13 14 15 16 17 18	12 13 14 15 16 17 18
19 20 21 22 23 24 25	19 20 21 22 23 24 25
26 27 28 29 30 31	26 27 28 29 30 31
February	2025
S M T W T F S	S M T W T F S
	1
2 3 4 5 6 7 8	2 3 4 5 6 7 8
9 10 11 12 13 14 15	9 10 11 12 13 14 15
16 17 18 19 20 21 22	16 17 18 19 20 21 22
23 24 25 26 27 28	23 24 25 26 27 28
March	2025
S M T W T F S	S M T W T F S
1	1
2 3 4 5 6 7 8	2 3 4 5 6 7 8
9 10 11 12 13 14 15	9 10 11 12 13 14 15
16 17 18 19 20 21 22	16 17 18 19 20 21 22
23 24 25 26 27 28 29	23 24 25 26 27 28 29
30 31	30 31
April	2025
S M T W T F S	S M T W T F S
	1 2 3 4 5
6 7 8 9 10 11 12	6 7 8 9 10 11 12
13 14 15 16 17 18 19	13 14 15 16 17 18 19
20 21 22 23 24 25 26	20 21 22 23 24 25 26
27 28 29 30	27 28 29 30
May	2025
S M T W T F S	S M T W T F S
	1 2 3
4 5 6 7 8 9 10	4 5 6 7 8 9 10
11 12 13 14 15 16 17	11 12 13 14 15 16 17
18 19 20 21 22 23 24	18 19 20 21 22 23 24
25 26 27 28 29 30 31	25 26 27 28 29 30 31
June	2025
S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4 5 6 7
8 9 10 11 12 13 14	8 9 10 11 12 13 14
15 16 17 18 19 20 21	15 16 17 18 19 20 21
22 23 24 25 26 27 28	22 23 24 25 26 27 28
29 30	29 30

DATE	DESCRIPTION
FALL SEMESTER	
7/29	Orientation
7/29	Courses Begin
9/2	Labor Day Holiday
8/26-8/30	Exams Week
10/7-10/11	Exams Week
11/18-11/19	Exams Week
11/27-11/29	Thanksgiving Holiday
12/9-12/13	Final Exams Week
12/16-1/3	Winter Break
SPRING SEMESTER	
1/2-1/3	Fall Remediation Exams
1/6	Courses Begin
1/20	Martin Luther King Holiday
2/10-2/14	Exams Week
2/17	Presidents' Day
3/21	Match Day (OMS IV)
3/17-3/21	Spring Break
4/7-4/11	Final Exams Week
4/25	COMSAE
5/1	Spring Remediation Exams



SEMESTER LENGTH COURSES
Practice of Clinical Medicine III and IV
Osteopathic Principles and Practice Lecture and Lab III and IV
Foundations of Interprofessional Education III and IV
Caring and Competent Physician III and IV
Cumulative Curricular Review III and IV
Curricular Capstone (Runs from 4/14-4/25)

SYSTEMS COURSES
Mental Health
Gastrointestinal
Renal
Integumentary
Endocrine
Reproductive

Actual weekly schedules for OMS I/II vary based on course content and educational needs. Lecture-discussions are complemented by labs and skills sessions, with embedded study time. OPP and other clinical skills are taught longitudinally throughout the two years in a progression designed to integrate with and provide seamless entry into the third and fourth years of the curriculum. Content is presented by physicians and biomedical scientists using concepts of team teaching and team learning. Evaluation includes integrated exams, quizzes, objective structured clinical examinations (OSCEs), oral presentations, graded skill demonstrations, and end-of-course and end-of-year evaluations.

OMS III & IV Course Schedule

Each third and fourth-year rotation must amount to a total of 4.0 credits each. The only exceptions to this criterion are the 0.5 credit longitudinal OPP courses offered throughout each semester of years 3 and 4, and the 2.0 credit Residency Preparation course offered in year 3.

Third-year student doctors will be required to complete 12 core rotations, with a Residency Preparation block built into their schedule. The order of each rotation is set by the Clinical Affairs department. Fourth-year student doctors must complete a total of 9 elective and core rotations. The elective rotations are often utilized for audition rotations at sites with residency programs, or to obtain additional experience in the student doctor's areas of interest. At least one of these fourth-year rotations must be in a primary care specialty. Emergency Medicine is a core rotation required for graduation and usually completed in the fourth year of study. Students may be offered opportunities to complete the core Emergency Medicine rotation in their third year during their elective block at the discretion of the Clinical Affairs department.

OMS-III Rotation - Sample Schedule

Blocks	Rotation block	Rotation
7/1/24-7/26/24	1	Clinical Preparation (at ICOM)
7/29/24-8/23/24	2	Family Medicine
8/26/24-9/20/24	3	General Surgery
9/23/24-10/18/24	4	Internal Medicine
10/21/24-11/15/24	5	Internal Medicine Subspecialty
11/18/24-12/13/24	6	Surgical Subspecialty
12/16/24-1/10/25	7	Psychiatry
1/13/25-2/7/25	8	Women's Health
2/10/25-3/7/25	9	Pediatrics
3/10/25-4/4/25	10	Elective
4/7/25-5/2/25	11	Scholarly Activity
5/5/25-5/30/25	12	Board Review
6/2/25-6/27/25	13	Residency Preparation
7/1/24-12/13/24	Fall Semester	OPPC 3551 Longitudinal Course
12/16/24-6/27/25	Spring Semester	OPPC 3951 Longitudinal Course

OMS-IV Rotation – Sample Schedule

Blocks	Rotation block	Rotation
7/1/24-7/26/24	1	Elective I
7/29/24-8/23/24	2	Elective II (Primary Care Based)
8/26/24-9/20/24	3	Elective III
9/23/24-10/18/24	4	Elective IV
10/21/24-11/15/24	5	Emergency Medicine
11/18/24-12/13/24	6	Elective V
12/16/24-1/10/25	7	Elective VI
1/13/25-2/7/25	8	Board Review
2/10/25-3/7/25	9	Elective VII
3/10/25-4/4/25	10	Elective VIII
7/1/24-12/13/24	Fall Semester	OPPC 4551 Longitudinal Course
12/16/24-4/4/25	Spring Semester	OPPC 4951 Longitudinal Course

ICOM's fourth-year osteopathic medical students will be required to complete all third-year and fourth-year rotations to be eligible for graduation. Additionally, to become eligible for graduation, each fourth-year student must have passed COMLEX-USA Level 1 and 2-CE. Each rotation must consist of a minimum of 32 contact hours/week on average over the course of the rotation. The required rotations for fourth year are listed above. Osteopathic Principles and Practice is a semester long (longitudinal) course required in the fall and spring semester, consisting of monthly clinical modules, quizzes and hands-on education and assessment in osteopathic principles and manual medicine. Electives in the fourth year are often utilized by students for audition rotations at sites with residency programs or to obtain additional experience in the student's areas of interest. At least one four-week elective in year four shall be in a primary care specialty, such as family medicine, internal medicine, pediatrics, and women's health. The Office of Clinical Affairs will determine whether or not a rotation meets the definition of a primary care elective.

Course Lists and Credit Hours

Below is a list of all OMS I courses, including the codes, names, and credit hours of each. The following page contains a list of all OMS II courses. More detailed information about courses offered at ICOM is included near the end of this Catalog under “Alphabetical List of All Courses”.

Alphabetical List of OMS I COURSES by semester

FALL SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
ANAT1002	Gross Anatomy	7
BIIC1301	Blood, Infection, and Immune	3
CARE1001	Caring & Competent Physician I	1.5
CCRC1000A	Cumulative Curricular Review I	2.5
CIPE1000A	Foundations of Interprofessional Education I	0.5
CMED1501	Practice of Clinical Medicine I	2.5
FOUN1102	Clinical Foundations	4.5
MSKS1401	Musculoskeletal System	4.5
OPPC1501A	Osteopathic Principles and Practice I	1
OPPC1501B	Osteopathic Principles and Practice Lab I	1
SPRING SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARD1602	Cardiovascular System	5.5
CARE1002	Caring & Competent Physician II	2
CCRC1000B	Cumulative Curricular Review II	2.5
CIPE1000B	Foundations of Interprofessional Education II	0.5
CMED1702	Practice of Clinical Medicine II	2.5
NEUR1801	Neurosensory System	5.5
OPPC1951A	Osteopathic Principles and Practice II	1
OPPC1951B	Osteopathic Principles and Practice Lab II	1
RESP1701	Respiratory System	3.5

Alphabetical List of OMS II COURSES by semester

FALL SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARE2001	Caring & Competent Physician III	2
CCRC2001A	Cumulative Curricular Review III	2.5
CIPE2000A	Foundations of Interprofessional Education III	0.5
CMED2501	Practice of Clinical Medicine III	2.5
GAST2001	Gastrointestinal System	4.5
INTG2201	Integumentary System	2
MNTH2301	Mental Health System	4
OPPC2451A	Osteopathic Principles and Practice III	1
OPPC2451B	Osteopathic Principles and Practice Lab III	1
RENL2101	Renal System	4.5
SPRING SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARE2002	Caring & Competent Physician IV	1
CCRC2001B	Cumulative Curricular Review IV	2
CIPE2000B	Foundations of Interprofessional Education IV	0.5
CMED2702	Practice of Clinical Medicine IV	2.5
ENDO2501	Endocrine System	4.5
OPPC2801A	Osteopathic Principles and Practice IV	0.5
OPPC2801B	Osteopathic Principles and Practice Lab IV	0.5
REPR2601	Reproductive System	5.5

Calculation of Credit Hours

The Office of Academic Affairs, in partnership with the designated Course Director, is charged with ensuring appropriateness of credit assignments within the ICOM curriculum. Corresponding credits will be assigned to all courses in the curriculum, including clinical rotations, based on contact hours as described below. Credit assignments will be continually evaluated and assigned on the basis of the Carnegie unit credit hour as provided by the U.S. Department of Education consistent with the glossary of the AOA Commission on Osteopathic College Accreditation (COCA) Accreditation of Colleges of Osteopathic Medicine: COM Standards and Procedures.

The amount of academic work or instructional time is reported in contact hours and used to calculate credit hours as follows:

- **One contact hour** of lecture or seminar (small group activity, problem-based learning, team-based learning, or alternative learning activity) encompasses 1 hour of scheduled class/seminar time plus 2 corresponding hours of student preparation time.
- **One laboratory contact hour** (anatomy, OMM, clinical skills, procedural skills etc.) encompasses 2 hours of scheduled supervised or independent laboratory work plus 2 corresponding hours of student preparation time.
- **One practice contact hour** (supervised clinical rotation clerkship etc.) encompasses 3-4 hours per week of supervised and/or independent practice.
- **One self-directed learning contact credit hour** is calculated similarly to one practice contact hour.

Eight contact hours equals 0.5 of a credit hour and sixteen contact hours equals one credit hour. (8 Contact Hours = 0.5 Semester Credit Hour [SCH] and 16 Contact Hours = 1.0 SCH).

ICOM assigns grades to all credit-bearing courses and the credits for each course are determined based on contact hours in 0.5 credit increments.

Note: Examinations do not count toward contact hours.

Credit Review Process

ICOM assigns the amount of credit awarded for student doctor work to assure a high-quality program that is based on the most current educational models and best-practices delivery. The criteria utilized in this process conform to commonly accepted practices of higher education. ICOM awards credit values to course offerings based on delivery method and duration, utilizing standards endorsed by the American Association of Collegiate Registrars and Admission Officers (AACRAO), as well as the minimum Federal Financial Aid regulations and by the regulations of the U.S. Department of Education. All proposed curricular changes, including minor and substantive changes, will be brought to the Curriculum Committee for review, followed by review at the Academic Leadership Council with final approval by the ICOM Dean. Minor changes include such matters as the addition/elimination of a course, modifications to an existing course, or minor changes to existing program requirements. Substantive changes are those that involve extensive new patterns of requirements for existing student doctors, or that have a significant impact on the programs within ICOM. For proposed non-substantive curricular changes in all years, with minimal impact on other programs or on student doctor requirements, approval will be required first through the Course Directors and discussed in the Curriculum

Committee. Upon approval by the Curriculum Committee, such changes are presented to the Academic Leadership Council with final approval by the ICOM Dean. Any proposed substantive changes, as defined by the Commission on Osteopathic College Accreditation (COCA), follow procedures and deadlines as outlined in the COCA Accreditation of Colleges of Osteopathic Medicine Accreditation Substantive Changes document.

About Idaho College of Osteopathic Medicine

History

The Idaho College of Osteopathic Medicine (ICOM) is a private medical school affiliated with Idaho State University. ICOM educates students to become highly competent and caring osteopathic physicians and healthcare leaders dedicated to delivering whole-person care in Idaho and other underserved communities.

ICOM was founded in partnership with Idaho State University and other senior Idaho healthcare and government officials to help address the current and growing shortage of physicians in the Mountain West region and beyond. Although Idaho is among the most rapidly growing areas of the country, the state ranks 50th for the number of active physicians and resident physicians per capita, and 45th for the number of primary care physicians, according to the Association of American Medical College's (AAMC) 2021 State Physician Workforce Data Report. Prior to the formation of ICOM, Idaho was the most populous state in the nation without a medical school of its own.

With approval from the Idaho State Board of Education, Governor C.L. "Butch" Otter announced the creation of ICOM in February of 2016, and the College graduated its inaugural class in May of 2022. ICOM received full accreditation from the Commission on Osteopathic College Accreditation (COCA) in May of 2022.

Facilities and Library

Overview

ICOM is located at 1401 E. Central Dr. Meridian, ID 83642 (Phone: 1-208-795-4266). ICOM's facility houses more than 12,000 feet of classroom space, including: two lecture halls, each with 250 seats; a state-of-the-art clinical simulation center; a 3,500-square-foot medical library; and a 3,479-square-foot Osteopathic Manipulative Medicine (OMM) Lab. Additionally, 12 Objective Structured Clinical Examination (OSCE) rooms are located on the second floor — the largest OSCE suite in the State of Idaho.

The design of ICOM goes beyond state-of-the-art medical education spaces. It incorporates biophilic design principles to encourage good health in students and faculty. It also reinforces wellness as a primary tenet of osteopathic medicine. The building provides access to daylight and views, infusing the building with natural light and promoting movement by making the three-story central stair prominent and inviting. ICOM believes that an environment that promotes wellbeing is particularly important for the students, faculty and staff of Idaho's first osteopathic medical college.

Study Areas

Student study spaces are available throughout the building. From high-top seating and study carrels to group study rooms and lounge seating, varying configurations allow ICOM's diverse student population ample opportunity to study in a way that works best for them.

OMM Lab

The Osteopathic Manipulative Medicine (OMM) Lab, located on the second floor, is the key component in the training of all osteopathic physicians. Here, students learn the art of physical examination and develop their palpatory skills which are useful in assisting with the diagnosis of a patient's medical condition, as well as treating their musculoskeletal dysfunction.

The OMM Lab accommodates 40 hydraulic tables for students to learn the techniques of manipulation in a room with an abundance of bright, natural light from the floor-to-ceiling windows. Seven high-definition monitors and multiple cameras allow students to view instruction throughout the room.

Clinical Simulation Center

ICOM's Clinical Simulation Center is an interactive clinical skills education, testing and evaluation space. The center includes 12 patient exam rooms, six clinical simulation rooms, and three control rooms. All 18 patient rooms are equipped with ceiling cameras and microphones. Additionally, the six simulation rooms have state-of-the-art patient monitors which show real-time vital signs. Any events in these rooms are recorded for interactive evaluation purposes.

The clinical simulation center provides students the opportunity to practice core clinical skills, develop team communication and demonstrate that they have achieved clinical competence prior to starting clinical rotations.

Research Lab

ICOM's Biosafety Level 2 (BSL-2) Research Laboratory provides 1,674-square-feet of wet and dry space for students and faculty to pursue research. ICOM's Research Lab meets and exceeds the standards of a BSL-2 designation, which refers to the safety precautions that have been engineered into the lab. In a BSL-2 laboratory, researchers are able to work safely with microbes that would otherwise pose a moderate risk to human health, such as HIV, Hepatitis A, B, and C, and Salmonella.

In addition to the main laboratory, there is also a tissue culture room with two biosafety cabinets. Equipment includes a flow cytometer, plate reader, PCR machines, and other standard instrumentation. Campus infrastructure and site utilities available in the lab include electrical service, plumbing, lab vacuum, lab air, natural gas, wireless access, data and telephone.

Library

The ICOM library is in a 3,500 square foot space that includes a variety of study spaces including four group study rooms, several tables, and 25 study carrels. There is a student-accessible work room that includes the printer/copier. The library houses approximately 800 print textbooks, including at least 2 copies of each required and recommended book for each

course. The library's collection is primarily online with over 12,000 e-books, 6,000 e-journals, and 40 databases. The library also owns anatomical models, flash cards, whiteboards, common chargers (iPads, iPhones, etc.), and even board games.

Our Mission

The Idaho College of Osteopathic Medicine educates students to become highly competent and caring osteopathic physicians and healthcare leaders dedicated to delivering whole-person care in Idaho and other underserved communities.

Our Vision

The Idaho College of Osteopathic Medicine will be known for leadership and innovation in medical education, increasing access to care, and improving the health of the communities we serve.

Our Values

Student Dedication

ICOM is committed to student success by nurturing a respectful, challenging, collaborative, and diverse environment that promotes critical thinking and instills a passion for active, life-long learning toward skillful and competent medical practice.

Collaboration

ICOM fosters a community of collaboration through efficient and transparent communication, compassion, mutual respect, integrity, and trust in a safe and encouraging environment that embraces individuality, inclusion, and diversity.

Osteopathic Identity

The tenets of osteopathy are embodied in the ICOM culture with a unified connection of mind, body, and spirit in our considerations of self-care, work-life balance, educational pursuits, and community engagement.

Professionalism

As ICOM ambassadors, our interactions demonstrate professionalism through our words and actions which encompass empathy, compassion, cultural competence, respect, diversity, integrity, and accountability.

Excellence

ICOM pursues excellence through its commitment to its Mission and Values as mindful stewards of our constituents, curriculum, finances, culture, and community partners.

Programmatic Level Educational Objectives

By the time they graduate from ICOM, students should be able to:

1. Integrate osteopathic philosophy and osteopathic manipulative medicine principles into the practice of medicine. (Osteopathic Philosophy/Osteopathic Manipulative Medicine)
2. Gain a breadth and depth of knowledge of, and be able to apply, the basic biomedical and clinical sciences for successful completion of the COMLEX-USA licensing examinations. (Medical Knowledge)
3. Provide quality, patient-centered medical care that incorporates osteopathic philosophy and compassion for the effective prevention and treatment of health issues in a diverse patient population. (Patient Care; Professionalism)
4. Effectively communicate and collaborate with patients, families, the public and other healthcare professionals. (Interpersonal and Communication Skills)
5. Apply medical knowledge, research methods, and clinical practice to identify and take action in opportunities for improvement in patient care practices. (Practice-based Learning and Improvement)
6. Demonstrate an awareness of, and responsiveness to, the larger context and system of healthcare, as well as an ability to call effectively on other resources in the system to provide optimal healthcare. (Systems-based Practice)

The Programmatic Level Educational Objectives are based on the [Osteopathic Core Competencies](#).

Osteopathic Core Competencies for Medical Students

Osteopathic Principles and Practice

Demonstration and application of knowledge of accepted standards in osteopathic manipulative treatment appropriate to the specialty; dedication to life-long learning and to incorporating the practice of osteopathic philosophy and OMM in patient care.

Medical Knowledge

Demonstration and application of knowledge of accepted standards of clinical medicine in the respective area; remain current with new developments in medicine and participate in life-long learning.

Patient Care

Demonstrate the ability to effectively treat patients and provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral understanding of research methods; improve patient care practices.

Interpersonal/Communication Skills

Demonstrate interpersonal and communication skills that enable a physician to establish and maintain professional relationships with patients, families, and other members of healthcare teams.

Systems-Based Practice

Demonstrate an understanding of healthcare delivery systems; provide effective and qualitative patient care within the system; and practice cost effective medicine.

Professionalism

Uphold the Osteopathic Oath in the conduct of one's professional activities that promotes advocacy of patient welfare, adherence to ethical principles, and collaboration with health professional, life-long learning, and sensitivity to a diverse patient population; be cognizant of physical and mental health in order to effectively care for patients.

Practice-Based Learning and Improvement

Demonstrate the ability to critically evaluate methods of clinical practice, integrate evidence-based medicine into patient care; show and understanding of research methods; improve patient care practices.

Statement on Non-Discrimination

ICOM does not discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender, gender identity, marital status, religion, age, disabilities, veteran status, or genetic information.

ICOM strives to create and maintain a work environment in which people are treated with dignity, decency and respect that is characterized by mutual trust and the absence of intimidation, oppression and exploitation.

ICOM believes that employees should be able to work and learn in a safe yet stimulating atmosphere. The accomplishment of this goal is essential to the mission of the school. For that reason, ICOM will not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and by education of employees, ICOM will seek to prevent, correct, and discipline behavior that violates this policy.

All employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension or termination of employment.

It is a violation of ICOM's policy to discriminate in the selection of administrative personnel, faculty and staff, and students, the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, race, ethnicity, national origin, color, sex, sexual orientation, gender, gender identity, marital status, religion, age, disabilities, veteran status, or genetic information.

Further, it is a violation of ICOM policy to discriminate in the selection of administrative personnel, faculty and staff, and students if the basis of that discriminatory treatment is, in whole or in part, genetic information or marital status in its programs, activities, hiring, or the admission of students. Discrimination may also be strictly prohibited by a variety of federal, state and local laws, including but not limited to Title VII of the Civil Rights Act 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Statement on Diversity, Equity, and Inclusion

ICOM is committed to fostering a culture of diversity, equity, and inclusion that promotes and sustains an affirming educational environment where opportunities for collaboration and innovation can succeed for all of its members. We value and embrace the distinctive ethnicities, races, cultures, ages, abilities, sexual identities, and creeds that comprise the ICOM family. We are resolved in cultivating an academic environment and osteopathic physician workforce that is prepared to meet the diverse healthcare needs of all those living in our mission states and beyond.

ICOM does not discriminate in its recruitment and selection process for employees or students. We believe that diversity contributes to the richness of the College and enhances workplace and educational quality and satisfaction where we gain greater understanding from those whose experiences, beliefs, perspectives, talents, and contributions are different from our own. As such, ICOM supports and encourages a culture of open inquiry, inquisitiveness, and mutual respect where all employees and students are treated with courtesy, respect, and dignity.

Diversity Statement

ICOM recognizes, values, and affirms that diversity contributes richness to ICOM and enhances the quality of education, research, clinical care, and service. Students, faculty, staff, and administration are valued for their diversity. ICOM is committed to providing and nurturing an academic and employment environment in which students and employees are treated with courtesy, respect, and dignity.

It is the policy of ICOM that no student or employee will be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by ICOM. In our resolve to always be attentive to our commitment to our diversity goals and principles, we will:

- promote diversity, equity, and inclusion in recruitment, admissions, hiring, retention, and advancement.
- provide a focus on diversity and inclusion in the development and revision of ICOM policies and procedures.
- regularly review diversity and inclusion efforts by developing, refining, and continually improving metrics to assess the effectiveness of diversity and inclusion initiatives for employees and students, to ensure that the outcomes bring ICOM closer to reflecting the diversity found in our patients, community, and nation.
- strive to approach equity in recruitment and retention of racial, ethnic, and other populations that are underrepresented in the medical profession, relative to their numbers in the general population. This includes African American/Black, Hispanic/Latino, and Native American students and employees.
- recognize and critically assess the fragilities and strengths of our actions and outcomes to actively promote social justice, challenge discrimination, and address disparity, inequity, and barriers to inclusion.
- acknowledge the diversity that each member of our community offers – including, but not limited to – race, ethnicity, national origin, color, sex, sexual orientation, gender, gender identity, marital status, religion, age, disabilities, veteran status or genetic information.

- provide a safe environment where all members of our community can engage in dialogue, question, learn and contribute to their fullest potential.
- respect the dignity of all members of our community and aspire to ensure that all feel valued and supported.
- provide education and training that emphasize respect for differences in culture, language, and life experience and that address both health disparities and the role that implicit and explicit bias can play in decision making.
- support community engagement and partner with our local, national, and global communities to advance the diversity pipeline and eliminate health disparities.
- provide institutional resources to support these efforts in diversity, equity, and professional development of our employees and students.

Statement on Title IX, Anti-Harassment, and Sexual Harassment

The U.S. Department of Education’s Office for Civil Rights (OCR) enforces Title IX of the Education Amendments of 1972. The purpose of Title IX is to protect people from discrimination based on sex in education programs or activities that receive federal financial assistance. It states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The scope of this Title IX policy provides protection to students and employees against sexual harassment, bullying, pregnancy discrimination, gender-based stereotyping, gender-based harassment and sexual assault/violence. Key issue areas in which ICOM has Title IX obligations include recruitment; admissions; counseling; financial assistance; employment; sex-based harassment (which encompasses sexual assault/violence, treatment of pregnant and parenting students, and treatment of LGBTQI+ students).

Anti-Harassment

ICOM prohibits harassment, including sexual harassment, of any kind, and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate, or coerce students, employees, or anyone working for or on behalf of ICOM. Verbal taunting (including racial and ethnic slurs) that one’s opinion impairs job performance ability is included in the definition of harassment.

The following examples of harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal harassment includes comments, epithets, slurs and stereotyping that are offensive or unwelcome regarding nationality, origin, race, color, religion, sex, gender, gender identity, sexual orientation, age, body, disability, or appearance, marital or other protected status.
- Nonverbal harassment includes distribution, display, or discussion of any written or graphic material that ridicules, denigrates, insults, belittles or shows hostility, aversion, or disrespect toward an individual or group regarding nationality, origin, race, color, religion, sex, gender, gender identity, sexual orientation, age, body, disability, or appearance, marital or other protected status.

Title IX and Sexual Harassment

Sexual harassment is a form of unlawful discrimination under Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972; it is prohibited under ICOM’s anti-harassment policy. Sexual harassment is unwelcome and/or unsolicited conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors (quid pro quo), and other verbal, nonverbal, or physical conduct of a sexual nature. Additionally, for employees, the Equal Employment Opportunity Commission (EEOC) definition applies to any basis of employment decisions or such conduct that has the purpose or effect of creating an intimidating, hostile or offensive working environment.

Title IX requires academic institutions to take steps to prevent and remedy two forms of sex-based harassment: gender-based harassment and sexual harassment (including sexual violence).

- Gender-based harassment is unwelcome conduct based on a person's sex, gender, or Gender identity, with harassing conduct based on a person's failure to conform to the offender's sex stereotypes.
- Sex-based harassment can be committed by school employees, other students, and third parties.
- "Quid pro quo" harassment, where submission to harassment is used as the basis for academic or employment decisions. For employees, benefits such as raises, promotions and better working hours are directly linked to compliance with sexual advances; therefore, only someone in a supervisory capacity (with the authority to grant such benefits) can engage in quid pro quo harassment. Other examples: 1) a supervisor promising an employee a raise in exchange for a date; 2) a professor implies that if a student engages in sexual activity, the professor will give the student a better grade.
- "Hostile environment," where the harassment creates an offensive and unpleasant working or learning environment. A hostile environment can be created by anyone in the institution's work or academic environment, whether it be supervisors, other employees, peers, students, or customers. Hostile environment harassment consists of verbiage of a sexual nature, unwelcome sexual materials, or even unwelcome physical contact as a regular part of the institutional environment. Texts, e-mails, cartoons, or posters of a sexual nature; vulgar or lewd comments or jokes; or unwanted touching or fondling all fall into this category.

Sexual harassment may take different forms. The following examples of sexual harassment are intended to be guidelines and are not exclusive when determining whether there has been a violation of this policy:

- Verbal sexual harassment includes innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks, and threats; requests for any type of sexual favor (this includes repeated, unwelcome requests for dates); and verbal abuse or "kidding" that is oriented toward a prohibitive form of harassment, including that which is sexual in nature and unwelcome.
- Nonverbal sexual harassment includes the distribution, display or discussion of any written or graphic material, including calendars, posters and cartoons that are sexually suggestive or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, photos, text messages, tweets and internet postings; or other form of communication that is sexual in nature and offensive.
- Physical sexual harassment and violence includes unwelcome, unwanted physical contact, including touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, and fondling and forced sexual intercourse or assault. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Courteous, mutually respectful, pleasant, non-coercive interactions between individuals that are appropriate within the institution and acceptable to and welcomed by all present are not considered to be harassment, including sexual harassment.

Retaliation

No hardship, loss, benefit, or penalty may be imposed on an employee or student in response to:

- Filing or responding to a bona fide complaint of discrimination or harassment.
- Appearing as a witness in the investigation of a complaint.
- Serving as an investigator of a complaint.

Retaliation or attempted retaliation in response to lodging a complaint or invoking the complaint process is a violation of this policy. Any person who is found to have violated this aspect of the policy will be subject to sanctions up to and including termination of employment or enrollment.

Complaint Process

ICOM will courteously treat any person who invokes this complaint procedure and will handle all

complaints swiftly and confidentially to the extent possible in light of the need to take appropriate corrective action. Lodging a complaint will in no way be used against the employee or student or have an adverse impact on the individual's employment or academic status. Because of the damaging nature of harassment to the victims and to the entire workforce, aggrieved employees and students are strongly urged to use this procedure. However, filing groundless or malicious complaints is an abuse of this policy and will be treated as a violation. Any complainant who feels they have been harassed, discriminated against, or retaliated against for filing a complaint may initiate the complaint process by filing a complaint in writing with ICOM's HR Department, Title IX Coordinator, or designee.

The Title IX Team

The Title IX Team assists the ICOM Title IX Coordinator with respect to the College's Title IX compliance efforts and provides the College with advice on promoting a campus culture of respect and responsibility and in identifying and deploying effective measures, including training and educational programming and complaint and disciplinary processes, to prevent and address sex- and gender-based discrimination and sexual misconduct. Members may be called upon by the Title IX Coordinator to participate in investigations of Title IX infringement.

Confidentiality

During the complaint process, the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complaining person will be protected to as great a degree as is legally possible. The expressed wishes of the complaining person for confidentiality will be considered in the context of ICOM's legal obligation to act on the charge and the right of the charged party to obtain information. In most cases, however, confidentiality will be strictly maintained by ICOM and those involved in the investigation. In addition, any notes or documents written by or received by the person(s) conducting the investigation will be kept confidential to the extent possible and according to any existing state or federal law.

Accreditation

ICOM has earned both Institutional (applicant status) and Specialized Accreditation (initial accreditation). Both accrediting organizations are critical to supporting student learning and institutional effectiveness.

American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA)

On May 11, 2022, the Idaho College of Osteopathic Medicine was granted full-accreditation status with the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) for a seven-year period ending in 2029. ICOM is accredited by COCA operating under authority granted to it by the U.S. Department of Education, to offer an academic program leading to the Doctor of Osteopathic Medicine (DO) degree. The degree is conferred by the Board of Trustees of the College on those candidates successfully completing the program of study and recommended by the College's Professionalism and Academic Review (PAR) Committee.

Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611-2864

Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

Complaints Regarding COCA Program Accreditation

Description of How Complaints are Filed

Students or community members who have concerns regarding ICOM's capability to achieve the standards of accreditation or comply with policies and procedures of the AOA Commission on Osteopathic College Accreditation (COCA) may file a confidential grievance. Formal grievances must be submitted in writing to the ICOM Dean. All such complaints will remain confidential.

The written grievance should include the following: student name and contact information, the date of the grievance, the specific COCA accreditation standard, policy or procedure that is involved, and a description of the specific grievance.

Resolution and Adjudication Process

The grievance will be reviewed by the ICOM Dean and Chief Academic Officer (CAO) or ICOM President and Chief Executive Officer (CEO) within ten business days for investigation, review, and appropriate action. Students should expect a timely, fair, and comprehensive review

of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the ICOM Dean and CAO or President and CEO.

Notice Regarding Retaliation

All parties to a complaint (complainant, respondent, witnesses, and appropriate administrators or supervisors) will be informed that retaliation by an individual or an individual's associates against any person who files a complaint or any person who participates in the investigation of a complaint is prohibited. Individuals who engage in retaliation are subject to disciplinary action.

Maintenance in ICOM's Records Retention System

A record of written grievances regarding the College's adherence with accreditation standards or related policies and procedures, including the original grievance and administration's response, will be maintained in the Office of the ICOM Dean for review by appropriate accreditation agencies, unless otherwise prohibited by local, state or federal law. Appropriate information addressed in such grievances will be utilized in ICOM's assessment, planning and self-study processes.

Filing Confidential Complaints with the COCA and the Contact Information for COCA

The accreditation standards, policies and procedures for ICOM can be found at:

<https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf>

Students or community members who are not satisfied with the response from the ICOM's administration or who wish to file a confidential complaint with the COCA may submit their grievance directly to the COCA by contacting the American Osteopathic Association (AOA)/ Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario St., Chicago, IL 60611, at predoc@osteopathic.org or (312) 202-8124.

Northwest Commission on Colleges and Universities (NWCCU) Institutional Accreditation

On January 30, 2024, ICOM was granted accreditation applicant status with the NWCCU for a three-year period ending in 2027. NWCCU's role is to recognize higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. ICOM's decision to join NWCCU was voluntary because it provides the College with a non-governmental, self-regulatory process of quality assurance and institutional improvement. ICOM is dedicated to continuous improvement of student learning and achievement as well as institutional effectiveness.

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 200
Redmond, WA 98052
Email: info@nwccu.org
Phone: 425-558-4224
Fax: 205-525-9848

Complaints Regarding NWCCU Institutional Accreditation

To read the criteria warranting an NWCCU accreditation complaint and the process to follow refer to the NWCCU's directions and complete the form. <https://nwccu.org/complaints/>

The Commission does not adjudicate individual grievances but does accept complaints about substantive matters that are related to the quality of the institution or its academic programs. All such complaints are judged against the Commission's standards.

Complaints must be submitted and signed electronically via <https://nwccu.org/complaints/> . However, the Commission investigates these complaints only when the complainant has exhausted all of the institution's appeal procedures. For more information, see the Commission's Complaints Regarding Member or Candidate Institutions Policy.

Institutional Data and Outcomes

The National Board of Osteopathic Medical Examiners (NBOME) administers the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA®) that consists of three levels: Level 1, 2CE (cognitive evaluation), and 3. The purpose of the COMLEX-USA® board examination series is to assess the osteopathic medical knowledge and clinical skills essential for practice as an osteopathic physician. Passage of the Level 1 and Level 2 CE examinations is a requirement for graduation.

Information regarding the College's pass rates for the COMLEX-USA® exam, residency match, retention, and four, five, and six-year graduation rates are available on our website at:

<https://www.icom.edu/academics/outcomes/>

Student Assumption of Risk

By matriculation into the Idaho College of Osteopathic Medicine to engage in your osteopathic medical education you are voluntarily consenting to participate in educational activities, including required clinical skills experiences, with an understanding of the inherent risks, both known and unknown, associated with your professional training and the practice of medicine. As a medical student at the College, you acknowledge and assume responsibility for the inherent risks of adverse health events due to the nature of the general training and the specific clinical patient care environments. These risks may include, but are not limited to, occupational hazards and injuries, the transmission of communicable diseases, blood borne pathogen exposure, emotional stress, and bodily injury.

Department of Student Services

The Department of Student Services oversees all issues related to the Admissions and Recruitment Office, Office of the Registrar, Office of Financial Aid, Student Affairs Office, and Student Support Services (i.e., the Behavioral Health Specialists and Learning Specialists).

The primary role of the Office of Student Services is to support the retention of students. We accomplish this by empowering students, cultivating success, and creating community. The Department of Student Services offers co-curricular and extra-curricular activities that promote academic achievement, student wellbeing, and professional success.

Office of Admissions

Recruitment

The Office of Admissions is responsible for developing and coordinating all recruitment efforts. The office serves as the primary contact for students applying to ICOM. All recruitment efforts will be driven by the mission and the vision of ICOM. ICOM student recruitment strives to create and maintain an equitable culture to attract and support a diverse pool of applicants, as outlined in the institution's diversity policy.

Goals of Recruitment

- To recruit students who are dedicated to delivering whole-person care in Idaho and other underserved communities.
- To establish local recruitment efforts at the high school level through onsite visits, service projects developed by ICOM students, and invitations to visit ICOM's campus.
- To develop and maintain close relationships with premedical advisors at local college campuses, as well as regional and national undergraduate institutions.
- Organize events on the ICOM campus for advisors and faculty who work with premedical students.
- Develop affiliation agreements with colleges from Idaho and other underserved communities.
- Work closely with our affiliated institutions to promote the osteopathic profession.
- Develop programs aimed at recruiting a diverse student body by targeting outreach efforts for those underrepresented in medicine.
- ICOM representatives will attend conferences and career fairs that have a focus on recruiting students who are underrepresented in medicine.
- Increase ICOM's visibility and promote osteopathic medicine in Idaho and other areas of the United States.

Recruitment Activities

The recruitment of students to the program is not limited to the Office of Admissions but is the responsibility of all faculty and staff at ICOM, in accordance with applicable law and regulation, to support the recruitment initiatives of the school. Recruitment Activities will include but are not limited to:

- Open House events
- Visiting undergraduate colleges and universities, classroom sessions or pre-med clubs

- Alpha Epsilon Delta, Pre-SOMA, AMSA, MAPS (Minority Association of Premed Students)
- Graduate Fairs
- Establish relationships with health profession advisors
- Network with osteopathic physicians throughout the Mountain West region and United States
- Attend osteopathic organizational meetings such as the Idaho Osteopathic Physicians Association, American College of Osteopathic Family Physicians, American Osteopathic Association national meeting and American Osteopathic Directors and Medical Educators. (National and regional health professional advisor's meetings)
- Focused Recruitment Events

Criteria and Technical Standards

The Office of Admissions ensures qualified students will be selected for matriculation to the Doctor of Osteopathic Medicine Program at the Idaho College of Osteopathic Medicine (ICOM).

ICOM is committed to selecting applicants who meet our mission, align with our values, and who are an asset to the profession of osteopathic medicine. When reviewing applications, the goal of the Office of Admissions is to evaluate:

- Each applicant as a whole person
- Each applicant who has interest in serving Idaho and other underserved communities as outlined in the ICOM Mission
- Each applicant's potential for success in the Doctor of Osteopathic Medicine (DO) Degree Program
- Each applicant's commitment and aptitude as a future practicing osteopathic physician
- Each applicant for their compassion, knowledge, and commitment to health care and the ICOM Mission

The ICOM Admissions Committee considers an applicant's 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 acceptance, or waitlist interviewed candidates.

The requirements to succeed at ICOM will be those necessary to successfully complete the curriculum and to practice osteopathic medicine with full practice rights. Students must be able to function in a variety of learning and clinical settings, and to quickly, accurately, and consistently learn and process data. Osteopathic physicians utilize palpation (clinically appropriate touching) as part of the osteopathic approach to treatment. As part of the educational

process, ICOM students must be able to tolerate being touched, examined, and receive osteopathic manipulation by members of all genders, and to touch others (of all genders) in order to acquire the skills necessary for palpation and examination. This palpation is performed in a professional and appropriate manner.

Acquiring the skills to palpate and examine patients requires a student to examine partially disrobed patients of all genders and is mandatory for successful completion of the curriculum at ICOM. Students are required to participate fully as both the examiner and examinee in various clinical laboratory experiences. In clinical skills and osteopathic manipulative medicine laboratory experiences, as well as other clinical laboratories where skills are acquired, students are required to participate in the examination of fellow students of all genders who may be partially disrobed.

In order to gain appropriate clinical exposure to the regions of the body being examined and on occasions where osteopathic manipulative techniques are being provided, students may need to wear minimal attire (i.e., shorts, sports bras, etc.) Additionally, students may be asked to partially disrobe for certain laboratory activities. Please refer to the Dress Code Policy section of the catalog for additional information.

Additionally, ICOM utilizes cadavers as part of anatomy laboratories. As such, ICOM students must be able to tolerate working with and touching cadavers. No photographic devices, including cell phones, are permitted in the gross anatomy lab.

ICOM students also participate in ultrasound labs and, as such, may be required to perform ultrasound examinations of fellow students of all genders who may be partially disrobed.

These are requirements for all students, regardless of cultural beliefs, in order for the student to acquire the skills necessary to practice osteopathic medicine. Students who have any concern should discuss them with the Director of Admissions prior to applying.

ICOM will make reasonable accommodations as required by law for students whose disabilities will not prevent them from successfully completing the entire ICOM curriculum and graduating as an osteopathic physician. Students, however, are required to function with independence and perform at all skill levels described below, which ICOM holds as mandatory for the safe and effective practice of osteopathic medicine.

ICOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at risk. Each technical standard has been chosen from standards osteopathic physicians deem necessary for the safe and effective practice of osteopathic medicine. *Applicants who do not meet technical standards should not apply to ICOM.*

Applicants must possess the abilities and skills in the following five areas:

1. Observation

The student must be able to visually observe laboratory demonstrations, microscopic tissue with the aid of the microscope, and computer-based pictures used in laboratory

demonstrations. The student must be able to visually and accurately observe physical signs and symptoms of a patient used in diagnosis and management.

The use of a trained intermediary in such cases would compromise performance, as it would be mediated by another individual's power of selection, observation, and experience. Observation requires the functional use of vision and somatic sensations and is enhanced by the sense of smell.

2. Communication

The student must be able to communicate effectively in English as the curriculum and clinical experiences are offered in English. Students are encouraged to learn other languages for medical communication; however, all curriculum and assessment are given in English. ICOM requires the functional ability to speak, hear, and observe patients in order to elicit accurate medical information. The student must be able both to describe changes in mood, activity, posture, and other physical characteristics and to perceive nonverbal communication.

The student must be able to communicate effectively and efficiently in verbal and written form. The student must be able to communicate effectively and efficiently with the patient and with all members of the health care team in order to successfully complete the curriculum.

3. Motor

Students must have sufficient motor function to gather information from patients by palpation, percussion, and other diagnostic measures. The student must have sufficient motor function to carry out maneuvers of general and emergency care and of osteopathic manipulation. Examples of emergent motor functions include, but are not limited to, cardiopulmonary resuscitation, administration of intravenous fluids and intravenous medications, management of an obstructed airway, hemorrhage control, closure by suturing of wounds, and obstetrical deliveries. In addition, the delivery of osteopathic manipulation requires the use of extremities in palpation, positioning, and carrying out maneuvers of manipulation. These actions require fine and gross motor and sensory functions, as well as the senses of touch and adequate vision for inspection. Additionally, students must be able to generate sufficient force, and be able to receive these same forces, to successfully learn and provide effective osteopathic manipulative treatments for all techniques taught in the curriculum. These techniques include, but are not limited to, muscle energy, counter strain, Still technique, and high-velocity, low amplitude (HVLA) techniques.

4. Intellectual

Students must have the ability to reason, calculate, analyze, measure, and synthesize information delivered in a variety of formats, including, but not limited to electronic/digital sources, EKGs, medical images, and similar modalities. The student must be able to comprehend, memorize, synthesize, and recall a large amount of information without assistance, to successfully complete the curriculum. The student must be able to comprehend three-dimensional relationships and understand spatial

relationships to successfully complete the curriculum and apply fundamental concepts to the provision of patient care. The student must be able to acquire and synthesize knowledge through all types of learning materials and formats utilized in the ICOM curriculum. In addition, students must be able to perform pattern recognition, memorization, recall information, identify, and discriminate important information, problem solve, calculate and make decisions in timed situations and in the presence of noise and distraction.

The above intellectual abilities are essential, as students and graduates are expected and required to perform pattern recognition, immediate recall of learned material, discrimination to elicit important information, problem solving, and decision-making in the emergent diagnosis and treatment of patients. Students must be able to recall and apply important information to generate a differential diagnosis and to develop a therapeutic management for emergent conditions. This type of demonstrated intellectual ability must be performed in a rapid and time-efficient manner in order to provide appropriate care to patients with emergent conditions so as not to place patients in emergent conditions at risk.

It is common for emergent situations to occur in the presence of visually distracting and noisy environments. Such emergent situations include, but are not limited to, cardiopulmonary compromise, cardiopulmonary resuscitation, obstetrical and neonatal emergencies, trauma presentations, poisonings and toxic exposures, shock, and hemorrhage.

5. Behavioral and Social Attributes

The student must have the emotional health needed for full use of their intellectual capabilities at all times. The emotional health required for effective communication and for professional, mature, sensitive, and compassionate patient/physician or patient/student relationships must be present.

Students must be able to function effectively under stress and with physically taxing workloads, such as during lectures, labs, written and practical examinations, and on clinical rotations. Students must have the emotional health to be able to function without the aid of medications that are known to affect intellectual abilities and judgment. The student must have the emotional stability and motivation to deliver patient care and to make emergent decisions at all times.

The ability to adapt to changing environments and stressful situations and to display compassion and integrity, while maintaining the necessary intellectual capacity to care for patients, is evaluated during the interview process and throughout the student's progress in the medical school curriculum. An ability to demonstrate the emotional health necessary for the delivery of quality and safe medical care is mandatory throughout medical school. ICOM considers drug and alcohol addiction or abuse as a risk factor for unsafe care and poor patient outcomes. As such ICOM has developed clear policies regarding alcohol and substance abuse which are described further in this catalog. Applicants must identify to the Office of Admissions all areas where there is a question in meeting these technical standards. If an applicant has a question about their

ability to meet the minimal technical standards, the applicant is required to notify the Office of Admissions in advance of applying so reasonable testing and evaluation may occur.

ICOM will determine the type of testing required based on the area(s) identified by the applicant. All testing must be performed by a licensed healthcare professional practicing at the highest level of their respective licensure. The applicant must provide ICOM a written statement by the treating provider that the testing supports that the student is capable of meeting the technical standards and physical requirements of the curriculum. Please refer to the accommodation section of this catalog.

An offer of acceptance may be rescinded should an accepted applicant be found not able to meet the technical standards.

For matriculated students, inability to maintain compliance with educational training technical standards may result in dismissal from the program.

Non-Discrimination and Admissions

It is the firm policy of the Board of Trustees and ICOM not to discriminate on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender, gender identity, marital status, religion, age, disabilities, veteran status, or genetic information.

The Office of Admissions strictly adheres to this policy and will make every effort to recruit students from a diverse background to foster cultural richness, and to meet its mission, goals, and objectives.

American with Disabilities Act

ICOM is operating in compliance with the timeline established by the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), both as amended, to assure that its facilities, programs and student policies are accessible to individuals with disabilities. Students and applicants with specific needs should contact the Dean for Student Services.

ICOM will determine the type of testing required based on the area(s) identified by the applicant. All testing must be performed by a licensed healthcare professional practicing at the highest level of their respective licensure. The applicant must provide ICOM a written statement by the treating provider that the testing supports that the student is capable of meeting the technical standards and physical requirements of the curriculum.

An offer of acceptance may be rescinded should an accepted applicant be found to not be able to meet the technical standards.

For matriculated students, inability to maintain compliance with educational training technical standards may result in dismissal from the program.

Applicants may be asked to sign an acknowledgement that they meet the minimum health requirements and technical standards for admission. However, if it is discovered after

matriculation that the student knowing did not meet these minimum standards, then the student may receive sanctions up to and including dismissal from the program.

Minimum Requirements and Procedures for Admission

To be considered for admission, applicants must have completed a minimum of 75 percent of the required credits for a bachelor's degree in a college or university regionally accredited by an agency recognized by the U.S. Department of Education. Prior to matriculation, all applicants must complete their baccalaureate degree.

Applicants should have achieved at least a 3.2 cumulative grade point average (GPA) on a 4.0 scale to be considered.

The admissions process is competitive, and a higher-grade point average (above 3.2) results in improved chances for acceptance. The most competitive applicants would have a science and cumulative GPA of 3.2 or higher. ICOM also places emphasis on the applicant's interview.

The required prerequisite undergraduate courses for entry are:

- Biological Sciences: One year with laboratory (8 semester credit hours/12 quarter credit hours)
- Physics: One year (6 semester credit hours/9 quarter credit hours)
- Inorganic/General Chemistry: One year with laboratory (8 semester credit hours/12 quarter credit hours) *
- Organic Chemistry: One year with laboratory (8 semester credit hours/12 quarter credit hours) *
- English: One year (6 semester credit hours/ 9 quarter credit hours)
- Six (6) additional science hours are highly recommended. ICOM recommends courses in the 300/400 level or beyond in subjects that will enhance performance in medical school such as Anatomy, Physiology, Biochemistry, Genetics, Microbiology, and Immunology.

**Depending on the sequence of chemistry courses taught, we will consider a combination of 16 hours of chemistry, organic chemistry, and biochemistry.*

Courses with equivalent content will be reviewed. Students must obtain a grade of "C" or better in each of the required courses above to fulfill the prerequisite course requirement.

Applicants must submit scores from the Medical College Admission Test (MCAT). For the current admissions cycle, ICOM will accept MCAT administration from up to three years prior to the date of matriculation. However, the Dean for Student Services or Admissions Committee may grant exceptions to this timeline. ICOM requires a minimum MCAT score within the 50th percentile (considering the measure of standard error) and recommends that no subsections on the MCAT are lower than the 35th percentile. At ICOM 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 they 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 program. Applicants must submit all required paperwork per deadlines. If paperwork is not submitted as required, an offer of admission may be retracted.

ICOM Application Procedures

Application Deadlines

The official AACOMAS application is available online at:

<https://aacomas.liaisoncas.com/applicant-ux/#/login> The deadline for ICOM applicants will fall on April 1 but is subject to change annually. Applicants should consult the website to ensure that deadlines are met. The last day for applicants to submit supporting materials will be April 15th but should be completed much earlier when possible to ensure adequate time for review.

Application Steps

Step 1: AACOMAS Application

ICOM will participate with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). An application may be submitted online at:

<https://aacomas.liaisoncas.com/applicant-ux/#/login>

To initiate the application process, applicants must apply directly to AACOMAS. AACOMAS is available to students in an entering class from May to the following April (the year of program start). Detailed instructions can be accessed through <https://aacomas.liaisoncas.com/applicant-ux/#/login> Applicants must request official transcripts from all colleges and universities attended and ask that they be mailed directly from the institution(s) to the AACOMAS office. Students should also ensure all MCAT scores are forwarded directly to AACOMAS from the AAMC.

Applicants who have taken coursework and/or have earned a degree from a foreign institution must also submit to AACOMAS an evaluation of their transcripts in a course-by-course fashion from one of the AACOMAS approved evaluation services. The evaluation service must verify whether course work completed at an institution outside of the US is comparable to a regionally accredited US college. ICOM requires verification of applicant's credentials from a college or university outside of the United States which have met the equivalency for the minimum requirements for admission.

One letter of recommendation is required. The letter of recommendation must be from a pre-medical advisor, committee, or PhD science faculty member familiar with the academic work of the applicant. Although a letter from a physician is not required, it is strongly recommended. Shadowing of a DO is not required, however applicants who have shadowing experience with a DO demonstrate commitment to the profession and understanding of the practice of osteopathic medicine. Letters of recommendation may not be written by a relative, including relatives through marriage.

Letters of recommendation which are included as part of the pre-health committee packet and are part of their official packet will be accepted without signature or letterhead as long as the letters are sent directly from the authors to the pre-med advisors. ICOM will accept letters through AACOMAS, Interfolio and by email, sent directly from the letter writer to admissions@icom.edu . ICOM welcomes additional letters of support or recommendation from

those who are acquainted with the student's academic or professional ability. All letters of recommendation must be originals on professional letterhead, signed by the evaluator and sent directly to AACOMAS.

Applicants who are of Permanent Residency Status must provide a copy of their Green Card for consideration for admission. Additionally, candidates born outside of the United States who have become United States Citizens should provide a copy of their Citizenship Certificate.

Selection Process

To be considered for an interview, an applicant must meet all the preceding admissions requirements and technical standards for admissions and have a complete file, including the AACOMAS application and at least one letter of recommendation (this may include a recommendation form or letter from a premedical or pre-health committee or science faculty). After the Office of Admissions receives these materials, the applicant's file is reviewed to determine eligibility for an interview, based on the established criteria of the Admissions Committee.

Each applicant who accepts the invitation to interview will meet with members of the ICOM faculty, staff, and administration. Currently, interviews are being conducted virtually. This is subject to change at any time. During the interview, the applicant's academic history and knowledge may be reviewed, as well as any attributes that demonstrate the potential to become a caring and competent physician and/or a good fit based on ICOM's mission.

At the conclusion of the interviews, the interviewers submit their electronic evaluations/recommendations to the Director of Admissions, and these evaluations/recommendations are presented and discussed during an Admissions Committee meeting. The Admissions Committee will review each applicant who interviews with ICOM. An admissions decision, based on academic performance, professional experience, and interview, will be provided to the applicant in a timely manner, usually within 2-3 weeks of the interview date.

Intentional misrepresentation or omission of information on any form relevant to admissions or records subjects the applicant to a retraction of an offer for admissions, or for dismissal if the misrepresentation or omission is discovered after the student matriculated into ICOM. ICOM reserves the right to deny admission to any applicant for any reason it deems sufficient. Matriculation may be denied to applicants who have failed to maintain a good record of scholastic performance or good record of personal conduct between the time of their acceptance and their matriculation at ICOM.

Inability to maintain compliance with educational training technical standards may also result in the revocation of acceptance or matriculation.

Additionally, applicants found to have screening tests positive for alcohol, prescription medications without a valid prescription, or substances which are illegal in the state of Idaho may result in revocation of an offer of acceptance or matriculation. Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal substances.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to patients. As such, the use of marijuana in any form is a violation of ICOM policy.

Transfer Applicants

The Idaho College of Osteopathic Medicine (ICOM) will generally not accept transfer coursework. Transfer coursework will only be accepted when the student demonstrates an extenuating circumstance, vacancies exist, and the transfer is approved by the ICOM Dean. Students applying for transfer must meet the ICOM requirements for admission and submit documents required of applicants.

When a transfer based upon extenuating circumstances is approved, ICOM will only accept credits from a school accredited by the Commission on Osteopathic College Accreditation (COCA) or Liaison Committee on Medical Education (LCME) where the student is eligible for readmission. When the transfer credits are from an LCME accredited school of medicine, the student must acquire osteopathic manipulative medicine/osteopathic principles and practice competency prior to graduation from ICOM. The last two years of medical education must be completed at ICOM in order to be granted a degree from ICOM.

Students accepted as a transfer to ICOM will not be assigned a GPA for year's completed at another accredited medical school and therefore will not be included in the class rank calculations for their graduating cohort.

The Admissions Committee will review the transfer applicant's materials, including but not limited to undergraduate coursework and GPA, prior medical school coursework and GPA, MCAT scores, board scores and number of attempts, letters of recommendation, performance in clinical skills courses in medical school (if applicable), and verification of good standing from the transferring institution. The committee may choose to interview the applicant and provide their recommendation to the ICOM Dean. The ICOM Dean will make a final decision on the student's transfer.

International Student Applicants

ICOM does not currently 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 US Immigration and Custom Enforcement (ICE). ICOM is not seeking approval to accept International Students at this time. In addition, ICOM is not accepting DACA status students.

ICOM Matriculation and Enrollment Information

Once accepted, students matriculating into ICOM are required to meet the following matriculation deadlines as described in their acceptance letter:

- Accepted students who submit their deposit prior to May 15th must complete matriculation requirements by June 15th.
- Accepted students who submit their deposit after May 15th must complete matriculation requirements within 30 days of submission.

Health, Vaccine, and Immunizations Requirements

All deposited ICOM students are required to provide the following:

- Signed Offer of Admission document
- College Catalog and Technical Standards Acknowledgement
- Completed physical examination and medical history form completed by a licensed physician using the ICOM form
- AAMC Standardized Immunization Form
- Proof of AHA BLS Certification
- Proof of immunization
- Completed Criminal Background Check
- Completed Drug Screen (as described below)

Students must obtain all ICOM required immunizations and corresponding titers, prior to matriculation and remain compliant with all immunization requirements through to graduation. Students must maintain all immunizations as required by ICOM to complete all required supervised clinical practice experiences in the osteopathic medical program curriculum. A complete description of all immunization requirements is available in the Office of Admissions. Details of what is required is provided to deposited students after the first of the year in which they matriculate. Entering OMS I (1st year) students who have not completed all ICOM immunization requirements may be called to the PAR Committee for review and adjudication.

In addition, non-compliance will result in the inability to participate in any laboratory activities (included but not limited to Anatomy, Osteopathic Manipulation, Standardized Patient encounters, OSCE's, and Clinical Rotations).

All students must provide proof of adequate immunization/immunity for the following:

- TB test (completed within 6 months prior to matriculation)
- Tetanus toxoid immunization (Tdap)
- Hepatitis B virus
- Measles (Rubeola), Mumps and Rubella
- Varicella
- Influenza

In some situations, clinical sites may have additional immunization requirements above those required by ICOM (i.e., COVID-19, etc.).

ICOM does not waive immunizations or student health requirements for religious or personal preferences. Exceptions to this requirement based on medical reasons will be reviewed on a case-by-case basis. Requests should be directed to the Director of Admissions.

ICOM may revise the immunization requirements at any time as deemed necessary, and all students will be required to comply with subsequent changes.

Criminal Background Checks

Matriculants will complete their AACOMAS Criminal Background Check via Application Station. AACOMAS representatives will communicate with Accepted Students via email regarding completion of this requirement.

ICOM applicants are required to self-disclose any charges, arrests, or convictions including misdemeanors, felonies, deferred adjudications, traffic violations, court martial, military nonjudicial punishments and general or less than honorable discharge from the military, (all hereinafter: “offenses”) with the understanding that non-disclosure/falsification may result in the revocation of the offer of admission from ICOM.

If prior offenses are not reported but are discovered after matriculation, a student may receive sanctions up to, and including dismissal from the program. If a student has any offenses pending final adjudication, it is the student’s responsibility to immediately inform ICOM.

Additionally, in response to requirements in the professional practice environment, and to minimize the risk to patients, a criminal background check (completed through AACOMAS) will be completed on all accepted applicants prior to matriculation, and on any student whose actions could potentially be considered a risk to others at any time.

Should any offenses, including deferred adjudications, occur after matriculation, the student must report the incident to ICOM within 30 days of the incident. Following review, disciplinary action may be instituted, up to and including dismissal from the program.

A background check will be done prior to clinical rotations, and all results are shared with the clinical site. By accepting admission to ICOM and matriculating, the student agrees that ICOM will share background check information in full with the student’s respective clinical site(s). Additional background checks may be performed at the discretion of ICOM or its patterning institution before accepting a student into a clinical rotation. Discovery of any previously non-reported incident may lead to referral to the Professionalism and Academic Review Committee (PAR Committee) and possible sanctions, to include, but not limited to dismissal.

ICOM has no control over the content of third-party background checks, which may include charges of driving under the influence. Even expunged records may appear on these checks. Background checks revealing prior offenses, even charges which may have been dismissed by the courts, could still result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

Background checks revealing prior criminal activity may result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities. ICOM cannot be held accountable for the clinical facility declining the student.

If a student cannot be placed successfully in a clinical setting and is not able to complete rotations due to the inability to pass background check requirements, the student will not be able to meet the requirements for graduation. If this occurs, a student cannot hold ICOM responsible.

Also, students are advised to contact licensure boards to seek advice regarding eligibility for licensure as well as requirements needed to progress in a healthcare profession in the state where they intend to practice. It is recommended that students ensure that offenses will not prevent them from becoming licensed in that state in the future.

All current or former students returning from an approved extended period away from ICOM, such as a leave of absence or an offer to repeat an academic year, must notify ICOM in writing of any offenses, including deferred adjudications, at least sixty (60) days prior to the anticipated return date. An offense occurring less than sixty (60) days prior to the anticipated return date must be reported to the Dean for Student Services within 24 hours of the offense. Non-disclosure or falsification of any related information may result in the revocation of the offer to return to ICOM, or if already returned to ICOM, referral to the PAR Committee for possible sanctions up to, and including, dismissal from the program.

ICOM retains the right to relinquish the seat of any current or former student returning from an extended absence if they have been criminally charged or convicted of a misdemeanor, felony, or traffic violation. Students who have already resumed classes following an extended absence, may be referred to the PAR Committee for sanctions up to, and including, dismissal from the program. As future physicians, students are held to a high standard of professionalism, ethics, and honor. ICOM has a duty to protect the public from potential harm by its students.

All current or former students returning from an approved period away from ICOM, such as a leave of absence or an offer to repeat an academic year, must submit a Readmission Petition to the Registrar, as well as complete a national background check, a controlled substance screening, and fulfill all immunization requirements, before returning. Additional requirements, such as a psychiatric evaluation or medical documentation, may be placed on returning students as deemed appropriate by the PAR Committee or ICOM Dean.

Students who do not return on the approved date, or otherwise do not fulfill all requirements for return, will need to re-apply through AACOMAS and will not be guaranteed re-admission.

Substance Abuse Screening

In response to requirements in the professional practice environment and to minimize the risk to patients, a controlled substance screening must be completed by all accepted applicants prior to matriculation. This screening must meet ICOM's standards and be conducted by an agency approved by ICOM.

Any substance-related incident which occurs before matriculation, including, but not limited to, charges/arrests for driving under the influence, must be reported by the student to the ICOM Office of Admissions within thirty (30) days of the occurrence. Following review, the student's acceptance may be rescinded.

If the test result is positive (i.e., evidence of a controlled substance) or shows other abnormalities including, but not limited to: excessively diluted urine, the ICOM Dean will appoint an ad hoc

committee consisting of members of the ICOM PAR Committee and/or Admissions Committee to review the test results and the application for admission.

Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal or controlled substances. Depending on the recommendation of the ad hoc committee, the student's acceptance may be rescinded.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to their patients. As such, the use of marijuana in any form is a violation of ICOM policy.

By signing the attestation confirming that students have read and acknowledge compliance with the precepts contained in the ICOM Catalog, each applicant to ICOM promises they are not currently using, and that they will not use while an ICOM student, any products or substances in any manner which are illegal in the state of Idaho.

Post-Matriculation Drug Screening

Any substance-related incident which occurs after matriculation, including, but not limited to, charges/arrests for driving under the influence, must be reported by the student to the Dean for Student Services within thirty (30) days of the occurrence. Following review, disciplinary action may be instituted, up to and including dismissal from the program.

A controlled substance screening is required prior to starting clinical rotations, and all results are shared with the clinical sites. Additional screenings may be required, at any time, at the discretion of ICOM or partnering-institutions. By accepting admission to ICOM and matriculating, the student agrees that ICOM may share controlled substance screening results as deemed necessary.

If the test result is positive (i.e. evidence of a controlled substance) or shows other abnormalities including, but not limited to: excessively diluted urine, the ICOM Dean will appoint an ad hoc committee consisting of members of the ICOM PAR Committee and/or Admissions Committee to review the test results and the application for admission. Controlled substance screening results are viewed in light of Idaho and federal laws governing illegal or controlled substances. A more detailed description of ICOM's Substance Abuse Screening Protocol is found elsewhere in this Handbook.

Basic Life Support Skills

ICOM students will be required to have Basic Life Support training prior to matriculation. Each student must provide a copy of their BLS Certification card documenting successful completion of a Basic Life Support for Healthcare Providers course. ICOM will only accept courses authorized through the American Heart Association.

Transcripts

All ICOM students are required to provide official transcripts from all colleges and universities attended if they have coursework that was not included on the transcripts initially submitted

through AACOMAS. All transcripts are included in the student's application, so ICOM only requires official transcripts from coursework not verified on the AACOMAS application.

All students must submit the required paperwork by the published deadlines. Failure to submit the information could result in an offer of admission being retracted or rescinded. Falsification of any document or omission of any pertinent information may result in dismissal if discovered after matriculation.

Medical Equipment

Required medical instruments can be purchased individually or through one of the medical equipment companies who have partnered with ICOM. The official list of required medical equipment will be provided in the CMED course syllabi.

The necessary medical equipment may include the following:

- Stethoscope
- Reflex Hammer
- Otoscope and Ophthalmoscope
- Sphygmomanometer
- Tuning fork and monofilament
- Long white lab coat and scrubs (for Anatomy Lab)
- Short White Coat (provided by ICOM)

Deferrals

Accepted applicants that can demonstrate extenuating or unexpected circumstances may request a one-year deferment for consideration. Requests for deferral will be considered on a case-by-case basis. The College reserves the right to offer or deny a deferral request, at the discretion of the Director of Admissions and the Dean for Student Services.

The applicant must submit a deferral request in writing, via email, to the Director of Admissions, who will review the reason for the deferral and any supporting documentation. The Director of Admissions will inform the applicant via email if the requested deferral is approved or denied. The deadline to request deferral is no less than 30 days prior to the beginning of orientation.

Deferment requests should not be made to delay a decision in the given acceptance timeframe or to wait for an admission offer from another medical school. An applicant may only request or be offered a 1-year deferment. If the deferred applicant does not matriculate the following cycle year, the admission offer will be rescinded. Deferred applicants who did not matriculate by the next allotted cycle must reapply and follow the same admissions processes as all other applicants.

In very rare circumstances (i.e., deployed military personnel), additional deferral years may be requested. The applicant would be responsible for submitting a request to the Director of Admissions and Dean for Student Services, with documentation, to extend the original deferral for a subsequent year.

Readmission to ICOM

General Readmission to ICOM

Students who have previously withdrawn or who have been administratively dropped from ICOM, regardless of the reason, may petition to be reinstated.

Applicants are required to complete the ICOM Readmission Petition and follow necessary procedures. Please contact the Dean for Student Services for more information on this process. In addition to the Petition for Readmission Form, applicants must submit a letter to the Dean for Student Services which includes the following information:

- Reason for withdrawal or administrative drop,
- Status/activities/academic and professional pursuits since withdrawal,
- Reasons to be considered for readmission.

All documents must be submitted at least 60 days in advance of the upcoming academic year, unless otherwise notified. The Dean for Student Services will review the Petition for Readmission and reserves the right to request additional information or supporting documentation. The Dean for Student Services will meet with the Admissions Committee, and either the Dean of Academic Affairs (for Years I and II) or Dean of Clinical Affairs (for Years III or IV) to determine eligibility to return. All applicants will receive written notification of the decision from the Dean for Student Services.

Readmission of Service Members to ICOM

Under the Higher Education Opportunity Act of 2008 (HEOA), institutions are required to readmit an individual who left school or did not accept an offer of admission in order to perform military service with the U.S. Armed Forces. The following sections explain the eligibility and re-admission requirements of this policy.

Students are eligible for readmission under this provision if, during the leave, the student performed or will perform voluntary or involuntary active-duty service in the U.S. Armed Forces- including active-duty training and National Guard or Reserve service under federal (not state) authority. Students are not eligible if they received a dishonorable or bad conduct discharge. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed 5 years.

Notice Requirement for Service Members (current and former)

Students planning to take leave for military service, must provide written notice to the Dean for Student Services as far in advance as is reasonable under the circumstances. Alternatively, at the time of readmission, the student must submit an attestation of military service that necessitates absence from ICOM. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

Students must also provide written notice of the intent to return to ICOM to the Dean for Student Services. The notice must be submitted no later than 3 years after the completion of the period of service. If the student is recovering from a service related injury or illness, they must notify the

school no later than 2 years after their recovery. A student who fails to apply for readmission within the designated time limits may not be eligible for readmission.

In accordance with Federal Regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission.

Tuition and Fees for Service Members (current and former)

For the first academic year after return from military service, the student will be readmitted at the same tuition and fees rate that the student was or would have been assessed for the academic year of departure, unless there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student will be charged the same tuition and fees as other students in the program.

Readmission Requirements for Service Members (current and former)

ICOM will allow the student to re-enroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when the student was last in attendance. Students may be subject to the degree requirements in effect at the time of readmission. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where they left off, the school must make reasonable efforts at no extra cost to the student to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest, as long as they do not place an undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.

Office of the Registrar

The Office of the Registrar is responsible for the coordination of course information, course registration, grading, degree progress, certification of enrollment, awarding of degrees, and the protection and release of academic records.

Academic Records

The College Registrar is the custodian of all official academic records. The Registrar ensures that all student records are secured and retained as required by regulatory agencies, accreditation standards, and local college policies. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. ICOM currently has in place procedures necessary to maintain compliance with FERPA guidelines. The College's policies regarding record retention and security may be found on our website.

FERPA

It is the policy of Idaho College of Osteopathic Medicine (ICOM) to release certain directory information on our students. In compliance with the Family Educational Rights and Privacy Act (FERPA/PL 93-380), the Idaho College of Osteopathic Medicine will continue the policy of releasing directory information. Such information being defined within the Act in some or all of the following categories: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, class pictures, dates of attendance, degrees, awards received, most recent or previous educational institution attended, electronic mail address, grade level, student's ID number, enrollment status (undergraduate or graduate; full-time or part-time), and residency placement data including medical specialty. Directory information is disclosed to students in the annual FERPA notification email notice, and the ability to opt-out is provided.

The ICOM Registrar's office will be responsible for the safekeeping of all ICOM student academic records. ICOM stores student information digitally, and has a secure, confidential, and computerized record system which is hosted offsite with secure backup. In the event of a disaster or the closing of the school, all online student files will be available through web access from the offsite secure servers. All items entered are kept as a part of the permanent student record. Students may request to inspect records by completing the Request to Review Education Records Form upon appointment with the Registrar. In accordance with FERPA rights, students will be given access to inspect and review education records within 45 days of submitting a request to review.

FERPA regulations restrict access of a student's educational record and academic information to those who have a legitimate educational need to know within the institution. Idaho College of Osteopathic Medicine guarantees each student certain rights in compliance with FERPA. These include the right to:

- Inspect and review their education records.
- Challenge, in hearing, the content of their education records, to ensure that they are not inaccurate, misleading, or in violation of their privacy rights.
- Be granted an opportunity to correct or delete any inaccurate, misleading, or inappropriate information contained in their education records. Students who are not

provided full resolution sought by the request to correct or delete misleading or inappropriate information, should be referred to the Dean for Student Services, who will inform them of their right to a formal hearing. All requests for formal hearing must be made in writing to the ICOM Dean, and the Dean for Student Services.

- Nondisclosure without prior consent of their educational records, or of any information in those records that could reasonably reveal the eligible student's identity. (FERPA does allow non-consensual disclosures of education records under specific limited circumstances.)
- Request nondisclosure of directory information.

Idaho College of Osteopathic Medicine will receive and consider any eligible student's request to exercise these rights. Eligible students requesting hearings concerning amendments must make these requests in writing.

Exceptions to FERPA regulations include but are not limited to:

The health and safety emergency exception states that the institution may disclose personally identifiable information from an educational record to appropriate parties, including parents, in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

More information can be found at:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Any student has the right to file a complaint with the U.S. Department of Education conceding alleged failures by ICOM to comply with the requirements of FERPA. Complaints regarding FERPA may be made with the following agency:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Release of Information Request

Students who desire to grant others permission to view and/or have access to their academic records may do so by submitting a FERPA Consent to Release Information Request Form to the Office of the Registrar. The form is available by contacting the Registrar, or by going to the Office of the Registrar webpage on the ICOM website. These requests may be voided at any time via written authorization from the student.

Transcript Requests

Students may produce an unofficial transcript at any time via their SONIS student portal. Students requiring an official transcript, which includes the seal of the College and the signature of the Registrar, may be ordered online through the Parchment link on the Office of the Registrar webpage. A fee may be assessed per transcript ordered. Additional documents may also be included with the transcript at the student's request.

Admissions, Enrollment, and Graduation Status Verifications

Admissions, enrollment, academic and disciplinary standing, and graduation status verifications may be requested through the Office of the Registrar by submitting the "Verification Request Form." This form can be located on the Registrar webpage and provides authorization to the Registrar's Office to release educational information on behalf of the student.

Due to the curriculum being cohort based, and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time for the entirety of each term, unless the student has a change in academic status in accordance with the policies and procedures of the College. ICOM students enrolled in 6 or more credits are considered full time. The Registrar's Office is unable to certify enrollment for terms which have not yet commenced.

Student Information Changes

Legal Name Changes

An official name change will only be processed through the Registrar's Office when there is sufficient legal documentation to support the change. Students must submit a "Student Request for Name Change Form," along with social security documentation, and one of the following: marriage license, court order documentation, updated government issued identification card (ID).

Contact Information Changes

ICOM students will be responsible for maintaining accurate and up-to-date contact information. A student may update their current and permanent addresses, and other contact information through their student information system portal account (SONIS).

Transferability of Credit

Circumstances may warrant that a student enrolled in the College seeks to transfer to another institution. While credits earned at the College are eligible to transfer to medical schools and colleges accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (COCA) every medical school and college carries their own policies regarding transferability of credits.

ICOM Change of Status

Leave of Absence

A leave of absence only applies to student doctors in the clinical training years. Due to personal, medical, financial, or academic reasons, a temporary leave may be requested by the student, or initiated by ICOM. Each request will be individually considered, and a determination will be made regarding the circumstances under which a student may return to the program. Consideration will be given to the length of student absence (no longer than 180 days), the coursework missed, the students' academic standing, and the underlying cause for which the

leave was granted. The College, at its sole discretion, may place specific conditions for the students' return, may designate the earliest and latest date that re-enrollment may occur, and will determine what course credit was achieved prior to the leave commencing.

Withdrawal from Idaho College of Osteopathic Medicine

ICOM considers two types of withdrawals regardless if they are student-initiated or administratively-initiated: —"Permanent Withdrawal" and "Withdrawal with Intent to Return." Student doctors may not request a withdrawal from ICOM for a semester which has already ended. All semester charges remain in effect and are subject to the guidelines of the Tuition Refund Policy outlined in this catalog. ICOM reserves the right to impose any additional conditions upon a student doctor seeking readmission, after a withdrawal from the college, and/or to refuse consideration based on the relevant time limit on matriculation to graduation of 6 years.

Failure to follow all withdrawal procedures may result in a grade of "F" being assigned to all in-progress courses.

Withdrawal with Intent to Return

A "Withdrawal with Intent to Return" may be student-initiated or administratively issued, and can be used for academic, financial, personal, or medical reasons. A withdrawal with intent to return indicates that the student will be on an approved leave, with a tentative plan to resume their studies upon an established timeframe.

- A student-initiated "Withdrawal with Intent to Return" from ICOM should be first requested through the Office of the Registrar and Dean for Student Services. Upon initial notification, the Dean for Student Services will set-up a meeting with the student doctor to discuss the request and to determine whether alternatives are available.
- Student doctors on a "Withdrawal with Intent to Return" will be required to complete a Change of Status Form initiated by the Office of the Registrar. The Registrar will ensure that all required signatures are secured and that the completed form is uploaded into the students' academic file.
- In the event of a medical withdrawal with intent to return, the student doctor may also be asked to provide documentation, verified and signed by a treating physician/specialist physician, psychiatrist, or psychologist, including a diagnosis and a statement explaining why the student doctor cannot continue with his/her coursework.
 - Additional signed and dated documentation from the treating physician/specialist physician, psychiatrist or psychologist stating that the student doctor is medically capable of returning to classes, must be submitted to the Registrar prior to return.
- Withdrawal with Intent to Return requests that push the date of program completion past the matriculation to completion time limit of 6 years will be referred directly to the ICOM Dean for review and consideration.
- Any student doctors on a withdrawal with intent to return will be required to return their white coat and ICOM Identification Card (badge) to the Registrar. These student doctors may not represent themselves as an active student doctor in any forum.
- Student doctors may continue to use online databases and may contact members of the faculty and staff in support of their future academic success.

- All other designated ICOM-issued items (iPad and Apple Pencil/Charger, Parking decal, and other ICOM-supplied items) may be kept in the student’s possession, so long as they remain on an approved “Withdrawal with Intent to Return.”
- The process for withdrawal (permanent or intent to return) from ICOM includes the clearing of all financial obligations to ICOM.
- ICOM will recognize and utilize the last date of attendance or academic activity as defined by the U.S. Department of Education. This date is used to determine the amount of federal aid the student doctor was eligible to receive for the period of attendance in accordance with Federal Regulations and ICOM’s Return of Title IV Policy.
 - Eligibility for other aid received will be determined in accordance with the applicable policies and guidelines set forth by the source of funding.
- Student doctors on a withdrawal with intent to return are required to meet with the Director of Financial Aid to understand the implications of a withdrawal on their eligibility for aid. Student doctors are not eligible for financial aid during times of non-attendance.
- At the time of withdrawal, the College will apply the following grading policy:
 - Any courses that have not yet begun will be dropped from the record without notation (no notation recorded).
 - Courses in progress will be given a grade of “W” (withdraw passing) or “WF” (withdraw failing).
 - A student who withdraws from ICOM shall receive the designation “W” for each course in which they are actively attending and passing at the time of withdrawal.
 - A student who withdraws from ICOM shall receive the designation “WF” for each course in which they are actively attending and failing at the time of withdrawal.
 - A student who is withdrawn from the College will receive the course grades earned for courses already completed.
- Student doctors who are on a withdrawal with intent to return are ineligible to run for or hold student doctor organizational or class offices and are not permitted to work for the college.
- In the event of serious extenuating circumstances, with accompanying documentation, student doctors may apply to extend their approved “withdrawal with intent to return.”
 - ICOM reserves the right to verify all professional documentation. Such extensions are not retroactive and must be requested prior to the expiration of the original withdrawal with intent to return leave period.
- If an individual fails to return to ICOM by the agreed-upon date, and a request for extension is not submitted in writing, the student doctor is considered permanently administratively withdrawn from the college as of the last date of attendance.

Readmission following a Withdrawal with Intent to Return

A student doctor returning from an approved “Withdrawal with Intent to Return” will be required to complete the following:

- Students are responsible for submitting a Petition for Readmission form with the Registrar within 30 days of their scheduled return date, unless otherwise specified, and

should inform the Dean for Student Services and the Registrar if a disruption to their return is imminent.

- The Office of the Registrar will coordinate with the student doctor on the following readmission requirements:
 - A “Petition for Readmission” form must be completed and signed, then subsequently placed in the student’s academic file.
 - Returning students will be required to submit a current drug screening, and a newly completed background check.
 - Returning students are also responsible for completing any conditions for re-entry specified in the PAR Committee Decision Letter provided to them upon withdrawal. This will be verified by the Office of the Registrar.
- ICOM reserves the right to impose any additional conditions upon a student doctor seeking re-entry. The request and final decision for re-entry will be made by the ICOM Dean.
- Acceptance for re-entry in years three and four will depend on availability of positions in the clinical rotations. Clinical rotation assignment will be based on current availability and any assignments made prior to the withdrawal with intent to return will not necessarily be reserved.
- Any medical withdrawal with intent to return must include signed and dated documentation from the treating physician/specialist physician, psychiatrist, or psychologist demonstrating that the student doctor is medically capable of returning to classes. This should be submitted to the Registrar along with the Petition for Readmission.
 - Please note that all costs associated with obtaining and providing the required professional documentation are borne by the student doctor. If the documentation was required as part of a PAR Committee decision, documentation should also be sent to the Chair of the PAR Committee.

Permanent Withdrawal

A permanent withdrawal encompasses either a student-initiated withdrawal or an administratively issued dismissal and indicates that the student will be permanently separating from the college, without return.

- Student doctors who are initiating a permanent withdrawal from ICOM should first notify the Office of the Registrar and the Dean for Student Services. Upon initial notification, the Dean for Student Services will set up a meeting with the student doctor to discuss the request and to determine whether alternatives are available.
- Dismissal from ICOM will be based upon recommendations made by the PAR Committee with the opportunity for the student doctor to appeal to the ICOM Dean. The appeal decision made by the ICOM Dean will be final.
 - Student doctors can be dismissed from ICOM by the PAR Committee and ICOM Dean, for academic deficiency, disciplinary action, or financial default.
 - A student doctor who ceases to maintain adequate academic attendance as outlined in the course syllabi, or who has unexcused absences in excess of 10% of the total hours of instruction for a course may be considered for a dismissal from ICOM.

- A copy of the PAR Committee Decision letter will be provided to the Registrar's office for upload to the students' academic record, and to support the Change of Status.
- Upon confirmation of permanent withdrawal or dismissal, a student doctor will be required to complete a Change of Status Form, initiated by the Registrar. The Registrar will ensure that the Change of Status Form is routed to all necessary parties, will secure all required signatures, and will upload the completed form securely into the students' academic file.
- All designated ICOM-issued items (i.e., Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) must be returned to the Registrar prior to official separation.
- The process for withdrawal from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Office of Financial Aid.
- The College will apply the following grading policy at the time of permanent withdrawal:
 - Any courses that have not yet begun will be dropped from the record without notation (no notation recorded).
 - Courses in progress will be given a grade of "W" (withdraw passing) or "WF" (withdraw failing).
 - A student who withdraws from ICOM shall receive the designation "W" for each course in which they are actively attending, and passing, at the time of withdrawal.
 - A student who withdraws from ICOM shall receive the designation "WF" for each course in which they are actively attending, and failing, at the time of withdrawal.
 - A student who is withdrawn from the College will receive the course grades earned for courses already completed.

Readmission following Permanent Withdrawal

- A student doctor who has permanently withdrawn from ICOM, or who has been dismissed from ICOM may only seek readmission by reapplying using the standard AACOMAS admission process.
- Student doctors who are readmitted by the Admissions Committee will be required to follow the requirements of the most current College Catalog and ICOM Policies and Procedures upon return.

Military Leave

ICOM is committed to supporting student doctors called to active military duty and student doctors whose military reserve obligations may require a period of absence from the academic program. Student doctors called to active duty will be considered on Military Leave. Student doctors called to military duty should immediately notify the Dean for Student Services and provide their pertinent call-up orders.

- Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code. Student doctors returning to ICOM from military duty will be eligible for reinstatement as a full-time ICOM student doctor once they have notified the ICOM Dean and have supplied any pertinent military documentation.
- If the student doctor returns within five years, they will be placed in the curriculum as close to their current position as possible to provide them the appropriate continuum in the curriculum and the opportunity to be successful, competent, and able to sit for their board exams.
- The Dean for Student Services and other appropriate Deans (Academic Affairs or Clinical Affairs) will meet with the individual student doctor to determine the appropriate curriculum to be completed in the remainder of the degree program. Student doctors returning to ICOM will be reinstated as close as possible to the previous point of progress in the clinical experience.
- Student Doctors called to active military service will be released from all institutional financial responsibilities for their current term of enrollment.

Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the PAR Committee. While on suspension, student doctors are not eligible for financial aid and should not represent themselves as ICOM student doctors. They should not participate in any didactic or clinical activities and should not wear their ICOM white coat. If the terms set out under the suspension are not fulfilled and the period of suspension is six months or greater, the student doctor may be dismissed from ICOM.

A copy of suspension letters will be provided to the Registrar's office for upload to the students' academic record to support the Change of Status.

Dismissal

Dismissal from ICOM will be based upon recommendations made by the PAR Committee with the opportunity for the student doctor to appeal to the ICOM Dean. The appeal decision made by the ICOM Dean will be final.

- Student doctors can be dismissed from ICOM by the PAR Committee and ICOM Dean, for academic deficiency, disciplinary action, or financial default.
 - A copy of The PAR Committee Decision letter will be provided to the Registrar's office for upload to the students' academic record, and to support the Change of Status.
- A student doctor who ceases to maintain adequate academic attendance as outlined in the course syllabi, or who has unexcused absences in excess of 10% of the total hours of instruction for a course may be considered for a dismissal from ICOM.
- Student doctors who are dismissed will be required to complete a Change of Status Form with the Office of the Registrar. The Registrar will ensure that the Change of Status Form

is routed to all necessary parties, will secure all required signatures, and will upload the completed form securely into the students' academic file.

- All designated ICOM-issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) must be returned to the Registrar prior to official separation.
- The process for separation from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Office of Financial Aid.
- The College will apply the following grading policy at the time of dismissal:
 - Any courses that have not yet begun will be dropped from the student doctor's record without notation (no "W" will be recorded).
 - Courses in progress will be given a grade of "W" (withdraw passing) or "WF" (withdraw failing).
 - A student in good academic standing who is dismissed from ICOM shall receive the designation "W" for each course in which they are actively attending at the time of withdrawal.
 - A student not in good academic standing who is dismissed from ICOM shall receive the designation "WF" for each course in which they are actively attending at the time of withdrawal.
 - A student who is dismissed from the College will receive the course grades earned for courses already completed.

Office of Financial Aid

The Office of Financial Aid administers all sources of funding (federal, state, institutional, and private), in accordance with all applicable federal and state laws, regulatory provisions, and contractual agreements. Idaho College of Osteopathic Medicine's Director of Financial Aid establishes policies and procedures for the administration and management of various financial aid programs. Financial aid policies are available on the ICOM website and in the Office of Financial Aid.

Applying for Financial Aid

ICOM helps connect students to financial aid from a number of different sources including federal, state, institutional, private, and other outside funding. The Office of Financial Aid provides information and resources to students regarding aid opportunities and other financial aid related topics. Helpful information can be found on the Financial Aid pages within the ICOM website. The Office of Financial Aid does not provide guidance on topics that should be left to a professional such as a tax preparation professional or a certified financial advisor. The student is responsible for all of their financial decisions.

ICOM has submitted an application to participate in Title IV (federal) aid programs. There is no guaranteed timeline for the review of the application by the US Department of Education. Once ICOM is able to participate in Title IV aid programs, students will be notified about the application process and types of aid available. When students are able to apply for federal aid, ICOM will determine the student's eligibility and send an email directing the student to view their aid notification in the SONIS Student Portal.

The primary source of financial aid funding for ICOM students comes from loan assistance from private lenders with medical school specific loans. Students must be attending on at least a half-time basis (3 credits per semester) to be eligible for loans. The next most common type of aid is scholarship that comes from the military's Health Professions Scholarship Program (HPSP). ICOM has also contracted with the ISU Foundation for management of a scholarship for Idaho students. In years where funding is available, students that meet the eligibility criteria are identified and sent the scholarship information and application. Incoming students are selected first and if funding remains, continuing students that meet the eligibility requirements may receive a scholarship. Per the agreement with the ISU Foundation, a joint ISU/ICOM committee reviews the applications and determines the scholarship recipients and amounts.

The Cost of Attendance (COA) is an estimate of the total cost to attend ICOM and includes both direct (institutional) and indirect (student) costs. COA includes specific categories such as tuition, fees, books, supplies, loan fees, and living expenses (housing, food, transportation, and personal expenses). The COA figures listed on our website are estimated and subject to change at any time without notice.

The categories that may be included as allowable costs for Cost of Attendance are outlined in federal law (Higher Education Act, Sec. 472). The institution determines how to set the corresponding amounts and how often it will review these amounts. At ICOM, the Cost of Attendance is reviewed and established annually for each class and will vary as the length of the academic year varies (see noted number of weeks for each year on our website). ICOM uses national statistics and data from sources such as the US Census Bureau, USDA, US Bureau of Labor Statistics, and others to set an average cost for each category.

The Cost of Attendance is federally regulated and includes expenses the student is expected to encounter due to their attendance at the institution (education related expenses). Examples of costs not included in COA are:

1. Costs waived or paid by other sources.
2. Expenses incurred during period of non-attendance (prior to beginning an academic year or breaks within or between academic years). This includes moving/relocation expenses that occur during these breaks.
3. Expenses incurred by a spouse and/or dependent.
4. Expenses that fall outside of COA components such as vehicle purchase/lease, consumer debt, or student loan payments.

A student's aid cannot exceed the established COA per Federal regulations. Aid awarded and disbursed by ICOM is to be used for the cost of the student's education and educational related expenses incurred while attending ICOM. Students who plan to use VA Educational Benefits should contact ICOM's Registrar.

Financial Aid Counseling and Resources

ICOM's Office of Financial Aid provides financial aid counseling to students every step of the way from prospective applicants to ICOM graduation and beyond. Financial aid counseling is provided to all prospective students as part of the applicant interview process. During each

applicant interview session, the Director of Financial Aid or designee gives a financial aid presentation and answers questions during a Q & A session.

Financial aid counseling is also presented during Dean's hours. Attendance at Dean's Hours is mandatory for all students. Topics covered during these presentations can include types of aid available, loan information, review of the financial aid application process, loan disbursements, deferments, forbearance, loan repayment, record keeping, credit management, identity theft, and debt management. Students are able to meet individually with the Director of Financial Aid or other financial aid staff if they have specific questions regarding their financial aid package or if the Office of Financial Aid requests a special meeting.

The ICOM Office of Financial Aid provides personal counseling with students receiving financial aid throughout each academic year. ICOM students are offered periodic updates regarding changes in financial aid regulations and application procedures via email or mail. Students are encouraged to call, email, or stop by on an individual basis to the Office of Financial Aid for further assistance.

The ICOM Office of Financial Aid provides Debt Management Counseling sessions for medical students. These sessions include budgeting tips, responsible borrowing strategies, loan terms and conditions, default prevention, deferment, forbearance, repayment and consolidation options, record keeping, and helpful websites.

The ICOM Office of Financial Aid will conduct Exit Counseling sessions for any student who withdraws or graduates from ICOM. During the meeting/s, exit counseling requirements are discussed including borrower rights and responsibilities, instructions on how to access and interpret National Student Loan Data System (NSLDS), loan terms and conditions, default prevention, repayment options, consolidation, deferment, forbearance, record keeping and helpful websites. Students may meet individually with the Director of Financial Aid or other financial aid staff if they have specific questions regarding their financial aid or if the Office of Financial Aid requests a special meeting.

Financial Aid Disbursement

Students are encouraged to complete the loan application process two months prior to the fall semester start date. Students receiving other sources of aid need to provide documentation of that aid to the Office of Financial Aid. The documentation should include the source of aid, amount, and any other pertinent information to help expedite the receipt of funds for the student.

At ICOM, the amount charged for tuition and fees is split between each term in an academic year. Therefore, student loans and other aid are also split across the terms for an academic year. ICOM confirms that a student has begun the semester and aid is disbursed on the first day of each semester to pay for the charges on the student account (tuition, fees, and other allowable charges). If the financial aid exceeds the charges for the semester, a refund will be issued soon after (typically by the end of the first week). More information about disbursements, refunds, and disbursement dates can be found on the ICOM website.

Students who applied for aid after the recommended date (two months prior to the fall semester start date) may have a delay in their disbursement and refund depending on the timing of the completion of their loan application.

ICOM's Standards of Satisfactory Academic Progress (SAP)

ICOM's Satisfactory Academic Progress requirements for the DO degree include completion of the curriculum designated by the institution and approved by the American Osteopathic Association Commission on Osteopathic College Accreditation.

SAP Process

All students admitted and enrolled at Idaho College of Osteopathic Medicine (ICOM) pursuing the Doctor of Osteopathic Medicine degree (DO) must meet the following standards in order to establish and maintain eligibility for federal financial aid. Students in ICOM's DO program are enrolled full-time in every semester. The Standards of Satisfactory Academic Progress are measured for all students in all academic years, even those in which the student does not receive federal financial aid. Please be aware that the academic standards and eligibility requirements may differ from these standards (refer to information on grading and graduation requirements found in this Catalog).

The Standards of Satisfactory Academic Progress are evaluated at the end of each academic year for all students enrolled in that year who will continue enrollment at ICOM. Students who are receiving aid are notified of their current SAP standing via student email once the evaluation is complete. If a student's SAP standing is not viewable in the student portal, it can be obtained by contacting the Office of Financial Aid. Financial aid offered in future enrollment period(s) may be cancelled if a student's academic progress does not meet the required standards outlined below. The annual evaluation reviews all coursework counted in GPA and credits. Transfer students who are approved to matriculate at ICOM are considered to be in good standing when they start the DO program at ICOM.

If a student's grade changes at any point in the academic year, it is the student's responsibility to contact the Office of Financial Aid and inform them of the grade change for SAP to be re-evaluated. Students not meeting the standards will be placed on SAP suspension and can appeal to receive future financial aid except as noted below*. Please refer to "Appeals" to review the steps required to complete and submit an appeal.

*Note: Any student who has exceeded the 150% program limitation as described below, becomes automatically ineligible for Title IV funds. Students beyond the 150% limitation are not eligible aid and appeals are not accepted. Once a student fulfills all of the degree requirements, they are no longer eligible for federal aid.

REQUIREMENTS

1) GPA Requirement

Students must achieve a minimum cumulative 2.0 GPA** at each evaluation (see “Terms and Definitions”).

Students must complete all graded courses with at least a “C” and have an academic standing consistent with the institution’s graduation requirements.

Transfer students with graded coursework at ICOM must meet the GPA requirement outlined in this policy. Transfer students without graded coursework at ICOM will not have a GPA and cannot be evaluated for meeting the GPA requirement.

**Note: Other types of financial aid or scholarships may have higher GPA requirements for receipt or renewal. Not all periods of enrollment have graded courses (see GPA in Terms and Definitions).

2) Pace of Completion Requirement

Students must progress toward completion of their Doctor of Osteopathic Medicine (DO) degree while maintaining a minimum cumulative 67% completion rate at each evaluation. *** The completion rate is calculated by dividing the cumulative number of credit hours a student has successfully completed by the cumulative number of credit hours a student has attempted (see “Terms and Definitions”).

***Note: Students must progress through the program to ensure that they will complete or graduate within the maximum time limitation.

3) Maximum Timeframe Requirement

Students must be able to complete all of the requirements of the DO program within 150% of the published length of the program (four years) which is the equivalent of six years of attendance. **** If a student cannot complete the program within 6 years, they are academically dismissed from the school.

****Note: If the SAP evaluation makes it clear that a student cannot mathematically complete all required coursework within the maximum allowed time frame, or cannot raise their GPA to the required minimum, the student will become ineligible for any future financial aid and loans at ICOM.

NOTIFICATIONS AND SAP STANDINGS

The Standards of Satisfactory Academic Progress are evaluated annually to correspond with the end of a payment period, and students are notified of their SAP standing after the evaluation is complete. Possible SAP standings include: “Good Standing”, “Education Plan”, and “Suspension”.

“GOOD STANDING”

Students who are meeting all of the Standards of Academic Progress are considered to be in “Good Standing”. No additional advising, education plan, or appeals are required. Students in “Good Standing” are encouraged to continue their progress by maintaining standards above the minimum requirements. Students are also encouraged to pursue assistance when and if needed.

“EDUCATION PLAN”

Students on “Suspension” who have had an appeal approved are placed on an “Education Plan.” Students on an “Education Plan” with an approved appeal are eligible for financial aid. The education plan is developed to ensure that the student is able to meet ALL of the Standards of Satisfactory Academic Progress again by a specific point in time. Students remain eligible for aid as long as they adhere to the terms outlined in their plan. A student is held to the standards outlined in the academic plan and their progress is reviewed at the end of each payment period. Students who fail to adhere to the requirements specified within their academic plan or who fail to achieve the minimum SAP eligibility requirements by the end of their education plan timeframe, are considered ineligible to receive financial aid. Students who once again meet all of the standards while on an “Education Plan” will be placed in “Good Standing” at the next evaluation at the end of a payment period. Students who do not adhere to the plan as outlined and who do not meet SAP standards are placed on “Suspension” at the next evaluation at the end of a payment period.

“SUSPENSION”

Students who have not met one or more of the Standards of Academic Progress are placed in a “Suspension” status. Students placed on “Suspension” may appeal if they have extenuating circumstances (see “Appeals”). Students on “Suspension” are not eligible for financial aid unless their appeal is approved. Submitting an appeal does not guarantee approval. See more about the appeal requirements below.

APPEALS

Students placed on “Suspension” may appeal if there are extenuating circumstances which led to the difficulties in their academic progress. The SAP appeal form is available from the Office of Financial Aid at ICOM. Incomplete appeals will not be accepted or reviewed. Appeals can not be made for semesters that have ended.

Extenuating circumstance are circumstances that the student does not have control over. Examples of extenuating circumstances include, but are not limited to, a death in the student’s immediate family, hospitalization, accidents, or illness. The SAP appeal form and additional supporting documentation are required to be submitted. SAP Appeals are reviewed by a designated committee which consists of ICOM faculty and staff.

SAP Appeals must include:

- A SAP appeal form which includes a written signed statement describing the student’s extenuating circumstances and why they failed to meet the satisfactory academic standards.
- The statement should also address what has changed in the students’ circumstances to allow them to improve their academic performance and meet the Satisfactory Progress Standards by the next evaluation.
- Supporting documentation related to the extenuating circumstances.
- An approved education plan that maps out the steps necessary for the student to regain good standing in an achievable timeframe prior to graduation. Students must meet with a Learning Specialist to devise an education plan.

Once an SAP appeal is submitted, it will be reviewed within seven business days (excluding periods of school closure) and the student will be notified via their student email of the outcome of the appeal. If the appeal is approved, the student will regain eligibility for financial aid and the student remains in the SAP status of “Education Plan”. If the appeal is denied, the student will remain ineligible for financial aid and the student is responsible for finding their own assistance to cover costs until they can once again meet the SAP requirements. A student who has become ineligible to receive financial aid and been denied by appeal may regain eligibility once they meet both the pace (quantitative) and GPA (qualitative) SAP standards outlined in this policy. Appeal decisions are final.

TERMS AND DEFINITIONS

GRADING SCALE

The following grades are considered successfully completed for SAP purposes: “A”, “B”, “C”, “C*”, “P”, “P*”, F/C**. In years 3 and 4 the following grades are considered successfully completed for SAP purposes: “H”, “HP”, “P”, “P*”.

The following grades are NOT considered successfully completed for SAP purposes: “F”, “I”, “IP”, “W”, “WF”.

GPA

“GPA” Is defined in the ICOM Catalog and includes coursework receiving a grade of “A”, “B”, “C”, “C*”, and “F”. Only courses in years 1 and 2 are assigned these grades. The student’s GPA is calculated from coursework in the first two years. Transfer students that are accepted to ICOM after completion of the first two years at another institution, will not have a GPA. The GPA for transfer students accepted within the first two years of medical school will be based upon graded coursework taken at ICOM.

REPEAT, WITHDRAWAL AND INCOMPLETE GRADES

- A course previously assigned a grade considered NOT successfully completed (see “Grading Scale”) may be repeated with the assistance of financial aid, subject to the institution’s academic restrictions on repeats.
- The most recent course completion grade is used to calculate the student’s GPA (qualitative) and pace of completion (quantitative). If a student withdraws before completing a course for which they are receiving aid for retaking, it is not counted as the one eligible retake of the course.
- A course previously assigned a grade considered to be successfully completed (see “Grading Scale”) may be repeated one time with the assistance of financial aid, subject to the institution’s academic restrictions on repeats.
- Incomplete “I” and In Progress “IP” grades must have arrangements for completion by the end of the assigned remediation period for the course. Incomplete “I” and In Progress “IP” grades do not count as successfully completed in the SAP evaluation.

Note: Courses extended beyond the published end date of the academic year in which they were originally scheduled for completion, are NOT considered credits successfully completed.

NON-CREDIT COURSES

Courses in years 3 and 4 are assigned grades that do not have associated quality points. Students must pass these courses to meet graduation requirements. Therefore, these courses are counted in the pace of completion (quantitative measure) in both attempted and completed credits but are not considered in the GPA (qualitative measure).

REMEDIAL CREDIT AND PROGRAM CHANGES

ICOM does not offer any remedial courses. ICOM currently only offers the Doctor of Osteopathic Medicine program, so a student cannot change programs while at this institution. ICOM's SAP Policy is based upon the institutional definitions of credits, grading scale and GPA and is subject to change if these definitions change without advance notice.

Office of Student Affairs

The Office of Student Affairs, under the direction of the Director of Student Affairs, is involved in all aspects of student life and oversees student activities, student government functions, student clubs, student representative programs, and all other non-academic student life issues. The Office of Student Affairs strives to create a learning environment that is governed by the strong foundational ICOM values. Please visit the College's website for information regarding Student Affairs.

Student Health Insurance

All students are required to have personal health insurance for the duration of their enrollment at ICOM. Students can have insurance through a variety of options, including through parents, spouses, or health exchanges.

ICOM has implemented a student health insurance plan through Aetna Health to ensure students have access to a comprehensive plan. ICOM students are automatically enrolled in the health insurance plan unless an approved waiver is obtained. Students who wish to obtain a waiver must present proof of insurance meeting minimum requirements.

Students can learn more about the benefits of the plan, as well as the waiver process through a dedicated ICOM website, <https://app.hsac.com/ICOM>

Students who opt to receive Medicaid in years three and four should be aware of the limitations of Medicaid when rotating or traveling out of state. Students with Medicaid coverage will be asked to sign a specific waiver confirming their understanding of these limitations.

ICOM will assume no financial responsibility (e.g., accidental needle sticks, burns, laceration, etc.) or medical/surgical problems incurred either on or off a clinical rotation. For this reason, the student is required to keep in force a health insurance policy throughout every year in attendance at ICOM.

Student Health and Prevention

Health Requirements

As stated previously all deposited ICOM students are required to provide the following:

- Completed medical history form
- Proof of immunizations
- Completed drug screen (as described below)
- Completed physical examination conducted by a licensed physician using an ICOM form

Students must obtain all ICOM required immunizations and corresponding titers, prior to matriculation, and remain compliant with all immunization requirements through graduation. Students must maintain all immunizations as required by ICOM and any clinical site when completing required supervised clinical practice experiences in the osteopathic medical program curriculum. A complete description of all immunization requirements is available in the Office of Student Affairs for year one and year two students and in the Office of Clinical Affairs for all year three and year four students

Healthcare Providers

ICOM students have a variety of healthcare providers available in the Treasure Valley area for confidential medical and personal health concerns. These providers include St. Luke's Healthcare System, Saint Alphonsus Healthcare System, and Unity Health. Students are responsible for all fees incurred through the utilization of these services. In-network providers for ICOM's health insurance are available at each of these facilities.

St. Luke's Health System has multiple locations throughout the Treasure Valley with a variety of healthcare professionals to meet ICOM students' needs. These healthcare professionals include a robust primary care and specialist network in multiple disciplines of medicine. St. Luke's Medical Center in Meridian is located close to campus. ICOM students can find a clinic or provider using the following link or <https://www.stlukesonline.org/> by calling 208-381-2Day (2329)

Saint Alphonsus Healthcare System has multiple locations throughout the Treasure Valley with a robust network of both primary and specialty care. ICOM students can find a provider or clinic by visiting <https://www.saintalphonsus.org/> or calling 1-877-341-2121.

Unity Health Center in Meridian is open Monday through Friday from 8:00 am to 6:00 pm and accepts same-day and walk-in appointments during their business hours. Students may call the clinic at 208-895-6279 to schedule an appointment. Unity Health Center has multiple payment options available.

For non-emergent or after hour care, students can utilize local urgent care centers.

For medical emergencies, students are encouraged to access appropriate care as warranted by their situation including local urgent care facilities, Emergency Departments and Emergency Medical Services. For true emergencies, students are asked to access EMS and the 911-dispatch system.

Additional physical health resources are available on the ICOM website.

For students on Clinical Rotations away from ICOM needing health services, students are asked to refer to the site-specific or rotation specific guidelines for incident reporting and accessing health care found in the Clinical Clerkship Guide and Rotation Manual. Additional physical and health resources are available in the ICOM Physical and Mental Health Resource Guidebook.

Exercise and Fitness

ICOM has established an agreement with AXIOM fitness and Treasure Valley YMCA to offer ICOM students reduced membership rates. For details on the cost of membership and how to enroll please visit the Office of Student Affairs.

Substance Abuse Screening Protocol

Controlled substance screening is mandatory at many healthcare facilities prior to participating in patient care, either as a learner or as a staff member. A controlled substance screening test

showing no evidence of alcohol, illicit substances, prescription medications without a valid prescription, or substances, which are illegal in the state of Idaho, is required before matriculation into ICOM and again before advancement to year three. Additional screening and/or confirmatory tests may be required as determined by ICOM or the clinical training sites.

ICOM reserves the right to require controlled substance testing and/or a psychiatric evaluation on any student when there is an incident of erratic or unusual behavior, or there is a reasonable concern due to a student's behavior, appearance, or performance.

Refusal or failure to submit to testing may result in disciplinary action up to, and including, dismissal. Students found to have a screening test that is positive for alcohol, illicit substances, and controlled substances (defined as a drug or substance that is listed in Schedules I through V of the Federal Controlled Substances Act (21 U.S.C. §812)) or prescription medications without a valid prescription may be subject to disciplinary action up to, and including, dismissal. Please note this also includes substances which are illegal in the state of Idaho, but which may be legal in other states.

For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to their patients. As such, the use of marijuana in any form is a violation of ICOM policy.

ICOM will provide clinical rotation sites with a copy of the results of any controlled substance screening performed on students prior to and for the duration of their placement at the site. By matriculating at ICOM, students grant ICOM the right to share this information as deemed appropriate. Clinical education sites may set their own standards regarding who they will admit based on the results of the substance abuse screening or require further screening.

ICOM has no control over the content of third-party background checks, which may include charges of driving under the influence. Even expunged records may appear on these checks. Background checks revealing prior criminal activity, even charges which may have been dismissed by the courts, could still result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

Procedure for Incoming Students

Please see the section under the Office of Admissions, regarding matriculation requirements.

Procedure Prior to Starting Year 3 Clinical Rotations

- Students must have the substance abuse screening sample collected at a site approved by ICOM.
- If the test result is positive, the ICOM Dean appoints a subset of the PAR Committee to review the information and make a recommendation to the ICOM Dean regarding the appropriate action. Depending on the decision, the student's advancement to the clinical year may be delayed based on the results.
- All substance abuse screening tests are maintained in a secure location to ensure confidentiality. Routine access to the information is limited to the Dean of Clinical Affairs, Clinical Coordinators, the Dean for Student Services, the ICOM Dean, and the Idaho College of Osteopathic Medicine legal representative.
- The cost of the test is the responsibility of the student.

Infection Control

Students exposed to infectious diseases should seek immediate medical attention. Students presenting with signs or symptoms of infectious or communicable disease should consult with their healthcare provider or the infection control office at the clinical site about the advisability of working with patients and when it is safe to return to patient care.

Standard Precautions

The Centers for Disease Control (CDC) has developed precautions to prevent accidental spread of infectious diseases to both students and patients. These include:

Hand washing (or using an antiseptic hand rub)

- After touching blood, body fluids, secretions, excretions, and contaminated items,
- Immediately after removing gloves,
- Between patient contact.

Gloves

- For contact with blood, body fluids, secretions, and contaminated items,
- For contact with mucous membranes and non-intact skin.

Masks, goggles, face masks

- Protect mucous membranes of eyes, nose, and mouth when contact with blood and body fluids is likely.

Gowns

- Protect skin from blood or body fluid contact,
- Prevent soiling of clothing during procedures that may involve contact with blood or body fluids.

Linen

- Handle soiled linen to prevent touching skin or mucous membranes.
- Do not pre-rinse soiled linens in patient care areas.

Patient care equipment

- Handle soiled equipment in a manner to prevent contact with skin or mucous membranes and to prevent contamination of clothing or the environment,
- Clean reusable equipment prior to reuse.

Environmental cleaning

- Routinely care, clean, and disinfect equipment and furnishings in patient care areas.

Sharps

- Avoid recapping used needles,
- Avoid removing used needles from disposable syringes,
- Avoid bending, breaking or manipulating used needles by hand,
- Place used sharps in puncture-resistant containers.

Patient resuscitation

- Use mouthpieces, resuscitation bags, or other ventilation devices to avoid mouth-to-mouth resuscitation.

Patient placement

- Place patients who contaminate the environment or cannot maintain appropriate hygiene in private rooms.

Needle sticks

- Incidents involving needle sticks and potential exposure to blood borne pathogens require immediate action to protect a student's health and safety. If a student sustains a needle stick or is exposed to infectious materials, they should:
 - Wash the exposure site thoroughly with soap and water (or water only for mucous membranes).
 - Immediately notify the clinical supervisor at the rotation site for assistance.
 - Call/go to the emergency department, the occupational health clinic or area of the clinical facility designated for treating needlestick exposures. Consult concerning appropriate tests, risk-assessment counseling and chemoprophylaxis.
 - Send treatment and testing bills to the student's insurance company.
 - In the event of an exposure, the National Clinicians Post Exposure Prophylaxis Hotline is available by phone, 1-888-448-4911, 24 hours per day, seven days per week, to provide guidance in managing exposures.

Incident Reporting

If a student suffers an accident or injury during an ICOM activity while on campus, the student must immediately report the injury to the Director of Student Affairs even if the injury is minor. The student must complete an incident report, and call/go to their healthcare provider. Incident report forms are available in the Office of Student Affairs. All accidents or injuries are investigated immediately to prevent others from suffering similar injuries.

If the accident occurs at a clinical training facility, that facility's incident report form should be completed, and the clinical supervisor, Regional Dean or Regional Clinical Coordinator should be contacted for assistance. A copy of the facility's incident report must be sent to the ICOM Office of Clinical Affairs.

Professional Liability Insurance

In the event of incidents involving patients during clinical training, students are covered by professional liability insurance.

OSHA and HIPAA Training

ICOM requires all students to receive training on the Health Insurance Portability and Accountability Act (HIPAA). Prior to matriculation access will be provided to the student through the “Collabornation” system to complete the specific training modules for OSHA and HIPAA. ICOM students are required to complete these modules, annually, during all four years at ICOM.

ICOM ensures the privacy and security of patient health information. In the normal course of business and operations, individuals receive requests to disclose patient health information for various purposes.

To support our commitment to patient confidentiality, ICOM ensures that the appropriate steps are taken to verify the identity and authority of individuals and entities requesting protected health information, as required under 45 C.F.R. §164.514(h) and other applicable federal, state, and/or local laws and regulations.

Additionally, ICOM ensures the confidentiality, integrity, and availability of its information systems containing electronic protected health information by implementing policies to prevent, detect, mitigate, and correct security violations.

ICOM ensures it is in compliance with the U.S. Department of Health and Human Services’ Privacy Rule as it applies to the creation, collection, use or disclosure of all individual health information (whether identifiable or not) in connection with ICOM.

In addition, ICOM requires all students who have contact with patients receive OSHA Blood Borne Pathogens (BBP) training and be trained to prevent transmission of communicable pathogens. Students annually review OSHA rules and requirements and complete a yearly review of appropriate plans and practices.

ICOM has in place the following:

- Biological Waste Disposal Plan
- Biological Materials Spill Mitigation Plan

The intent of these plans is to prevent blood borne infections by eliminating or minimizing employees and student’s exposure to blood, blood products, and other potentially infectious materials.

Student Clubs, Organizations, and Institutional Committees

Student clubs, organizations, and committees are a very important part of the Idaho College of Osteopathic Medicine School of Osteopathic Medicine (ICOM). ICOM promotes an environment where students can balance curricular, extracurricular, and personal experiences. The service performed by members of student organizations and institutional committees benefits not only the community and the region, but also the members, as they gain valuable knowledge, skills, and experience.

Many ICOM students are actively involved in at least one organization, and some students may be members of several. ICOM's students may also serve as officers or committee members at the state, regional or national level. The goals of student clubs and organizations relate to the mission of ICOM and the osteopathic profession.

As such, the following are some of the endorsed student clubs and organizations at ICOM:

- ACOFP (American College of Osteopathic Family Practitioners)
- ACOS-MSS (American College of Osteopathic Surgeons – Medical Student Section)
- AIG (Anesthesiology Interest Group)
- AMMSA (American Muslim Medical Student Association)
- AMSSM (Sports Medicine Student Organization)
- AMWA (American Medical Women’s Association)
- APAMSA (Asian Pacific American Medical Student Association)
- CIG (Cardiology Interest Group)
- Chess Club
- CMDA (Christian Medical and Dental Association)
- DIG (Dermatology Interest Group)
- Emergency Medicine Club
- GHIG (Global Health Interest Group)
- ISCCCH (Idaho Student Clinicians for Climate and Health)
- Infectious Disease Group
- Journal Club
- Latino Medical Student Association
- LDSSA (Latter-Day Saint Student Association)
- LGBTQ + Students and Allies
- Lifestyle Medicine Interest Group
- Neurosurgery Club
- Nordic Club
- OB/GYN Club
- Ophthalmology Club
- Path-Rad Club (Pathology – Radiology)
- PIG (Pediatric Interest Group ACOP (American College of Osteopathic Pediatricians)
- PM&R (Physical Medicine and Rehabilitation Organization)
- SAA (Student Advocate Association)
- SAAO (Student American Academy of Osteopathy)
- SAOAO (Student American Osteopathic Academy of Orthopedics)
- SAMOPS (Student Association of Military Osteopathic Physicians and Surgeons)

- SGA (Student Government Association)
- SIGN-PSYCH (Student Interest Group in Neurology + Psychiatry)
- SNMA (Student National Medical Association)
- SOIMA (Student Osteopathic Internal Medicine Association)
- SOMA (Student Osteopathic Medical Association)
- Ultrasound Group
- Urology Club
- Wilderness Club
- zICOM

For a full list of current Student Organizations, please visit <https://www.icom.edu/students/organizations/>.

Students must remain in good academic and behavioral standing to participate in all appointed, elected, and extracurricular positions. Students may be asked or required to remove themselves from these roles by the Director of Student Affairs if they are seen to interfere with the student's academic success, if the student has exhibited poor professionalism, or for other related reasons at the discretion of the Dean for Student Services.

ICOM Student Government Association

The Student Government serves as a voice for all students. The organization is open to all students and welcomes proposals and participation from the entire student body. The responsibilities of Student Government include:

- collecting and expressing student opinion
- acting as a liaison for the student body
- promoting osteopathic medicine
- supporting club and class activities
- working to improve the quality of life for all students at ICOM

The Office of Student Affairs serves as the liaison between the administration and Student Government.

Recognition of Student Organizations

The first step in obtaining recognition for a new student organization is the submission of an application to the Office of Student Affairs. The application must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The approved status of an organization is valid for one year, renewable on an annual basis.

Use of College Logo

Student clubs or organizations requesting the use of the ICOM logo for correspondence or other purposes must have approval from the Director of Student Affairs and Vice President of

Marketing and Communications. The request to use the school logo for any merchandise must be submitted to the Director of Student Affairs with final approval of the design from the Communications department.

Sponsored Events

Any event conducted by a student club or organization recognized by ICOM is considered a student-sponsored event, including guest speakers, fundraisers, and on and off-campus events. Events of this nature require the approval of the Office of Student Affairs and requests must be submitted in writing to the Director of Student Affairs. Student organizations must submit the required forms at least one month in advance of an event or guest speaker. Alcoholic beverages are prohibited at any ICOM sponsored student club or organization on-campus event or activity.

Attending Conferences

Students are allowed to attend conferences up to three consecutive days with excused absence approvals from course directors for all mandatory classes that will be missed. Only students in good academic standing are eligible, and time away from campus is counted per the attendance policy of each course missed. Copies of the Student Organizations Handbook can be obtained from the Office of Student Affairs.

Student Lockers

Lockers are available for all first- and second-year students. ICOM issues locks to all students at orientation. At the end of the second academic year, all locks are removed, and the lockers will be emptied.

Student Parking

Students are required to park in areas designated for students. Parking on the sidewalks or other areas not conducive to the aesthetics of Idaho College of Osteopathic Medicine for the purpose of loading and unloading is prohibited unless it is deemed necessary and approved by the Director of Student Affairs. Any violations of the parking policy may result in a fine or disciplinary action.

Student Conduct

All ICOM students are expected to conduct themselves in a professional and ethical manner at all times. Establishing and maintaining the highest conduct of honor and personal integrity during medical school training is critical to the training of physicians. It is the responsibility of the student to support the standards and it is reasonable to expect this of all students attending ICOM.

All ICOM students have the rights and obligations of other citizens and measure the urgency of these obligations in the light of responsibilities to colleagues, to their profession, and to the institution. When ICOM students speak or act as private persons, they avoid creating the impression of speaking or acting for their School or the Idaho College of Osteopathic Medicine. As citizens engaged in a profession that depends upon freedom for its health and integrity, students have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Respect for Patients

Take the utmost care to ensure patient respect, confidentiality and dignity. As osteopathic medical students, students must demonstrate respect for patients through appropriate language and behavior, including that which is non-threatening and non-judgmental. Patient privacy and modesty should be respected as much as possible during history taking, physical examinations, and any other contact maintaining professional relationships with the patients and their families. It is important for students to be truthful and not intentionally mislead or give false information. Students should avoid disclosing information to a patient that only the patient's physician should reveal. Students should always consult more experienced members of the medical team regarding patient care, or at the request of the patient.

Respect for Faculty, Staff, Colleagues, Hospital Personnel, and Community

Students respect faculty, staff, colleagues, and others, including hospital personnel, guests, and members of the general public. This respect should be demonstrated by punctuality in relationships with patients and peers, prompt execution of reasonable instructions, and deference to those with superior knowledge, experience, or capabilities. Students should express views in a calm and respectful manner when in disagreement with another individual, understanding that a mutual agreement is not always able to be reached.

Respect for Self

All students should uphold a high level of personal ethics, beliefs, and morals in their daily conduct.

Respect for Laws, Policies and Regulations

Students need to respect the laws, policies, and regulations at all levels of the Idaho College of Osteopathic Medicine and the local community. If a matter arises which may be considered to be a potential violation of law, the ICOM Dean will be notified as soon as possible for referral to appropriate law enforcement authorities. All ICOM students, faculty, and staff witnessing a crime in progress are expected to notify law enforcement immediately, while taking personal safety precautions.

Student Rights and Responsibilities

The principle Guiding regulation of student conduct is that of responsible student freedoms. Students are given the greatest possible degree of self-determination commensurate with their conduct and the consequences of their actions, in accordance with the stated mission of the Idaho College of Osteopathic Medicine.

Students are required at all times to maintain high standards of private and public conduct on campus and at ICOM- sponsored events. To lie, cheat, steal, or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations is not accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible ICOM administrative departments, e.g., security, student services. ICOM employees reserve the right to bring a charge against any student through the Dean for Student Services with due process observed. Any student who presents a clear and present danger to other members of the College or who impedes the academic process is subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent suspension.

Students have certain guaranteed rights as well as responsibilities as an enrolled student at ICOM. Interestingly, the guarantee of these to all students is dependent upon all students' understanding and participation and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. (The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.).

Each student has the following rights and responsibilities:

- To enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, nation or ethnic origin, or disability.
- To attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources; to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of ICOM and the laws of the City of Meridian, ADA County, the State of Idaho, and the United States of America.
- To have access to one's financial, academic and/or disciplinary files while being cognizant of one's financial, academic and disciplinary status with the College.
- To meet one's financial obligations to the College by paying tuition fees in a timely manner.
- To participate in the structured evaluation of instructors each year by honestly completing evaluations during designated times.
- To interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
- To expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
- To receive a College Catalog each Academic year to better one's understanding of the rules and regulations of ICOM.
- To drive and park on the campus by registering one's vehicle and understanding the traffic policies.
- To receive proper notice and due process in judicial situations as designated in the judicial procedures by checking in one's mail and answering all summonses.
- To expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
- To be represented in the Student Government Association by voicing opinions and ideas to SGA members and voting in elections.

- To join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
- To participate in student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities; to benefit from all services provided by ICOM to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.
- To maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.
- To maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

Non-Academic Grievances

For Academic Resolutions and Appeals, please see the Academic Affairs section of this catalog.

Harassment or Discrimination Grievances

Students who feel they are being discriminated against on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities have the right to exercise the Grievance Procedure.

Retaliation against any individual who files a grievance or participates in the grievance process is prohibited. In the event a student or anyone who participated in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures listed below.

Step One: The Resolution Process

Students who meet the technical standards and feel they are being discriminated against on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities will first meet with the Dean for Student Services to explain their grievance.

The student must schedule a meeting with the Dean for Student Services within two weeks from the date of the action being grieved- or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person filing it. The Dean for Student Services will investigate the grievance within a one-week period. In the case where the discrimination is in any way threatening, the Dean for Student Services will investigate the complaint and bring it to the attention of the ICOM Dean immediately for intervention.

After the investigation period of one week, the student filing the grievance, and the person against whom the grievance is filed will meet with the Dean for Student Services to discuss a peaceful and prompt resolution. This meeting will be scheduled within 14 calendar days of the initial filing of the grievance. A letter confirming the mutual decisions of the resolution will be distributed, within ten calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future issues that may arise with the resolution.

The Dean for Student Services will keep a record of the investigation, including a report of their findings. All material will be filed as previously stated in this procedure.

Students who feel their disability needs are not being met may also file a grievance. In this case, the Dean for Student Services will meet with the person filing the grievance.

The Dean for Student Services will complete the investigation of the complaint within two weeks. The student will provide the Dean for Student Services with the verification of disability by a health professional and provide all suggestions for accommodations.

The Learning Specialists will meet with the ICOM officer in charge of the area where the accommodations need to be made to see if a peaceful and prompt resolution can be made. Where the peaceful and prompt resolution can be made, the Learning Specialists will verify that the accommodation has been made and follow with written verification to all parties within that two-week timeframe.

If the Dean for Student Services determines there is insufficient evidence to support the allegations, they may close the grievance and will notify the student, within that two-week timeframe, of his findings and the student's right to request a grievance hearing.

The Dean for Student Services will keep a record of the investigation, including a report of their findings. All material will be filed as previously stated in this procedure.

Step Two: The Grievance Hearing Process

If the student feels they are being discriminated against or that their disability is not being adequately accommodated, and for whom a peaceful resolution has not been successful, they may request the Dean for Student Services and the ICOM Dean to call a Grievance Hearing. The student has 30 calendar days after receiving written notice of denial of the grievance to request such a hearing.

The request must be in writing, signed by the student, and include the following information:

- A clear and precise statement of the grievance,
- State how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation,
- Name the respondent parties (the person(s) against whom the grievance is filed),
- State how each respondent is responsible for the action or decision,
- State the requested remedy,
- State whether a non-participating observer will be brought to the hearing.

This information must be sent by certified mail or delivered with a signature of receipt to both offices. Upon receipt of the request for a Grievance Hearing, the following processes will be followed:

- The ICOM Dean will designate the Dean of Learner Outcomes and Assessment to review the case within seven calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the ICOM Dean will appoint a Grievance Hearing Board at the end of the seven days.
- The Grievance Hearing Board will be appointed by the ICOM Dean who will notify the Grievance Hearing Board, in writing, of their appointment and inform them of the date of the hearing. The date of the hearing will be within 14 calendar days of the notice. The ICOM Dean will ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance

Hearing Board will consist of two Assistant/Associate Deans, two faculty members, one staff member, and one student. The ICOM Dean will chair the Grievance Hearing Board and will vote only in case of a tie.

- The Grievance Hearing Board will hear the denial of accommodations grievance and/or the allegations of discrimination by the student. The person filing the grievance as well as the person against whom the grievance is alleged will at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will also review documentation, including the final report from the Dean for Student Services relating to the grievance, and, as necessary, will interview the Director as a witness in the grievance.
- Prior to convening the grievance hearing meeting, the Grievance Hearing Board will be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than two weeks. The Grievance Hearing Board, or the Dean for Student Services at the request of the Grievance Hearing Board, will conduct further investigation of the alleged grievances. The Grievance Hearing Board may during this time meet with the ICOM's legal counsel who has further expertise in the law regarding disability and discrimination.
- The second meeting of the Grievance Hearing Board, which will occur within a two-week period, will be to further discuss the grievance, the investigation, the educational materials provided, and the legal counsel advice. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board will make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter will be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to the ICOM Dean. The student has 30 days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail. The ICOM Dean will have a period of not greater than two weeks to respond to the appeal. The ICOM Dean will have the final determination as to the outcome.

Improper Relationships

Relationships between a student and a faculty/staff member entrusted to oversee the student, which extend beyond the educational requirements or beyond ICOM activities, are not allowed. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are also not allowed.

Consensual Relationships

Consensual relationships between student and faculty or students and staff members are not allowed. Sexual activity is not permitted in any ICOM setting. See Code of Conduct in this Catalog for further information.

Sexual Harassment

Sexual harassment at the institution is unacceptable behavior and will not be tolerated. Sexual harassment includes sexual advances, requests for sexual favors, and other intimidating verbal or written communications or physical conduct of a sexual nature.

Formal Federal Agency Grievance Procedures

Students with grievances or complaints against ICOM based upon violations of Section 504 or the ADA also have the right to file a complaint with the Office for Civil Rights by:

1. Mailing the grievance or complaint to the Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, P.O. Box 14620, Washington, DC 20044- 4620; or
2. Faxing it to the Director at (202) 208-7797; or
3. Filing it electronically at:
<http://www.ed.gov/about/offices/list/ocr/complaintprocess.html>.

For more information students can contact the Office for Civil Rights via phone: (202) 786-0500 (voice) and (202) 208-7741 (TDD) or via email at: orc@ed.gov

Behavioral Health and Counseling Services

Behavioral Health and Counseling services are available to students 24 hours a day, seven days a week, in a confidential manner, through a combination of services which include: on-site ICOM Behavioral Health services, the Student Assistance Program (SAP) provided through MYgroup (access code “icom”, all lowercase letters), Idaho State University Counseling Services, Unity Health Care, and additional local resources, as needed.

Counseling and Consultation sessions are encouraged for the well-being of all students, particularly those who are experiencing adverse academic stress, relationship concerns, emotional stress, such as: anxiety, loneliness, depression, alcohol and/or substance abuse, sexuality conflicts, interpersonal conflicts, test anxiety, concerns related to medical school adjustment, traumatic experiences, etc. Students may either self-refer or may be identified by and/or referred to the counseling support services by others, all in a HIPPA compliant confidential manner.

Onsite ICOM Behavioral Health Services

The ICOM Behavioral Health Services provides confidential and culturally sensitive services including individual, couples, and small group counseling, and coaching. Services focus on prevention, outreach and crisis intervention. The counseling services are provided by on site, full-time, licensed counseling staff employed by ICOM.

Students needing to set up an appointment to see a counselor can:

- Schedule an appointment online with Jake Price, LPC or Shatae Mullins, LPC at <https://icom-behavioral-health-services.clientsecure.me/> OR students can directly and confidentially email ICOM’s Behavioral Health Specialists, Jake Price, LPC at jprice@icom.edu or Shatae Mullins, LPC at smullins@icom.edu
- In your email, please provide the following information: name, call back number, reason for emailing (i.e., wanting to set up counseling services) and a good time during the day for counselors to reach out.
- Reminder: In case of emergency, and/or the eminent threat of harm to self or others, call 911 for immediate assistance.

MYgroup Student Assistance Program (SAP)

This free Student Assistance Program (SAP) provides confidential and professional guidance. Students can call for counseling and referrals. Phone calls are answered by licensed counselors who have extensive clinical experience and are available 24 hours a day, seven days a week.

- The SAP provides a toll-free number (800-633-3353) of which students can call at any time, day or night, and be connected directly to a trained counselor who triages the situation. The number provided for ICOM is specific to ICOM students. The SAP also provides a mobile app (MYgroup) with additional resources.
- The SAP provides unlimited telephonic counseling and six face-to-face counseling sessions for each concern a student faces. The SAP will make referrals, when applicable, to local counselors where the student resides who are part of the student’s health insurance network.
- Standard protocols govern the interaction and enable counselors to assess the student and determine if emergency intervention is needed.

- Through the 24 x7 hotline, the SAP can provide health services, legal assistance, and other various support services. Please visit the website (www.MYgroup.com) for more information on additional services.
- The ICOM Student User Code is “icom” (all lower case, without the “ “)

ISU Counseling Services

The Idaho State University’s Counseling Clinic is a low-cost counseling service available to ICOM students. Many college students experience stressors associated with different aspects of their lives (i.e., academics, familial, relational, etc.). The counseling clinic is available to help provide additional support as student’s navigate these challenges.

The ISU-Meridian Counseling Clinic provides individual, couple, and family counseling. The counseling services are provided by our graduate level Master of Counseling students, Doctoral students, and some faculty from the Department of Counseling under supervision of licensed counselors/faculty members.

Students needing to set up an appointment to see a counselor, should:

- Call the ISU-Meridian’s Counseling Clinic phone number (208) 373-1719 or confidentially email meridianclinic@isu.edu
- Leave a voicemail or email providing your name, call back number, reason for calling or emailing (i.e., wanting to set up counseling services) and a good time during the day to reach you.
- Upon receiving the voicemail, a clinic staff member will be in contact with you within one business day of open clinic hours (Monday – Thursday).
- During the phone call, the clinic staff member will provide you with the information of attending the counseling clinic and expectations of your appointment as well as get basic information about what brought you into counseling services.
- Your first appointment is then scheduled with your counselor!

The ISU Counseling Clinic is there to support students in all that life encompasses. Students can access additional information by visiting the ISU-Meridian Counseling Clinic webpage: <https://isu.edu/clinics/counseling-meridian/>

Student can also access information using the ISU-Meridian Counseling Clinic Facebook Page: <https://www.facebook.com/ISUMeridianCounselingClinic/>

Additional Behavioral Health Resources

Additional behavioral services can be found through the following:

- [Idaho Suicide Prevention Hotline](#) -Idaho Suicide Prevention Hotline is the statewide 24/7 behavioral health crisis line in Idaho. Trained crisis responders will offer emotional support, and crisis intervention to those in need. Call **1-208-398-4357**.
- [Suicide and Crisis Lifeline](#)- The Lifeline provides nationwide, 24/7, free and confidential support for people in distress, as well as prevention and crisis resources for callers or their loved ones. Available nationwide by dialing **988**.
- [Veterans Crisis Line](#)- The Veteran Crisis Line connects Veterans in crisis and their families and friends with qualified responders through a confidential hotline. The crisis

hotline is available 24 hours a day, 7 days a week. Send Text to **741741** or Call: **1-800-273-8255**

- Physicians Support Line - Psychiatrist help US physician and medical student colleagues navigate the intersections of their personal and professional lives. Call: 1-888-409-0141

Learning Specialist Services

Academic coaching can help improve study skills, time management, organization, and test taking skills. ICOM's Learning Specialists can help in a variety of ways, including:

- Creating a study plan for an exam
- Offer test-taking strategies and ways to deal with test anxiety
- Discuss best practices for group work
- Model better reading and memory retention strategies
- Discuss learning and study strategies, critical thinking, and problem solving
- Prioritizing tasks and reducing stress
- Be an outside perspective, offering insight into how you can be a better student

ADA and Accommodations

Student Accommodations

ICOM is committed to providing equal educational opportunity for persons with disabilities in accordance with its nondiscrimination policy and in compliance with Section 504 of the Rehabilitation Act of 1973, with Title II of the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

The law states that a person(s) with a “disability” is, “Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such an impairment”. (*Section 504 of the Rehabilitation Act of 1973*)

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same programs, services, and activities as all other students. If necessary to provide equal opportunity, ICOM, where possible, will make reasonable modifications to its policies, practices, and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

Under the provisions of Section 504, Universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities. Section 504 specifies that universities may not limit the number of students with disabilities admitted, make pre admissions inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with

disabilities because special provisions were not made, exclude a qualified student with disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

Matriculating or Current ICOM Students with Disabilities

Students with documented disabilities who desire modifications or accommodations must contact the Learning Specialists as soon as possible.

No accommodations are made without approval through ICOM's defined process (as outlined below). A medical, psychological and/or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing.

The general process of requesting accommodations is as follows:

Step 1: The student must contact a Learning Specialist to request services as soon as possible. Said student will be required to complete the Student Request for Accommodation form. The form will need to be completed in its entirety for the accommodation to be considered. ICOM is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request.

Step 2: The student must schedule a meeting with a Learning Specialist to provide documentation of the disability, complete the appropriate paperwork and discuss the possible accommodations. The student will be asked to complete and sign a Release of Information Form to allow the Learning Specialist to share relevant information as needed to review requested accommodations. The Learning Specialists requires at least 30 days to process any request for accommodation and that 30 days begins when all necessary documentation has been submitted.

Step 3: The student's request and supporting documentation is reviewed by the Learning Specialists and appropriate members of ICOM administration. The process of review depends in part on the nature of the student's disability. Decisions regarding accommodations are made on a case-by-case basis. There is no standard accommodation for any particular disability. ICOM will make reasonable modifications to its policies, practices, and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

ICOM's technical standards are also referenced. If the student is found to be eligible for accommodations, the student is notified of the approved accommodations.

Step 4: If the request for accommodations is approved, the Learning Specialist generates a letter of accommodation documenting the student's individual, approved accommodations. The Learning Specialists coordinates the dissemination of the letter.

Any student whose requested accommodations are not approved is encouraged to meet with the Learning Specialists to discuss the reasons for the denial. The Learning Specialists may discuss the grievance procedure with the student at this time

If a problem arises concerning reasonable accommodation, the student should contact the Learning Specialists immediately. Any student whose requested accommodations are not approved is encouraged to meet with the Dean for Student Services to discuss the reasons for the denial. The Dean for Student Services may discuss the grievance procedure with the student at this time.

Additional Information Regarding Documentation and Accommodations

For any student deemed eligible, ICOM provides accommodations and/or modifications to policies and practices in order to ensure that all students have equal access to all ICOM programs, services, and activities. The purpose of accommodations is not to ensure success, but rather to provide access and equal educational opportunity.

Accommodations are not to be provided retroactively. Any student who is approved for accommodations is entitled to services and accommodations only from the date the approval is given. Even if the student can establish that they had a disability at the time of the course in question, ICOM will not expunge or reexamine coursework completed before the student was reviewed and approved for accommodations.

It is the student's responsibility to provide the documentation which conforms to the ICOM's guidelines. If the student's documentation is insufficient for any reason the student is responsible for pursuing whatever additional documentation is required and pay the cost thereof. ICOM reserves the right to not provide services or accommodations until all of the documentation specified in the guidelines is provided.

Documentation of a student's disability is only to be shared with relevant ICOM faculty, staff or administration on a need-to-know basis with a release of information signed by the student.

Responsibilities of a Student Approved for Testing Accommodations

Testing accommodations require frequent communication between the student and the Educational Course Coordinator (Years 1 and 2) or Department of Clinical Affairs (Years 3 and 4). It is very important that testing information be shared with these offices in a timely manner.

At the beginning of the semester and at least one week prior to the first scheduled test, the student should discuss with the Educational Course Coordinator, or the Department of Clinical Affairs all approved testing accommodations. This discussion should address the questions of how, when, and where of the approved testing accommodations.

If at any time the student feels the accommodation is not being adequately met the student should inform the Director of Student Affairs immediately.

Students must remember ICOM is only required to provide accommodations specifically listed in the Letter of Accommodation.

Documentation of a Disability Process

To ensure that reasonable and appropriate services and accommodations are provided to students with disabilities, students requesting such accommodations and services must provide current documentation of their disability. Such documentation generally must include the following:

- a clear diagnostic statement of the disability prepared by a licensed professional,
- a description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation(s).

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, the cost of evaluations required pursuant to these guidelines is to be borne by the student. If there is a change in the student's condition, they may request modifications to previously approved accommodations.

The student will have to provide current supporting documentation for review at that time. An Individualized Education Plan (IEP) or a 504 plan may help to supplement documentation but are generally insufficient documentation when presented alone.

ICOM reserves the right to request additional documentation if the disability is not clearly apparent.

Guidelines for Documenting to Support Accommodation Requests

Every report should be on letterhead, typed, dated, signed and otherwise legible, and be comprised of the following elements:

- *Evaluator Information*: The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- *Recent Assessment*: The report must provide adequate information about the student's current level of functioning. If such information is missing, the student may be asked to provide a more recent or complete assessment.
- *Testing*: There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of his/her test scores (i.e., domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

In addition, a clinical summary and a clearly stated diagnosis are helpful. The summary should integrate the elements of the battery with background information, observations of the client during the testing situation, and the student's current academic situation. This summary should present evidence of a substantial limitation to learning and explain how the patterns of strength and weakness are sufficiently significant to substantiate a disability diagnosis. It should also demonstrate that the evaluator has ruled out alternative explanations for the learning problem. If social or emotional factors are found to be possible obstacles to learning, they should be discussed. This summary may include recommended accommodations, but these are in no way binding to ICOM.

ICOM reserves the right to evaluate all documentation and determine appropriate accommodations in each case.

Accommodation Appeal Process

If a student is dissatisfied with the outcome of the accommodation request process or with any aspect of the implementation of an accommodation plan, they should use the following process to resolve a complaint.

- All requests for accommodations or special services should first be brought to the Learning Specialists. Problems with approved accommodations or services should first be reported to the Learning Specialists in writing.
- If the student is unable to resolve the matter with the Learning Specialists, the student and the Learning Specialist should forward the complaint to the Dean for Student Services for an informal resolution. The Dean for Student Services arranges a meeting with the student and the Learning Specialists within 10 business days of receiving the complaint.
- In the event that the student is dissatisfied with the informal resolution, they may file a complaint with the ICOM Dean if the issue involves denial of an academic accommodation.

Students are also encouraged to exercise their rights of complaint through the Department of Education, Office of Civil Rights and other legal channels if needed.

Students should be aware that the granting of an accommodation during medical school does not guarantee the granting of an accommodation on external or licensure exams.

Confidentiality of Information

Information received from a student is governed under the provisions of the Family Education Rights and Privacy Act of 1974. Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records as defined by law. Other than for “Directory Information”, ICOM will release information only with the student’s written consent and will use “Directory Information” in the best interests of the student.

ICOM is committed to ensuring all information compiled concerning a student remains confidential as required by applicable law. Any information monitored or collected is used for the benefit of the student.

Only those faculty and staff members of ICOM have access to information collected for use in accomplishing necessary tasks for the student. Any information gathered is not released to third parties except in accordance with state and federal law.

A student must give written authorization to release information when they wish to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release may be handwritten, or a form from ICOM Registrar may be used.

By matriculating at ICOM, a student agrees that ICOM may share their Match data. A student has the right to review his/her own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

Service Animal Information

According to the Americans with Disabilities Act (ADA), a service animal is defined as “any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items”. Providing comfort or support does not qualify an animal as a service animal. If there are any questions as to whether an animal qualifies as a service animal, a determination is made by the Dean for Student Services.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Reasonable behavior is expected from service animals while on campus. The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior.

Emotional Support Animals are animals that provide comfort and relieve symptoms of mental health disorders. The Dean for Student Services can answer questions or concerns regarding emotional support animals. Emotional Support Animals are not generally allowed in campus buildings, including classrooms and dining facilities unless it is deemed as a reasonable accommodation and is included in the student’s Letter of Accommodation from ICOM. Cleanliness of any animal living or working on campus is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of animals. The owner is expected to clean and dispose of all animal waste.

Responsibilities of a Student Approved for Handicapped Parking

Students who use handicapped parking on campus must maintain state issued handicap parking permits. The student is also required to purchase an appropriate parking hang tag from the appropriate issuing authority.

Veterans Under Chapter 31 (Veterans' Readiness and Employment), Chapter 35 (Survivors and Dependents Educational Assistance), and Chapter 33 (Post 9/11 GI Bill® Benefits) GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

Covered Individuals

Any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation, or Chapter 33, Post 9/11 GI Bill® benefits.

Transcript Review, Training Review, and Credit Determination for Covered Individuals

ICOM will inquire about each veteran's previous education and training. ICOM will request transcripts from all prior institutions, including military training, traditional college coursework, and vocational training. The previous transcripts will be evaluated and credit will be granted as appropriate.

Program Participation for Covered Individuals

Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides ICOM a Certificate of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:

- The date on which payment from the VA is made to the institution.
- 90 days after the date the institution certified tuition and fees following the receipt of the COE.

ICOM will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://benefits.va.gov/gibill/>

Note: All GI Bill® benefits paid to ICOM students (OMSI, OMS II, OMS III, and OMS IV) are based on the ICOM facility code associated with the ICOM main Campus zip code 83642. This is true regardless of the clinical core site location.

Tuition and Fees

ANNUAL PROGRAM COST

Acceptance Fee (Seat Deposit)

The deposit system will be explained fully in the acceptance letter and during the interview day.

- Those accepted prior to November 15 will have until December 14 to submit their non-refundable deposit of \$1000.
- Those accepted between November 15 and January 14 will have 30 days to submit their non-refundable deposit of \$1000.
- Those accepted between January 15 and May 14 will have 14 days to submit, their non-refundable deposit of \$1000.
- Those accepted after May 14th may be asked for immediate deposit.

The seat deposit is credited towards tuition upon matriculation. The deposit is forfeited if the student withdraws prior to the first day of classes.

Tuition

The tuition rate for the 2024-2025 academic year is **\$31,396.00 per semester**, with additional fees of **\$1250 per semester** to cover health/recreational, technology, and other needs, as outlined on the “Annual Fee Breakdown” graphic on the following page. Tuition and fees are due on the first day of each semester and are subject to change annually. The Dean of the Idaho College of Osteopathic Medicine (ICOM) reserves the right to change the schedule of tuition and fees without advanced notice, and to make such changes applicable to present, as well as future, students of ICOM. The ICOM Dean may also establish additional fees or charges for special services whenever, in the ICOM Dean’s opinion, such actions are deemed advisable.

Students receiving aid or scholarships that have not arrived by the beginning of the academic year must have written assurance that the funds are approved and receivable to ICOM. Students must pay any outstanding tuition and fees when those funds are distributed before any remaining aid is refunded.

ICOM accepts payments from student financial aid and third-party scholarships. However, the responsibility of payments remains with the student for any unpaid balances. Students are responsible for using ICOM’s student information system, SONIS, for keeping track of outstanding account balances. Students are responsible for checking their ICOM email regularly and updating any address changes so that all correspondence is received in a timely manner.

Students that withdraw after the stated refund policy dates remain liable for the amount of tuition and fees due based on the refund policy. Collection costs may be applied and are the responsibility of the student.

For a student to continue to progress from year to year, there should be no billing holds on the student’s account. Any outstanding balances must be cleared prior to any subsequent semester registration.

All inquiries about financial aid should be directed to the ICOM Office of Financial Aid. All requests for refund information including time frames should be directed to the ICOM Bursar.

Annual Program Costs

Expense	Cost
Acceptance Deposit/Fee- *This one-time fee is mandatory, <u>and is credited towards tuition, upon matriculation.</u> This deposit/fee is forfeited if a student withdraws prior to their first day of class for the first term of enrollment. Only applicable to incoming OMS I and transfer students.	*\$1,000.00
Tuition (equally split over two semesters)- *Based on tuition rate for the 2024-25 academic year	\$62,792.00
Annual Fee (equally split over 2 semesters)- *Mandatory. See graphic below with breakdown of fees.	\$2,500.00
Health Insurance (equally split over 2 semesters)- *Can be waived if covered under eligible program.	\$4,838.00
TOTAL (OMS I, II, III, and IV)	\$70,130.00

The Board of Trustees reserves the right to change this tuition and fee schedule at any time.

Annual Fee Breakdown

Activity/ Expense	Annual	Semester
Laboratory Fees	\$1,244.00	\$622.00
Computer Software (Testing apps, etc.)	\$350.00	\$175.00
Professional Organization Membership *	\$26.00	\$13.00
Student Activities *	\$200.00	\$100.00
Technology	\$670.00	\$335.00
Health Services	\$10.00	\$5.00
Total	\$2,500.00	\$1,250.00

* Some fees are not covered by scholarship payments

For more information on tuition and fees, visit the [ICOM website](#) under Student Billing.

2024/25 Semester Dates

	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date
OMS1	July 29, 2024	December 13, 2024	January 6, 2025	May 23, 2025
OMS2	July 29, 2024	December 13, 2024	January 6, 2025	May 1, 2025
OMS3	July 1, 2024	December 13, 2024	December 16, 2024	June 27, 2025
OMS4	July 1, 2024	December 13, 2024	December 16, 2024	April 4, 2025

Tuition Refund

Any ICOM student who has matriculated, and who subsequently cancels, withdraws (voluntarily or involuntarily), is suspended, placed on leave, or dismissed, may receive a refund of tuition and annual fees charged for the current term-through the first three weeks of classes **ONLY**. This is based on the “Withdrawal Tuition Refund Schedule” set forth below. The percentage of tuition

and fees refunded to the student depends upon the time of the withdrawal and is outlined in more detail below.

This refund policy relates specifically to the tuition and fee semester charges accrued and is under no circumstances applicable to the non-refundable acceptance fee paid by the student to secure a seat in the class.

To officially withdraw from the Idaho College of Osteopathic Medicine, a student is required to notify the Dean for Student Services who will initiate the process for change of status. A Change of Status Form, from the Office of the Registrar, will be electronically routed for approval and must be completed before the student will be officially withdrawn. Upon completion of the form, the ICOM Registrar's Office will update course registration with a withdrawal designation, denoting the "Withdrawal Effective Date" provided on the form.

For completeness, a copy of the form is then placed in the student's permanent file. If a student does not follow the withdrawal procedures in a timely manner, their charges will not be prorated based on the schedule below.

ICOM's Department of Finance and Administration (Business Office) along with the Office of Financial Aid receives verification that all classes have been updated accordingly and then reassesses student tuition and fee charges and aid earned. Note that the date of withdrawal may require a return of federal and/or other funds and create a balance owed by the student to ICOM and/or the federal government or other aid source.

In accordance with Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation and; Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment,
- Assess a late penalty fee to the student,
- Require the student to secure alternative or additional funding,
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class,
- Provide a written request to be certified,
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at: <https://benefits.va.gov/gibill/>

Withdrawal Process and Tuition Impact

Any ICOM student who has matriculated and subsequently cancels, withdraws (voluntarily or involuntarily), is suspended, or is dismissed is required to complete an “Change of Status Form.”

The Change of Status Form is available from the Office of Student Services or Registrar. This form must be completed with proper signatures obtained and returned to the Office of Student Services. For completeness a copy is given to the Registrar’s Office for placement in the student permanent file. If a student does not follow the withdrawal procedure, their charges will not be prorated based on the process and schedule below.

Withdrawal Tuition Refund of tuition charged for the term is based on the following schedule:

Period	Percentage Refunded
Start of Classes through end of First Week	100%
End of First Week Through End of Second Week	50%
End of Second Week Through End of Third Week	25%
After End of Third Week	0%

(Note: A Week refers to an instructional week, Monday thru Friday)

In the event of a student withdrawal, ICOM’s Department of Finance and Administration will determine the amount (if any) of refunded tuition and fees. ICOM’s Office of Financial Aid will then determine the amount of aid the student has earned for the semester from all sources and make adjustments as required.

Mobilization/Deployment Refunds:

Members of the military who receive orders which transfer them out of the area for a prolonged period or members of the National Guard or Reserves who are called to active duty, when such transfer interferes with class attendance, may request a full refund of tuition at any time during the semester. Documentation of orders for transfer must be provided prior to refund being granted. The College has a proration refund policy for students receiving VA benefits. Students receiving VA benefits must request that the prorated refund policy be used for tuition reimbursement.

Credit for Rotations Completed During Clinical Training Years

There are no refunds for tuition and fees granted after the third week of instruction in the clinical training years. If a student doctor withdraws prior to the third week, the above schedule will apply. At the discretion of the ICOM Dean, a student doctor may receive a tuition credit for rotations completed and passed during the clinical training years. This credit may only be applied to future tuition and fees at ICOM if the student doctor is approved to return to instruction at ICOM. The credit is not refundable or payable to the student doctor and can only be utilized to offset future ICOM tuition and fees.

Credit of Tuition and Fees during the Clinical Training Years is based on the following schedule:

Period	Percentage Credited
Withdrawal before completion of two four-week clinical courses or rotations (including Clinical Preparation and any virtual rotations)	75%
Completion of 2 rotations	50%
Completion of 3 rotations	25%
Completion of 4 or more rotations	0%

Return of Title IV Funding

Once ICOM has Title IV Federal Funds we will adhere to federal regulations regarding the Return of Title IV (Federal) Funding and follow the policy outlined below. Under these regulations, when a student does not attend the entire period or does not successfully complete all of their coursework, the U.S. Department of Education requires ICOM to determine the amount of earned and unearned Title IV aid. Amounts required to be returned to the U.S. Department of Education by ICOM become debts immediately due to ICOM. Amounts returned by ICOM to the U.S. Department of Education on the student's behalf are not negotiable, they are based on a federal regulated calculation of earned aid.

All other sources of aid will follow the guidelines as outlined by the fund provider. Please refer to the individual guidelines for these awards.

ICOM's Return to Title IV (R2T4) Policy applies to Federal Title IV aid recipients. Title IV aid is awarded and disbursed to students with the understanding that students will attend school for the entire period for which the assistance is awarded and successfully complete their courses while progressing toward graduation. When a student does not attend for the entire period or does not successfully complete all of their coursework, the U.S. Department of Education requires institutions to determine the amount of earned and unearned Title IV aid. Title IV aid programs at ICOM covered by this policy are the Direct Unsubsidized Loan and the Direct PLUS Loan (Graduate).

The degree program offered at ICOM is offered in modules. Modular programs are subject to certain exemptions that do not require a return of Title IV aid. Students who have successfully completed a class or classes that comprise at least half-time enrollment (3 credits per semester), completed the requirements for graduation, or successfully completed a class or classes that comprise at least 49 percent of the days in the semester, are not subject to returns of Title IV aid.

ICOM determines the earned and unearned amounts of Title IV aid by performing a calculation using the date the student is considered to have withdrawn, as well as the days in the enrollment period. This calculation provides the amount of aid earned up through the date of withdrawal and the amount of unearned aid that is required to be returned. If student did not receive all of the funds they earned, they may be eligible for a post-withdrawal disbursement. For loans, ICOM is required to obtain the student's permission before disbursing loan funds.

There are two types of withdrawal recognized by ICOM that require a Return to Title IV Funds (R2T4) calculation.

1. **Official Withdrawal** — An official withdrawal is one where the student has provided notice or stated their intent to cease attending school either through beginning the official withdrawal process (submits a signed and completed form) or through official notification of their intent to withdraw provided to any ICOM representative. The date the student starts the withdrawal process or is withdrawn from all courses is the official withdrawal date. The withdrawal date is used to determine the earned and unearned portions of Title IV aid. If a student is dropped or withdrawn from some of their courses, creating a lapse in attendance between modules, the student must inform ICOM in writing (prior to or at the time of withdrawal/drop) of their intention to return to a later module in the same payment period/period of enrollment, in order to not be considered an official withdrawal. If ICOM has written confirmation of future attendance and the student fails to return, the student will be considered officially withdrawn. The dates used in the R2T4 calculation are the same as if the student had not provided written notice of future attendance.
2. **Unofficial Withdrawal** — An unofficial withdrawal is one where the student has not provided notice of their intent to cease attending school. Students are unofficially withdrawn if they cease attending at any point in the period of enrollment without providing notice to ICOM, if they receive unsatisfactory grades in all of their courses, or otherwise did not attend to the end of the enrollment period. If ICOM determines that a student did not provide official notice due to circumstances beyond their control (such as serious illness, accident, grievous personal loss, etc.), ICOM uses the date associated with the circumstance or the last date of academic activity, whichever is later. For all other students who unofficially withdraw, the withdrawal date is the last date the student participated in an academically related activity (as reported by their instructors).

When ICOM determines that a student has either officially or unofficially withdrawn, federal law/regulation outlines the required steps to determine the amount of aid that has been earned and not earned. The amount of aid earned is determined on a pro rata basis. For example, if a student completed 40% of the payment period, they earned 40% of the aid they were eligible to receive. The pro rata schedule is used up through the 60% point in each period of enrollment. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds they were scheduled to receive during the period. The Office of Financial Aid uses the following steps to determine the amount of earned and unearned aid:

- Determine if the student withdrew and is subject to R2T4 (did they have federal aid, did they begin attendance, do they qualify for an exemption),
- Determine the student's official withdrawal date,
- If no official withdrawal date, determine the student's unofficial withdrawal date following the guidelines outlined above (either the date of the circumstance or the last date of attendance),
- Determine if eligibility for aid and amounts has changed, make appropriate adjustments,
- Determine if Cost of Attendance needs to be updated, make appropriate adjustments,
- Determine the amount of the student's institutional charges,
- Determine the amount (if any) of Title IV aid disbursed to the student,
- Determine the amount (if any) of Title IV aid that could have been disbursed, including undisbursed aid and aid the student is eligible for as a post-withdrawal disbursement. If the student is eligible for a post-withdrawal disbursement of loans, contact the student for permission to receive/disburse loans,
- Calculate the percentage of the payment period completed,
- Calculate the amount of the student's earned and unearned Title IV aid,
- Calculate the amount of Title IV aid ICOM must return,
- Calculate the amount of Title IV aid (loans) the student must return, *
- Notify the student of the determinations and result of the calculations used to determine the amount of Title IV aid earned and required to be returned,
- Notify the student of the resulting balance owed to ICOM and/or the U.S. Department of Education.

When returning Title IV funds to the U.S. Department of Education, ICOM follows the specific order of aid to return outlined within federal regulations and returns the Unsubsidized Direct Loan funds determined by the calculation first, then reviews and returns any unearned portion of the Direct PLUS Loan (Graduate).

Important Notes:

Amounts required to be returned to the U.S. Department of Education by ICOM become debts immediately due and payable to ICOM. The debt resulting from the R2T4 calculation will be billed directly to the student and must be paid to ICOM. The student **MUST** make prompt payment or payment arrangements to satisfy the debt owed to ICOM. ICOM reserves the right to refer the debt to a collection agency.

Amounts returned by ICOM to the U.S. Department of Education on the student's behalf are not negotiable, they are based on a federally regulated calculation of earned aid. ICOM must return the amount of unearned Title IV funds as soon as possible, but no later than 45 days after the date of the institution's determination of a student's withdrawal.

* If the student owes an amount beyond the amount returned by ICOM to the U.S. Department of Education, the student must repay the loan funds in accordance with the terms of the promissory

note. The student is not required to repay any loan funds immediately but should make scheduled payments to the holder of the loan.

These procedures along with the federal law/regulations they are based upon are subject to change without advance notice.

Non-Payment of Tuition

Idaho College of Osteopathic Medicine (ICOM) encourages a culture of professionalism and as such, students are expected to conduct themselves in a professional manner. This extends to the planning and preparation for funding for medical school. In fairness and respect to other applicants, a student should pursue funding opportunities at least two months prior to the academic year start date (or semester start date if applying on a semester basis).

ICOM has extended a seat with the implied agreement that the student will have funding in place on or before the payment due date each semester. When a student becomes aware that they cannot secure funding to cover the costs of the upcoming semester or year, the student should notify the ICOM Bursar immediately. The Bursar will provide additional information and assist the student to the extent possible in understanding all potential options.

ICOM reserves the right to require proof of funding at any time prior to the payment due date each semester. If a student cannot provide proof and/or does not have funding in place, ICOM reserves the right to rescind the offer of the seat.

In the event that classes have already begun, ICOM de-registers the student for non-payment of tuition from all semester courses. The student must complete the Change of Status document with the Dean for Student Services and follow the process outlined above. For any permanent withdrawal, the student must return the following to Student Services at the time of departure:

- Identification Card
- Parking Decal
- White Coat
- iPad/Charger/Pen
- Any other ICOM supplied items

If students are withdrawn for non-payment of tuition after the stated refund dates, they will remain liable for the amount of tuition and fees due. Collection costs may be applied and are the responsibility of the student. Please see the ICOM refund policy for more information.

Curriculum

Pre-Clinical Education (Years 1 & 2)

The ICOM preclinical curriculum is designed to be highly integrated to provide both a rigorous foundation in the fundamental principles of the biomedical sciences and a robust emphasis on the clinical sciences.

During the first two years of ICOM's curriculum, provided on ICOM's main campus in Meridian, Idaho, foundational concepts in anatomy, biochemistry, genetics, cell biology, microbiology, immunology, physiology, pharmacology, and pathology have been integrated with clinical content to be delivered via eleven organ system-based courses.

A comprehensive curriculum is designed to introduce student doctors to osteopathic principles and practice (OPP) and provide opportunities to learn the skills required for the successful practice of osteopathic medicine and promote a healthy professional approach to lifelong learning. Throughout the first and second years, student doctors will be provided the opportunity to learn communication skills and osteopathic terminology necessary for history-taking and conducting an osteopathic physical examination. State-of-the-art patient simulators and standardized patients will enhance student doctors' familiarity with clinical scenarios and development of clinical skills.

Additionally, all student doctors will engage in courses which provide essential training in the history, principles and practice of osteopathic medicine, physical and differential diagnosis, medical ethics, interprofessional education, professionalism, research, and the legal aspects of medicine.

Clinical Education (Years 3 & 4)

Student doctors will be assigned to their third-year core regional clinical site via a lottery that takes place in the Spring Term of their OMS-II year. Student doctors will relocate to their assigned core site prior to the beginning of the third year. While the majority of the third-year clinical rotations will take place at that site, student doctors may be required to travel to other locations if a required rotation is not available locally. Elective rotations during the OMS-III year will occur at the student's core site. Clinical experiences will occur within hospital sites for inpatient experiences, in ambulatory practices, and in other acute care facilities. The clerkships or clinical rotations are designed to provide the student doctor with an education in the general areas of family medicine, surgery, surgical subspecialties, pediatrics, women's health, behavioral health, internal medicine, internal medicine subspecialties, and emergency medicine. All clerkships will be organized to permit the greatest degree of educational exposure in a practical, clinical environment, and to develop expertise in the area of patient diagnosis and management.

Academic Opportunities

Research

Research activities are one of many opportunities offered by ICOM that exemplify student dedication, collaboration, professionalism, and excellence in support of the mission, vision, and strategic objectives of our institution. Increased proficiency in these characteristics through participation in research and scholarly activity can enhance achievements in medical education and training. By the end of a research experience, a student doctor engaged in research will be expected to exhibit a greater capacity for: critical thinking, teamwork, leadership, ethical behavior, planning/logistics/time management, self-evaluation and reflection, lifelong learning/curiosity/inquisitiveness, scientific and information literacy, laboratory and/or clinical techniques, communication/dissemination skills, and/or professional identity formation.

Research-Related Courses

Enrichment Opportunity: Research Independent Study Courses (RIS 900X series)

During the preclinical years, student doctors are given curricular opportunities to engage in research and scholarly activity through Research Independent Study (RIS) special topics courses. These courses provide students with the opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship, under the guidance of an ICOM faculty mentor. Although no credit is given towards receiving the DO degree, successful completion of these courses is noted on the academic transcript.

The

3-course sequence begins chronologically for the student in the spring of the OMS-I year (RIS9003), continues in the summer (RIS9001), and finishes in the fall of the OMS-2 year (RIS9002). Student doctors may sign up for one or more of these courses, and do not need to take the courses in sequence.

Scholarly Rotation (SCRO 3751 and SCRO 4751)

During the clinical years, student doctors complete a mandatory scholarly activity rotation (SCRO 3751) during their third year and are offered the opportunity to take an elective rotation during their fourth year (SCRO 4751). SCRO 3751 is designed to teach student doctors to apply evidence-based medicine principles to medical decision-making, formulate answerable research questions, perform effective literature searches, identify common medical research study types, interpret common statistical tests, identify research and publication biases, describe ethical considerations related to medical research, and interpret common diagnostic and screening tests using evidence-based principles. The SCRO 4751 rotation provides time, resources, and mentoring to complete a research or scholarly project initiated previously. At the end of the rotation students are required to submit a manuscript, case report, or abstract, and/or finalize or present a poster or oral presentation.

Internal & External Research Opportunities

ICOM offers several research opportunities, both internal to ICOM and in partnership with our community partners. Internal funding for research and scholarly activities is provided through our Mentored Research Grant (MRG), ICOM Student Doctor Research Internship (ISDRI), and the Anatomy Research Program (ARP). External research opportunities with our community partners are variably offered through Saint Alphonsus Medical Center, Idaho Urological Institute, Boise State University, and Idaho State University.

OPP Fellowship Program

The purpose of the OPP Undergraduate Fellowship program is to develop future physician academicians with a focus on integrating OPP/OMT into their practice of medicine while supporting the ICOM OPP Department to expand its influence and ability to provide osteopathic integration throughout the ICOM curriculum and the 5-state region.

Up to two fellows are selected each year from the OMS-2 student population following completion of an application process. The OPP fellowship program effectively converts the traditional medical school curriculum to a 5-year plan utilizing an alternating schedule between fellowship responsibilities, with the ICOM OPP department, and clinical rotations for the duration of the OMS-3 academic year that is split into two years. OPP fellows will have 6 months (in approx. 3-month blocks) of fellowship OPP training along with clinical rotations during each of two years that encompass the OMS-3 year (3rd and 4th years of study). The 5th year of study is a traditional year reserved for electives and audition rotations in preparation for residency. This alternating schedule will allow for the fellow to learn about theories and applications of osteopathic manipulative medicine and allow them to incorporate this new information into the practice of medicine while on rotations. At the same time, the experience gained by the fellow while on clinical rotations will help to advance their understanding of how conventional medicine is incorporated into the philosophies of OPP/OMT.

While the fellow is working in the OPP department at ICOM, they will receive personalized instruction from members of the OPP faculty and participate in the day-to-day operations of an active OPP department including scheduling, teaching, testing and clinic duties. The possibility of rotating with an ICOM approved clinical faculty performing OMT for additional clinical experience may also be considered. The fellow may be required to initiate a research project or may be offered the chance to assist with faculty research. In exchange for their time, fellows receive a waiver of the mandatory tuition and fees for the two years the student is participating in the OPP Fellowship. Optional fees (i.e., Student Health Insurance, etc.) are not covered by the waiver. The student will then be responsible for the full tuition and fees during their 5th year of study.

The fellow will be required to attend one AAO convocation in their 3rd, 4th or 5th year.

Anatomy Tutoring Program

During the Fall semester of Clinical Gross Anatomy, OMS-2s are given the opportunity to tutor incoming OMS-I student doctors in the anatomy laboratory during independent study hours. This opportunity provides OMS-IIs with a chance to review their anatomy as they prepare for board examinations, as well as provide a valuable peer mentorship opportunity. OMS-Is benefit from having upperclassmen who have been successful in the course provide guidance and strategies for learning the material.

Approximately 15 anatomy lab tutors are selected among applicants each year. Eligibility for consideration includes a student doctor in good academic standing with a minimum final grade of 90% in the anatomy course. Anatomy tutors will be compensated for their time at a competitive rate.

Tutoring for Systems and OPP Courses

Student doctors in their second, third-, or fourth-year curriculum at ICOM may apply to be paid systems courses or OPP tutors. These student doctors provide supplemental instruction for some courses, which may include OPP, Clinical Foundations, Musculoskeletal, Blood Immune and Infection, Cardiovascular, Respiratory, Neuroscience, Behavioral Health, Gastrointestinal, Integumentary, Renal, Endocrine, or Reproductive systems. Tutors may offer workshops in specific topics like EKG and Radiology, and they may also work on weekly content reviews.

Tutors may work one-on-one with student doctors, lead group tutoring sessions, design and facilitate review sessions, and create educational resources. Tutors work closely with Course Directors and the Learning Specialists.

The benefits of being a tutor go well beyond the pay. Tutors get professional experience that shows how invested they are in helping their peers. Tutoring also facilitates review of the material from the first-year courses, which will help prepare these student doctors for the boards.

Co-admission and Concurrent Enrollment at Another College or University

Student doctors are expected to devote substantial time and effort to their full-time study while completing the Doctor of Osteopathic Medicine degree program at ICOM. However, ICOM recognizes that some student doctors have the motivation and capacity to maintain their academic progress while participating in additional educational programs. ICOM currently provides opportunities for co-admission to Idaho State University's Master of Healthcare Administration, Master of Public Health, and Master of Health Information Technology programs. ICOM student doctors must request and obtain prior approval in order to apply for co-admission or concurrent enrollment in classes at another college or university, including Idaho State University. Student doctors must have been enrolled at ICOM for a minimum of one semester and be in good academic standing to apply.

Please note that while a student doctor can receive Direct Loans at more than one school, they are still limited to applicable annual and aggregate limits of the loans. Additionally, the schools the student doctor is attending cannot duplicate non-institutional costs when determining the cost of attendance. This means that the student doctor can only receive costs to cover institutional charges such as tuition and fees at one of the schools. Student doctors are advised to contact

ICOM's Office of Financial Aid for additional information and to ensure they understand the details of their financial aid eligibility and availability.

DO + MHA Concurrent Program

Physicians are increasingly assuming significant leadership and administrative roles across the healthcare industry. Earning a Master's degree in Healthcare Administration (MHA) together with the Doctor of Osteopathic Medicine degree may greatly expand a student doctor's understanding of the business of medicine and further their preparation to assume important leadership positions now and in the future.

Healthcare administration training experience must provide professionals in Idaho and beyond with foundational conceptual, technical, and human relations skills needed to assume increasingly responsible governance roles in the overall mission of the healthcare industry. In close alignment with the tenets of the osteopathic medical profession, this combined program of instruction seeks to integrate the traditional osteopathic training, skill sets, and perspectives of holistic, people-centered medical care into the development of professionals who are uniquely suited for healthcare agency leadership.

The intent of this program is directed at allowing osteopathic medical students to:

- Provide a high-quality educational experience for MHA and other health professions students.
- Promote an environment that supports learning and discovery through various forms of scholarship.
- Develop and mature an understanding of professionalism in healthcare administration.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to healthcare administration.
- Prepare for a significant role in healthcare administration through applied and integrated learning experiences.
- Develop competency and skills in providing service and consultation to healthcare agencies and organizations at the local, state, national and international level toward the improvement of population health.

DO + MPH Concurrent Program

The pursuit of training in public health has personal, professional, and global outcomes that have significant influence on clinical care outcomes. Public health professionals are trained to incorporate a focus on disease prevention through research, promotion of healthy lifestyles, implementation of educational programming, policy development, and administration and regulation of health systems and services. Spanning many disciplines, those in the public health field are challenged with:

- improving access to health care;
- monitoring and controlling infectious disease;
- reducing environmental hazards, violence, substance abuse, and injury; and
- many other global health issues.

Thus, a public health training experience must provide an interdisciplinary and interprofessional environment that fosters learner success as they progress in their comprehensive public health knowledge, competencies, and professional values; identify and pursue individualized educational and professional goals along the scope and continuum of public health settings and sectors; and collaborate with faculty and community partners to improve health equity and overall population health and well-being.

In close alignment with the tenets of the osteopathic medical profession, this combined program of instruction seeks to integrate the traditional osteopathic training, skill sets, and perspectives of holistic, people-centered medical care into the development of professionals who are uniquely suited for leadership in modifying health behaviors/attitudes and improving knowledge through health policy development and occupational, environmental, and population health management.

The intent of this program is directed at allowing osteopathic medical students to:

- Participate in a safe academic environment, climate, and culture to determine future integrated roles to advance research and practice in the arena of public health and clinical practice.
- Develop and mature an understanding of professionalism in public health.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to public health.
- Prepare for a significant role in the public health workforce through applied and integrated learning experiences.
- Become competent in the knowledge and values of population health while identifying and maintaining mindfulness of their own personal and professional health care goals.
- Develop competency and skills in providing service and consultation to public health agencies and organizations at the local, state, national and international level toward the improvement of population health.

DO + MSHI Concurrent Program

The passing of the Health Information Technology for Economic and Clinical Health (HITECH) Act and the implementation of Health Information Technology such as Electronic Health Records within clinical settings can significantly impact front-line providers. Earning a Master of Science in Health Informatics (MSHI) degree along with the Doctor of Osteopathic Medicine will enhance a student doctor's understanding of Health Informatics concepts, essential to transform data into information and knowledge in order to make informed medical decisions, enhance outcomes, advance medical research, empower patients and enrich society.

Health Informatics develops innovative ways to utilize information and knowledge to facilitate actionable change that will promote health and improve healthcare. By pursuing the MSHI program, students will build knowledge in three foundational domains including Health, Information Science & Technology, and Social & Behavioral Science, which will provide them with a breadth and depth of knowledge to enhance their experience and effectiveness as a provider.

The intent of this program is directed at allowing osteopathic medical students to:

- Provide a high-quality educational experience for MSHI students and those from other health professions.
- Develop and mature an understanding and professionalism of the discipline of Health Informatics.
- Engage expertly with faculty, other health professionals, and the public to create diverse, effective, and functional interdisciplinary and interprofessional environments dedicated to Health Informatics.
- Prepare for a significant role in the Health Informatics workforce through applied and integrated learning experiences.
- Become competent in the knowledge and values of Health Informatics while identifying and maintaining mindfulness of their own personal and professional healthcare goals.
- Develop competency and skills in providing service and consultation to healthcare agencies and organizations at the local, state, national and international level toward the improvement of health using Health Informatics solutions.

Upon completion of the MSHI degree, students will be able to:

- Implement and manage Health Informatics solutions in ways that respect the prevailing culture, organizational context and policies relating to health.
- Assess the information technology needs and resources of patients, organizations and communities.
- Design Health Informatics solutions that are appropriate to their context and have a high probability of being successfully deployed.
- Work collaboratively across disciplines to analyze and solve key issues in Health Informatics.
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups.

For more information on this concurrent program and the others listed above, please visit ICOM's website for the most current information.

Offices of Academic Affairs and Clinical Affairs

The Office of Academic Affairs provides administrative oversight on the pre-clinical curriculum for the first and second years of medical school. The College's curriculum employs an integrated, systems-based, application-oriented approach designed to enable student doctors to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. This is accomplished using several educational approaches including traditional lectures, blended learning sessions, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team-based learning, small group learning sessions, and clinical case presentations.

The Office of Clinical Affairs oversees and manages the third and fourth years of the medical school curriculum. The Office of Clinical Affairs is dedicated to providing students with quality clinical education services. For their third year, each student doctor is assigned to a Core Site. Each Core Site is staffed by a Regional Dean, and a Coordinator who serve as the student's primary contact during third year clinical rotations. The College's clinical training curriculum is community-based in affiliated hospitals and clinics, and provides educational experiences under the preceptorship of credentialed, medical educator faculty. Clinical assignments are based on multiple factors including availability of preceptors and the interests and preferences of individual student doctors.

Student Attendance

Year 1 and 2 Preclinical Courses

All OMS-I and OMS-II student doctors are required to attend the curricular activities as determined by the Course Director and identified in the course schedule in the Learning Management System, Leo.

Mandatory activities generally include the following:

- *Case-Based Learning*: Faculty will present clinical applications of course materials self-studied in advance by the student doctors.
- *Biomedical Science Laboratories*: Faculty will lead demonstrations and interactive sessions including cadaveric dissection.
- *Clinical Skills Laboratories*: Faculty will supervise demonstrations and practical training of history and physical examination skills including osteopathic manipulative medicine, and clinical small group activities.
- *Team-Based Learning/Alternative Learning Activities*: Faculty will supervise students working in small groups to solve various common basic science and clinical challenges.
- *Examinations and Quizzes*: Assessment sessions including cognitive and psychomotor testing.
- *Mandatory Lectures*: Attendance in specific learning sessions may be required at the discretion of the Course Director. (For example, test reviews or guest lecturers).
- *Self-Study*: Faculty will review course materials previously assigned for self-study. Student doctors will have the opportunity to engage in an interactive dialogue designed to foster explanation and clarification of critical concepts.

Excused absences will be considered and approved by Academic Affairs personnel in accordance with the ICOM Excused Absence Policy. Students are responsible for content and assessments missed in a mandatory event. Excessive excused absences or unexcused absences from any required activity may require a meeting with the Dean for Student Services and/or the Dean of Academic Affairs which may result in a finding of unprofessional conduct. Student doctors who are absent from any assessment activities and have not been excused will not be offered the opportunity to remediate that assessment. Penalties for unexcused absences from required activities will be defined in course syllabi.

Student doctors are expected to be on time for all sessions of each course in which they are enrolled. For an excused absence, students may be required to provide Academic Affairs with documentation. Unexcused absences may result in lowered grades, administrative withdrawal from a course, or a failing grade per course syllabi. To assist ICOM in complying with federal regulations pertaining to the distribution of Title IV financial aid, a student doctor's attendance is confirmed at the start of each semester prior to aid being distributed. If a student withdraws, fails a course, or otherwise does not attend the full period of enrollment, this may result in a return of federal funds on the student's behalf. ICOM faculty are asked to report the student's last date of academic activity/last date of attendance in cases of withdrawal, failure of a course, or when a student does not attend the full semester.

Year 3 and 4 Clinical Courses

Attendance at all scheduled shifts is mandatory. Student doctors are expected to arrive at least 15 minutes early to each of their scheduled shifts. Any length of absence (an hour, 1/2 day, full day) must immediately be reported to the site coordinator and either the 3rd or 4th year ICOM coordinator. Extracurricular activities, vacations, or lack of childcare are NOT acceptable excuses for absences. The student must maintain communication between him/herself and ICOM. This communication can include contact with the clerkship director, administrator, site director, and staff in the Office of Clinical Affairs.

For further information, please consult the additional attendance requirements described in the ICOM Clinical Clerkship Guide, available as a download from ICOM's website.

Grades and Grading

ICOM has developed a system, in keeping with the ICOM mission and objectives, to assess the progress of each student doctor toward acquiring the competencies essential to effective performance as an osteopathic physician. Throughout all four years, student doctors will be required to complete all required coursework and clinical rotations with passing grades. Student doctors who fail any part of the curriculum may be offered a one-time remediation. Under certain circumstances, student doctors may be brought before the PAR Committee for review of the circumstances and possible disciplinary action.

Additionally, ICOM will maintain longitudinal records marking achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2 (CE) and COMLEX-USA Level 3 passage rates; licensure; geographic area of practice; attainment and completion of a graduate medical education

program; and AOA or ABMS board certification. ICOM publishes outcomes of student doctor performance in annual reports to the faculty and Board of Trustees. ICOM has adopted the following schema to determine grading.

For the first two years, most courses have a traditional letter grade (A, B, C, or F) and are calculated into the GPA.

Year 1 and 2 Preclinical Courses

Letter Grading

The grade a student doctor receives will be determined from their total points in accordance with the ICOM College Catalog. The student doctor’s final grade will be determined as a percentage of total points possible, as described in the table below.

Letter Grade	Final Course Percentage (%)
A	89.50 - 100.00
B	79.50 - 89.49
C	69.50 - 79.49
C*	Remediation successful
F/C**	Gross Anatomy summer remedial course successful
F	Remediation unsuccessful
I	69.49 and below and awaiting remediation; or for students who have an approved Incomplete Form on file
IP	Course “In Progress”
W	Withdrawal
WF	Withdrawal Failing

Student doctors who have less than 69.5% of the course points at the conclusion of the course will receive an “I” (Incomplete) grade until they successfully or unsuccessfully complete a remediation examination for the course. Student doctors who successfully pass the remediation examination or assignment, as described in the course syllabus, will receive a “C*” grade. Alternatively, student doctors who fail the remediation examination or assignment will receive an “F” grade.

Incomplete grades (“I”) may also be issued for unforeseeable emergencies or extenuating

circumstances that would, at a Course Director’s discretion, warrant additional time needed to complete a course. Upon completion of all course requirements, and/or at the deadline set forth by the Course Director, a grade change form will be submitted with the final course letter grade.

A student doctor in good academic standing who withdraws from ICOM shall receive the designation “W” (withdraw passing) for each active course in which they were enrolled at the time of withdrawal. A student doctor not in good academic standing who withdraws from ICOM shall receive the designation “WF” for each active course in which they were enrolled at the time of withdrawal. “In progress” (IP) courses that had not yet begun (short term) will be removed in totality from the academic record.

The PAR Committee may allow a student doctor to repeat a failed Gross Anatomy course with a course taken at another institution when course equivalency has been established and that course has been deemed to have comparable and equal content to the ICOM Gross Anatomy course, as determined by the ICOM Anatomy Department. If a student doctor successfully passes the repeated course, a grade of F/C** designated as an approved grade replacement, will be entered as a final grade. A student doctor who does not successfully pass the repeated course will receive a grade of “F” for the course.

Pass/Fail Grading

The grade a student doctor receives will be determined from their total points in accordance with the ICOM College Catalog. The student doctor’s final grade will be determined as a percentage of total points possible, as described in the table below.

Student doctors receive an “I” (Incomplete) grade for failed courses in years 1 and 2, until they successfully or unsuccessfully remediate the course. Students who successfully pass the remediation examination or assignment, as described in the course syllabus, will receive a “P*” grade. Alternatively, students who fail the remediation examination will receive an “F” grade.

Incomplete grades (“I”) may also be issued for unforeseeable emergencies or extenuating circumstances that would, at a Course Director’s discretion, warrant additional time needed to complete a course. Upon completion of all course requirements, and/or at the deadline set forth by the Course Director, a grade change form will be submitted with the final course grade of “P” or “F.”

Grade	Final Course Percentage (%)
F	Course remediation unsuccessful, or clinical rotation failed.
I	69.49 and below and awaiting remediation; or for students who have an approved Incomplete Form on file

IP	Course "In Progress"
P	69.50 - 100.00
P*	Remediation or clinical retake successful
W	Withdrawal
WF	Withdrawal Failing

A student doctor in good academic standing who withdraws from ICOM shall receive the designation "W" (withdraw passing) for each active course in which they were enrolled at the time of withdrawal. A student doctor not in good academic standing who withdraws from ICOM shall receive the designation "WF" for each active course in which they were enrolled at the time of withdrawal. "In progress" (IP) courses that had not yet begun (short term) will be removed in totality from the academic record.

Year 3 and 4 Clinical Courses

Student doctors do not receive letter grades for any clinical courses. All courses are graded on a Pass/Fail basis; however, for clinical rotations which have an associated Clinical Subject COMAT, student doctors can receive either an "HP" (High Pass), "H" (Honors), or "P" (Clinical Pass) grade based on their performance on the COMAT.

For clinical rotations that include an end of rotation exam (COMAT), student doctors who fail their COMAT are offered a chance at repeating this exam. Student doctors who are successful in passing the repeat COMAT exam will receive a P* on their transcript for this rotation. Student doctors who fail their second attempt at an end-of-rotation exam (COMAT) will receive a Failure (F) for this rotation. Failure of any clinical rotation will result in the student doctor being referred to the PAR committee. Student doctors who fail a clinical rotation in years 3 and 4 may be offered the chance to remediate or repeat the clinical rotation, as outlined by the Clinical Clerkship Guide and/or the rotation syllabus. If the student doctor successfully remediates or repeats a rotation, the student doctor will receive a P*. If the student doctor does not successfully remediate or repeat a rotation, a grade of "F" is awarded, and the student doctor must appear before the PAR Committee. The details of how courses are graded during years 3 and 4 can be found in the annually updated Clinical Clerkship Guide and Rotation Manual.

Special Topics Courses

Special topics courses throughout all four years are not credit-bearing, and do not contribute to a student's GPA. Special topics courses are graded on a P/F basis as outlined in each course syllabus. Upon successful completion of an elective course, the student will have the course listed on their transcript as "P" with zero credit hours earned. A student who does not pass a special topics course, and who qualifies for remediation, will receive a grade of "I" (incomplete) until they successfully or unsuccessfully remediate the course. Students who

successfully pass the remediation examination or assignment, as described in the course syllabus, will receive a “P*” grade. Alternatively, students who fail the remediation examination or who do not qualify for remediation, will receive an “F” grade and will be required to appear before the PAR Committee.

Enrichment Opportunity Courses

Enrichment opportunity courses are not credit-bearing, and do not contribute to a student’s GPA. Enrichment opportunity courses are offered to facilitate student opportunities that otherwise do not fit into the category of special topics or credit-bearing courses (e.g., independent study and research opportunities). Upon successful completion of an enrichment opportunity course, the student will have the course listed on their transcript as “P” with zero credit hours earned. A student who does not fulfill the requirements for completing an independent study course will be permitted to drop the course without penalty (i.e., no “I,” “W,” or “WF” grades will be applied). The course will be removed from their transcript.

Global Assessment/Academic Promotion

A student doctor must satisfactorily complete all courses required in the preceding class year of study in order to progress to the next class year and be considered as making satisfactory academic progress (SAP). A class year of study is defined by the required courses for that level of study (e.g., a student doctor will be considered in the OMS-I year until all OMS-I required courses are passed).

- First-year courses are considered prerequisites for second-year courses. This means that no second-year courses may be taken until all first-year courses are satisfactorily completed.
- A student doctor may not proceed to third-year rotations with a failure in any second-year course.
- OMS-III student doctors who have an interruption in their clinical rotations due to a leave of absence may be allowed to begin their fourth-year rotations if sufficient time exists to repeat the rotations missed in their third year with the approval of the Dean of Clinical Affairs.

Throughout the medical curriculum, examinations and other assessments will be administered to assess student doctor knowledge and performance. Student doctors will be assessed to gauge satisfactory individual academic progress on the basis of performance on written and practical examinations, OSCEs in the clinical setting and performance on national osteopathic board examinations.

The Dean of Learner Outcomes and Assessment, as well as the Dean of Academic Affairs, work collaboratively to determine each individual student doctor’s eligibility for promotion or graduation, consider the results of the student doctor assessments and reports concerning attendance, and monitor conduct and potential professionalism issues. Student doctors who fail to make satisfactory academic progress through the curriculum may be allowed to remediate.

Use of AI Technologies

Use of Generative AI/LLM

Generative AI/LLM (Artificial Intelligence/Large Language Model) tools are strictly prohibited from completing any assignments, exams, quizzes, or assessments in this course unless explicit permission is granted by the appropriate faculty member. Additional rules and guidelines around the use of AI for any specific course will be addressed in the syllabus or in individual sessions.

Proper Citation

Proper citation of AI usage is mandatory. Additionally, students should be prepared to describe and/or explain to the relevant faculty how generative AI was used during the completion of the assignment and provide documentation that supports their work. Students may be asked to explain their understanding of the relevant topic without the assistance of AI. Examples of proper AI citation include:

- OpenAI. (2024). ChatGPT (Mar 14 version) [Large language model]. [https://chat.openai.com/\[uniquechatGPTlink\]](https://chat.openai.com/[uniquechatGPTlink])
- Google (2024). Gemini (version 1.5 Pro) [https://gemini.google.com/\[uniquechatGeminilink\]](https://gemini.google.com/[uniquechatGeminilink])

Confidentiality and Patient Information

Under no circumstances should personally identifiable patient information be uploaded or incorporated into any AI system. While most patient information in OMS I and OMS II is assumed to be fictional, this may not always be the case. As students progress to OMS III and work with actual patient data, the practice of uploading personally identifiable patient information is not acceptable, is unethical, and likely violates personal privacy laws.

Copyright Compliance

It is strictly forbidden to upload or incorporate copyrighted information or intellectual property, including that of ICOM faculty or staff, into any AI system.

Responsibility for Content

Students are fully responsible for the accuracy and integrity of any content they submit, including group work. If submissions contain AI-generated content that is medically, scientifically, or otherwise incorrect, false, biased, or misleading, students are accountable for these errors.

Impact on Clinical Reasoning

Students should be aware that over-reliance on AI may hinder the development of their own clinical reasoning skills. Over-reliance on AI may affect students' ability to reason clinically and think critically.

Consequences of Inappropriate or Unsanctioned Use of AI

Students who fail to adhere to ICOM guidelines regarding the use of AI may be in violation of the ICOM Honor Code and be subject to academic sanctions, including assignment or course failure and referral to the Professionalism and Academic Review (PAR) Committee.

Faculty and Course Director Discretion

Faculty and Course Directors reserve the right to establish additional rules, guidelines, or parameters regarding the use of AI tools within their respective courses. Students are strongly encouraged to direct any questions about the proper usage of AI to the relevant faculty member and Course Director.

Standards of Behavior for Examinations

Exams will be administered as specified in the course schedule. Student doctors who have a certified disability and are registered with Student Services will be given appropriate accommodations for exams, which may include time adjustments, and/or a separate exam room. Any student doctor with accommodations will be notified of the exam start time and location by the Educational Course Coordinator. Examinations, quizzes, and assessments at ICOM may be administered in written format including, but not limited to, paper hard copy, essay, short answer, or electronic format including fully online delivery formats, that may include online proctoring and monitoring. Student doctors must have access to an electronic device and a stable, secure internet connection that meets the requirements for assigned assessments.

Examplify/ExamSoft Examinations

For examinations administered via Examplify (the iPad version of ExamSoft), the student doctor expectations follow:

1. Each student doctor is expected to keep their iPad updated to the latest version of the iOS and Examplify software.
2. Student doctors are expected to arrive prior to the start of the exam and with the exam downloaded onto their iPad.
3. Student doctors are expected to have their iPad with them with appropriate software installed which will allow the examination to be completed.
4. No bags, purses, or electronic devices EXCEPT the student doctor's iPad and Apple Pencil are allowed in the exam room. The use of personal headphones or personal earbuds are prohibited during exams. Ear plugs will be provided and made available at the beginning of all exams.
5. Student doctors are expected to ensure that their iPad has adequate battery power to last the entire examination and/or have a power source that will plug into the outlets provided on the lecture hall desktops. Not all exam spaces may have power availability.
6. Student doctors are not allowed to write anything on their scratch paper until after they have entered the exam code provided to begin their exam.

Student doctors who arrive more than 10 minutes after the scheduled exam start time will not be permitted to take the exam unless given explicit permission from Academic Affairs. It is incumbent upon the late or tardy student doctor to contact the Course Director, who will determine if the failure to appear at the appropriate time is excused. If the tardiness is excused, the Course Director will determine when a make-up exam will be administered. If the tardiness is not excused, the student doctor may receive a score of zero for the exam.

When completing the exam, student doctors are expected to thoroughly read each question and select the best answer. Student doctors are expected to appropriately pace themselves to complete the exam in the allotted time; student doctors are also responsible for ensuring they

have answered each question and that their exam has been submitted prior to leaving the exam room.

All exams are proctored by members of the ICOM faculty or staff. Should an issue arise during an exam, student doctors are expected to raise their hand to speak to a proctor. Please note, proctors will not answer questions related to the exam content. Any concerns about exam questions must be submitted during the exam as described below. The exam proctors are the final arbiters of the exam time.

When it is announced that time is up, student doctors are expected to submit their exam. Any student doctor observed cheating on an exam will earn a grade of zero (0) and will be remanded to the PAR Committee for disciplinary action. Any incident reported will be investigated prior to being remanded to the PAR Committee. Exam proctors will have final say regarding restroom access during an exam. Only one student doctor may use the restroom at any time. Any student doctor caught cheating during a restroom break (i.e., looking up answers in a textbook or notes) will be remanded to the PAR Committee.

Student doctors are not allowed to wear hats or hoods during the exam. An exception is made for religious headwear. In addition, all watches, phones, or other electronic devices, with the exception of their iPads, are not permitted in the exam room and should be left in the student doctor's locker or car.

Food is not allowed in the exam room; drinks are allowed only when in closed containers. "Hacking" into any examinations prior to the designated exam date and time will result in an automatic failure of the examination and referral to the PAR Committee for appropriate disciplinary action. Once a student doctor has started an exam, they must submit their exam, whether complete or not, prior to leaving the exam area. In cases of a family emergency that takes place during an exam, student doctors may appeal to the Course Director and Academic Affairs to be administered a make-up exam. The Course Director and Academic Affairs will have final say in this decision. Once a student doctor has submitted their quiz or examination, they are expected to leave the assessment room. Reentry will not be permitted until all student doctors have completed the assessment.

Student Doctor Concerns About Exam Questions

Student doctors who have a concern about an exam question must comment on the question during the exam by entering a comment in the notes field (in Exemplify). To access the notes field, student doctors should click on the "Tool Kit" menu, then the "Notes" option. Following completion of the exam, the Course Director will review the exam statistics, and student doctor comments will be reviewed by the appropriate faculty and the Course Director. Following the exam review by the Course Director and faculty and any exam corrections, final exam scores will be posted. This occurs within five business days of the completed exam. All exam grades are considered preliminary until the exam review process has been completed.

Exam Reviews

Following each exam, student doctors are allowed an opportunity to do an exam review, where they are able to see each item that they missed on the exam, including the correct answer and the

question rationale. Student doctors are not allowed any phones, watches, or other electronic devices (other than their iPad) during the exam review. Note taking, talking, food, hats, and hoodies are not allowed during exam reviews. Student doctors are permitted only one exam review per exam. Exam reviews are offered to student doctors as a opportunity to understand course material, not as an opportunity to challenge faculty over difficult exam items and course content. Exam reviews are a privilege that can be withdrawn at any time due to unprofessional behavior.

Missed Exams

If a student doctor must miss an exam due to illness or unexpected emergency, they are expected to contact Academic Affairs as soon as possible and preferably prior to the start of the exam. At the discretion of Academic Affairs, in consultation with Student Services, student doctors may be given an excused absence and will be allowed to take a make-up exam. To be considered for an excused absence, the student doctor must follow the procedures specified in the course syllabus. A student doctor who misses an exam due to an unexcused absence will be given a grade of zero (0) for that exam.

Make-up Exams

Academic Affairs in consultation with each Course Director will schedule make-up exams for student doctors who have an excused absence as soon as possible after the original exam date. Special circumstances will be reviewed on a case-by-case basis. The content, format, and scheduling of the make-up exam will be at the discretion of the Course Director.

Course Audit

ICOM courses are not available for audit. Student doctors must be registered in a class or be an authorized visitor with a legitimate academic purpose -and prior permission from the Course Director and faculty member providing the learning session- in order to attend. This policy is strictly enforced.

Course Grade Appeal

This policy is established to maintain high academic standards and to protect objectivity and fairness in assigning, administering, and evaluating student academic performance. Faculty members carry the responsibility to observe and judge all aspects of a student doctor's academic performance. Based on their qualifications as experts in a particular area of study, faculty are empowered to assess student doctors' academic performance using their professional judgment, in alignment with college policies.

Course grades are finalized in the Learning Management System and are then uploaded and maintained by the Registrar's Office in SONIS (with the exception of "I"/Incomplete). These grades, once input into the student information system, are considered official. Only in extraordinary situations may recorded official grades be changed. Such extraordinary situations are confined either to:

1. Clerical errors on the part of individuals who participate in the process of submitting the grade, or

2. Clear or apparent major inconsistency or an injustice due to prejudiced, arbitrary, or capricious grading on the part of the instructor in assigning the grade.

In the event of a simple instructor-acknowledged clerical error, a “Grade Change Form” should be routed from the Course Director to the Dean of Academic Affairs (for Year 1 and 2 courses) or the Dean of Clinical Affairs (for Year 3 and 4 courses) for signature, and then sent to the Registrar for processing. The grade change will then be updated in SONIS, and additionally, changes will be notated in the LMS by the respective LMS administrator. No further action is required in such circumstances.

The following procedure is intended to provide guidance for student appeal of a final course grade. This procedure supports the Grade Appeal Policy, which governs the appeals process once the overall course grade has been finalized. This procedure does not govern the appeal of individual exam or assignment grades in an ongoing course, as students who wish to appeal such grades should discuss with the Course Director and teaching faculty.

PROCEDURE (Year 1 and 2 Preclinical Courses)

The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal Resolution:

Any student who contests a final course grade for extraordinary situations as outlined in the Grade Appeal Policy shall first attempt to resolve the matter with the Course Director within three (3) calendar days from the posting of the course grade in SONIS. The student must explain their position to the Course Director, so that the Course Director and the student can discuss the grading. The purpose of the meeting is to reach a mutual understanding of the student's situation and the Course Director's actions, and to resolve differences in an informal and cooperative manner.

Step 2, Formal Appeal:

If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal in writing, using the “Final Course Grade Appeal Form”. The student should obtain the Course Director's signature, as shown on the “Final Course Grade Appeal Form”, before moving forward. The completed form must then be submitted to the Dean of Academic Affairs, or the Dean of Osteopathic Integration for OPP courses, within two (2) calendar days after meeting with the Course Director. Forms without the Course Director's signature will not be accepted.

A decision will be rendered by the Dean of Academic Affairs through email to all involved parties within three (3) calendar days following the filing of the appeal. The “Final Course Grade Appeal Form” will then be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the student disagrees with the decision of the Dean of Academic Affairs, then they have the right to appeal to the ICOM Dean. Requests to the ICOM Dean must be made in writing within three (3) calendar days of receipt of the email from the

Dean of Academic Affairs. The decision of the ICOM Dean will be made in writing to the student and Dean of Academic Affairs within five (5) business days after receiving the appeal from the student. The decision of the ICOM Dean will be final.

PROCEDURE (Year 3 and 4 Clinical Courses)

The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal resolution:

Any student who contests a final course grade for extraordinary situations as outlined in the Grade Appeal Policy shall first attempt to resolve the matter with the Course Director within thirty (30) calendar days from the posting of the course grade in E-Value. The student must explain their position to the Course Director and attempt to understand the Course Director's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation and the Course Director's actions, and to resolve differences in an informal and cooperative manner.

Step 2, Formal Appeal:

If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal in writing, using the "Final Course Grade Appeal Form". The student should obtain the Course Director's signature, as shown on the "Final Course Grade Appeal Form", before moving forward. The completed form must then be submitted to the Dean of Osteopathic Integration (for OPP courses), or the Dean of Clinical Affairs (for all other clinical rotations) within 7 calendar days after meeting with the Course Director. Forms without the Course Director's signature will not be accepted.

A decision will be rendered by the appropriate respective area Dean through email to all involved parties within three (3) calendar days following the filing of the appeal. The "Final Course Grade Appeal Form" will then be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the student disagrees with the decision of the respective area Dean, then they have the right to appeal to the ICOM Dean. Requests to the ICOM Dean must be made in writing within three (3) calendar days of receipt of the email from the area Dean. The decision of the ICOM Dean will be made in writing to the student and appropriate respective area Dean within five (5) business days after receiving the appeal from the student. The decision of the ICOM Dean will be final.

For students who are scheduled to remediate a course for which they are appealing a grade, all attempts will be made to expedite the procedures described above, to accommodate the shortened timeline.

If students feel they have been discriminated against on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, age, disability, citizenship, legal immigration

status, or veteran status, then they will be directed to the Title IX Coordinator of Idaho College of Osteopathic Medicine.

Course Remediation

Throughout all four years, student doctors will complete all required coursework and clinical rotations with passing grades as published in the College Catalog. Student doctors who fail any part of the curriculum may be offered a one-time remediation of the course or rotation.

Student doctors are allowed a maximum of three remediations per academic year with a maximum of two remediations in a semester. The Dean of Learner Outcomes and Assessment determines the eligibility of each student doctor for remediation and communicates the eligibility to the student doctor.

For any student doctor who is offered the opportunity to remediate, the grade for the course or rotation will be marked as “incomplete” until said remediation process. To prepare for the assessment exam, student doctors are to meet with a Learning Specialist. A Learning Specialist will work with the student doctor to create a student doctor success plan. Student doctors remediating a course must complete their success plan as assigned. The success plan will be archived and shared with the members of the Student Success Committee.

Year 1 and 2 Preclinical Courses

Remediation exams will be held as scheduled in the learning management system’s calendar or course syllabi. If a student doctor successfully completes a remediation, they are considered to have passed the course and a grade of “C*” will be entered as a final grade. Any failed course will be reviewed by the PAR committee and will result in the student doctor being placed on academic probation. A student doctor who does not successfully complete remediation will receive a grade of F for the course and will be remanded to the PAR Committee.

Year 3 and 4 Clinical Courses

If the student doctor successfully retakes a rotation, the student doctor will receive a “P*”, indicating that the student doctor passed the rotation after retaking the rotation requirements. A student doctor who does not successfully complete retaking the rotation will receive a grade of “F” for the rotation and will be remanded to the PAR Committee.

Incomplete Grades

In addition to the temporary assignment of an “I” grade during the remediation process, a student may also receive a grade of Incomplete (I) in a course if the student’s work is unfinished, due to an extenuating circumstance. In this instance, an Incomplete Form must be completed by both the student and the Course Director of record (or Dean of Clinical Affairs for 3rd and 4th year students) and should be forwarded to the Registrar’s Office for processing, and for assignment of a temporary (I) grade on the academic record.

The form should specify the work required for course completion, as well as a deadline for the submission of outlined coursework. Incomplete grades should generally not exceed 90 days but may be extended on a case-by-case basis (never to exceed 12 months). Requests will not be permitted if it pushes the date of program completion past the matriculation to completion time

limit of 6 years. Any other potential complications should be weighed during conversations with the Course Director. Upon fulfillment of all outstanding coursework, or at the conclusion of the established timeframe, a Grade Change Form must be submitted to the Registrar, with a final grade issued. A student who fails to complete all agreed upon coursework by the established deadline may be assigned a substandard grade or may be referred to the PAR Committee for further action. Final grades for all incompletes must be submitted before a student can proceed to the next semester. This should be considered when establishing a timeframe for completion.

Student Performance and Academic Standing

ICOM is committed to the creation of a successful learning environment, in which all individuals are treated with respect, and is dedicated to the ongoing development of explicit and appropriate professional behaviors in its medical student doctors, faculty, and staff. The Professional and Academic Review (PAR) Committee is instrumental in this regard and therefore is charged with the following tasks:

1. review of academic performance and adjudication of student doctors that fail to achieve minimum academic standards,
2. address situations in which student doctors are involved in professional misconduct,
3. prepare and review the list of graduating seniors, and send to Faculty Senate for approval,
4. consider student doctor appeals for participation in student leadership positions

The PAR Committee, in conjunction with the Student Success Committee, is responsible for the review of academic performance achieved by student doctors throughout the academic program and to adjudicate those student doctors who fail to achieve minimum academic standards.

Procedures for Academic Performance Concerns

The PAR Committee will meet at the end of each semester, or when deemed necessary, to discuss academic performance concerns. Student doctors will be required to appear in person before the Committee for circumstances including, but not limited to:

- Failure to successfully remediate one or more courses (including clinical rotations) and receive an “F” on their transcript.
- Failure to successfully complete a course (including clinical rotations) with a passing grade while on Academic Probation.
- Failure to achieve a passing score at any board licensure exam after the second attempt.
- Significant delay in a student doctor’s academic progress is identified.

All discussions and deliberations will remain confidential. The student doctor will be given up to ten minutes to address their academic performance and will be offered the opportunity to answer questions posed by the committee members. The student doctor will then be excused, and the committee members will deliberate the appropriate course of action. All final decisions are achieved by individual voting and typically adhere to the Academic Rubric. The final decision reached by the Committee will be made available to the student doctor in writing as expeditiously as possible, generally within 48 hours (no later than 2 business days). Upon notification, the student doctor may accept the decision by responding to the email with the decision or may appeal the decision in writing to the ICOM Dean within seven calendar days (see process for appeal below). If the student doctor does not appeal within seven calendar days of the notification, then the PAR Committee’s decision is final.

Professionalism Misconduct

Undergraduate medical student doctors, as junior colleagues and members of the medical profession are expected to adhere to the same professional standards as medical professionals and will be held accountable for their behavior and conduct. It is incumbent upon ICOM employees and fellow student doctors to identify student doctors who may need guidance in their professional development and implement appropriate strategies to enhance positive behaviors, and when necessary, correct violations of professional standards outlined in ICOM's Honor Code.

Procedures for Professionalism Concerns

Any professionalism concerns or complaints may be reported using the Professional Formation Observation Form, or by direct or formal notification by a preceptor. The Professional Formation Observation Form may be submitted by any student doctor, faculty, or staff member to the Secretary of the PAR Committee for review and consideration. Once submitted, the form and details of the incident(s) will be reviewed by the committee Chair (Dean of Learner Outcomes and Assessment) and the Dean of Clinical Affairs, and in some instances, the PAR Committee, as a whole. All discussions and deliberations will take place in private and will remain confidential.

If a student doctor is called before the PAR Committee, the student doctor is given up to ten minutes to present their perspective of the reported event(s) followed by the opportunity to answer questions posed by the committee members. The student doctor is then excused from the meeting, and the Committee will deliberate the appropriate course of action. All final decisions are achieved by independent voting and typically adhere to a professionalism rubric. The final decision reached by the Committee is made available to the student doctor in writing as expeditiously as possible, generally within 48 hours (no later than 2 business days). The course of action may range from formative redirection or admonishment to conduct probation, suspension, or dismissal, based on the severity, pervasiveness, and repetitiveness of the infraction(s). Upon notification, the student doctor may accept the decision by responding to the email with the decision or may appeal the decision in writing to the ICOM Dean within seven calendar days (see process for appeal below). If the student doctor does not appeal within seven calendar days of the notification, the PAR Committee's decision is final.

Guiding Principles and Considerations for Professionalism Concerns

The purpose of the Guiding Principles and Considerations for Professionalism Concerns is to articulate principles of professionalism to student doctors within ICOM and to implement an objective and transparent procedure for responding to concerns of academic and professional misconduct by the student doctors. Professionalism is a core academic competency that is continually assessed throughout the undergraduate medical education. A rubric was developed to provide a framework of committee action that promotes objectivity and limits bias, while allowing for flexibility in rendering the best judgment.

These procedures apply to unprofessional behaviors that adhere to the severe and pervasive standard and are informed by consideration of the following guiding principles:

- Magnitude of impact to self, others, to ICOM, and to the community,

- Pervasiveness of the misconduct (e.g., prevalent engagement in offensive, unwelcome behavior that escalates to hostility and/or intimidation),
- Repetitiveness of the misconduct (e.g., repeated behavior),
- Criminality (civil vs. criminal).

Examples of Violations of Professional Standards

Minor infraction is academic or professional misconduct that is minor in nature, or unintentional, with minimal impact to self, others, or community; and is a first-time offense. Many minor offenses of unprofessionalism result from misunderstanding or lack of familiarity of expected standards. Examples of minor offenses include, but are not limited to, the following:

- Using language in email, assignment or other communication that may be perceived as overly casual, inappropriate, or disrespectful,
- Receiving or responding to feedback inappropriately,
- Presenting an appearance that may not be perceived by others (classmates, faculty, staff, patients, etc.) as professional,
- Untimely response to emails and/or form requests.

Moderate infraction is academic or professional misconduct that is moderate in nature, with overtly negative impact to others, or community; or is a minor infraction that is pervasive or repetitive in nature. Moderate infractions are generally intentional, but do not rise to criminality. Examples of minor offenses include, but are not limited to, the following:

- Pattern of using disrespectful communication,
- Inappropriate or offensive communication, whether verbal, written, or on social media,
- Uncooperative behavior or refusal to comply with known and expected standards,
- Pattern of disruptive behaviors (e.g. tardiness, absenteeism, interruptions, etc.).

Major infraction is academic or professional misconduct that is serious in nature, with significant impact to others or community; or is a minor/moderate infraction that is pervasive or repetitive in nature. Major infractions are often intentional or criminal, but may rise to criminality (e.g., misdemeanor). Examples of minor offenses include, but are not limited to, the following:

- Lying or misrepresenting himself/herself, including plagiarism, cheating, or falsifying information,
- Engagement in inappropriate behavior that is known to be unwelcome,
- Exhibiting uncontrolled anger or hostility toward others,
- Intimidation of peers by pervasive behavior that is unwelcome,
- Premeditated cheating or plagiarism,
- Theft or intended damage to property.

Critical infraction is academic or professional misconduct that has significant and direct harmful consequences to others and/or community; or is an egregious breach of recognized standards; or is a major infraction that is pervasive or repetitive in nature; or is criminal in nature. Examples of critical infractions include, but are not limited to, the following:

- Physical or sexual assault,
- Sexual inappropriateness with a patient,
- Felony conviction,
- Unauthorized release of confidential information,

- Unauthorized release of cadaveric images or content.

Process for Appeal (applies to both Academic and Professionalism Concerns)

In the case of an appeal by a student doctor, the written appeal must be based only upon

1. Evidence pertinent to the circumstance that was not available at the time of the PAR Committee meeting,
2. Demonstrated bias on the part of a PAR Committee member,
3. Procedural error in the conduct of the proceedings.

After review of the appeal, the ICOM Dean will notify the student doctor and the PAR Committee of the decision as expeditiously as possible. The decision of the ICOM Dean is final.

Graduation Process

The PAR Committee provides longitudinal oversight for student doctors' academic and professional progress, and in this role, it prepares the list of graduating seniors, noting any who are delayed and may be approved to "walk-through" graduation ceremonies. The list is then sent to the Faculty Senate for further review and approval. Other ICOM departments, including the Library, Financial Aid, Bursar, and Registrar review and sign off on the graduation list prior to review of the graduation list by the ICOM Dean and Board of Trustees.

Academic Support Services

Students at ICOM benefit from an academic support system that is proactive in providing anticipated resources.

In addition to the help and support offered by all ICOM faculty members, ICOM's Learning Specialists are able to provide academic coaching, study strategies, and professional writing services to review CVs and personal statements for applications. The ICOM Library also provides many online and on-campus academic resources to help students be successful in their courses.

Peer mentoring and tutoring is also provided to students. ICOM provides one-on-one appointments, drop-in services, workshops, lab assistants, and review sessions with tutors throughout the academic year.

Academic coaching can help improve study skills, time management, organization, and test taking skills. ICOM's Learning Specialists can help in a variety of ways, including:

- Creating a study plan for an exam,
- Offer test-taking strategies and ways to deal with test anxiety,
- Discuss best practices for group work,
- Model better reading and memory retention strategies,
- Discuss learning and study strategies, critical thinking, and problem solving,
- Prioritizing tasks and reducing stress,
- Be an outside perspective, offering insight into how you can be a better student.

Advising Process

The academic advising process is designed to provide student doctors with an opportunity for feedback regarding academic performance and direct student doctors to additional resources at ICOM. Additionally, advisors may provide advice to student doctors regarding academic, professional, and career planning issues. The Director of Student Affairs will assign a faculty member as an academic advisor to each incoming ICOM student doctor. Although each student doctor is assigned to one faculty advisor, other faculty members, Deans, and staff are available throughout the four years of medical school and may provide guidance, including referrals to additional resources as appropriate. Significant personal or behavioral health problems will be referred to ICOM's Behavioral Health Specialists for assessment and counseling.

During the third and fourth year, student doctors generally communicate with their academic advisor by email, telephone, and video conferencing, and may reach out to the appropriate Regional Dean for additional one-on-one support. During clinical rotations, additional mentoring relationships develop naturally in the clinical setting to support the specialty selection and residency application processes. Student doctors generally make contact with a clinical mentor according to their personal interest in a specific clinical discipline. Clinical mentors provide opportunities for guidance to the student doctors with a focus on the clinical career path of which they are most interested. Meetings may occur throughout the school year as determined by the needs of the student doctor and availability of the clinical mentor.

Advising and Faculty Access

During their first semester, student doctors will meet with their academic advisor at least once individually and once in a group setting, or as directed. During the rest of years 1 and 2, student doctors are requested to meet with their advisors at least once each semester, in an individual or group setting. Student doctors who seek individual advising sessions may schedule a meeting with their academic advisors at any time regardless of their academic performance. ICOM is a student doctor-centered institution. In addition to their role as academic advisors, faculty meet with student doctors to provide additional help with coursework. Faculty generally have wide availability for discussions with students and they communicate their preferred method for arranging meetings (e.g., on website, in class, on syllabi, on WebEx, link in email signature, etc.).

Medical Student Doctor Shadowing

Many student doctors will choose to engage in clinical shadowing experiences during breaks in their formal medical school curriculum such as during summer break or weekends. Shadowing experiences can be extremely valuable, and student doctors may choose to include these experiences in their resume or personal statement. Shadowing experiences can occur with ICOM-appointed clinical faculty members or physicians not affiliated with ICOM.

It is essential that student doctors choosing to engage in shadowing experiences understand the differences between shadowing and the clinical rotations student doctors participate in as part of their medical school curriculum. Clinical rotations that occur in conjunction with the ICOM clinical curriculum (International Medical Missions and OMS-III and OMS-IV scheduled rotations) are done with clinically appointed ICOM faculty and follow very specific guidelines in regard to student doctor's roles, responsibilities, supervision requirements, and feedback and evaluation processes.

In contrast to clinical curriculum experiences, shadowing experiences do not occur as part of the student doctor's required medical school curriculum, and may lack the defined structure, supervision, feedback mechanisms, and medical-legal protections provided by formal clinical rotations.

Student doctors choosing to engage in a shadowing experience acknowledge they will do so while following these principles:

- Shadowing experiences are meant to be observational only and if any hands-on activity occurs with patients, this should be patient examination only and **MUST** be repeated by the physician. To protect patients and student doctors, student doctors are not to perform any invasive procedures while on shadowing experiences, including but not limited to suturing, endotracheal intubation, performing arterial blood gas testing, or placing IV's, Foley catheters, or central lines or exams such as pelvic, rectal and genitourinary. Student doctors should not perform any Osteopathic manipulation while on shadowing experiences.
- Student doctors are not protected by malpractice insurance provided by ICOM while engaged in physician shadowing experiences unless the experience is with an ICOM appointed faculty member. Student doctors are required to let non-ICOM appointed physicians they are shadowing know that they are not covered by malpractice insurance provided by ICOM.
- Student doctors must follow all hospital systems, facilities, and/or ambulatory policies when engaging in any type of shadowing experience. Individual physicians the student doctor chooses to shadow may not be familiar with their facility or health care system policies so the student doctor must make sure that they review and comply with all applicable policies.
- Individual physicians that the student doctor may be shadowing may not know the student doctor's level of training and it is therefore the student doctor's ethical and professional duty to fully explain their level of training.

Shadowing with ICOM Clinical faculty Members

Student doctors shadowing ICOM clinical faculty members should wear their ICOM name badge and white coat (unless otherwise directed by their preceptor). Student doctors wishing to schedule a shadowing experience with an ICOM clinical faculty member must submit the Shadowing Agreement Form, completed in its entirety. In general, shadowing experiences should be arranged in conjunction with the preceptor and Regional Dean (where applicable), both of whom must sign the form to indicate their approval. In addition, the student doctor must sign the form and initial all required attestations. The completed form must be submitted to the Office of Clinical Affairs for review and approval at least 2 weeks prior to the start of the requested shadowing experience.

Shadowing with Non-ICOM Physicians

Student doctors who desire to shadow non-ICOM physicians must arrange the experience on their own. As these are non-ICOM sanctioned experiences:

- ICOM will not obtain affiliation agreements with the sites in order to provide shadowing experiences.

- ICOM will not provide the physician or site with any student doctor records including, but not limited to, results of drug screens and background checks, immunization records, academic performance information or letters of recommendation.
- Student doctors may not wear their ICOM white coat or name tag.
- Student doctors are not protected by malpractice insurance.
- Student doctors acknowledge that ICOM will not be liable for any medical coverage if they are to be injured or become ill during the clinical shadowing experience. They also release ICOM from any liability from any injury or illness that occurs on the shadowing experience.

COMLEX-USA® Examinations

All candidates for the Doctor of Osteopathic Medicine degree are required to successfully complete Level 1 and Level 2-CE of the COMLEX-USA® examination series prior to graduation. These examinations are produced by and administered under the auspices of the National Board of Osteopathic Medical Examiners.

Level 1

Level 1 is taken at the end of the successful completion of OMS-II coursework, typically May to mid-June. ICOM student doctors must sit for the COMLEX-USA Level 1 by a date determined by the Dean for Learner Outcomes and Assessment in discussion and agreement with the Office of Clinical Affairs. This date will be based on the score reporting dates set by the NBOME with the intention of having the Level 1 scores reported prior to the start of Block 2 in the OMS III year. In order to sit for COMLEX-USA Level 1 and/or USMLE Step 1, the student doctor must achieve a minimum score as determined by ICOM for the NBOME COMSAE. ICOM will pay for the first qualifying exam (COMSAE). Student doctors not meeting the minimum score on their first attempt at COMSAE will meet with their advisor and be required to take a second COMSAE within three weeks of their scheduled COMLEX-USA level I exam. ICOM will pay for a second COMSAE for those not meeting the minimum score on the first attempt. Students are responsible for the cost of any subsequent COMSAE exams. Student doctors will have two attempts to achieve a minimum pre-identified score on the qualifying exam. All students must sit for level I by the date identified by the Dean of Assessment and the Clinical Affairs department.

The student doctor must have a passing score on the Level 1 prior to beginning OMS III rotations. If a student doctor fails the first attempt of the Level 1, they will be removed from the next scheduled rotation in order to prepare for the retake. Students who fail level 1 will be required to take the virtual PASS program and have their rotation schedule adjusted to accommodate this board preparation course. ICOM will cover the costs of the virtual PASS program. The student doctor will meet with the Dean for Clinical Affairs, the Dean for Learner Outcomes and Assessment and their advisor to discuss changes to their rotation schedule, required timelines for the retake and their study plan for the retake. Students may petition the Dean of Assessment to be allowed to not take the PASS board prep program before a second attempt at level 1. The student doctor may return to rotations while waiting for the score after the second attempt if allowed by the core rotation site. Any student doctor who fails COMLEX-USA Level 1 a second time will complete their current rotation at the time of the score being reported. They will be required to appear before the PAR Committee and if granted a third

attempt, will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They may not return to clinical rotations until a passing score is received. Student doctors in this situation may not be on schedule to graduate with their class and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student doctors who are unsuccessful on the third attempt of the COMLEX-USA Level 1 will be dismissed.

Level 2 CE

Level 2 CE is taken at the end of the successful completion of OMS III coursework, typically mid-June to mid-July, and prior to beginning block 2 of the OMS IV year. In order to sit for the COMLEX-USA Level 2 CE, the student doctor must achieve a pre-identified “passing” score on a qualifying exam, such as an ICOM-proctored COMSAE. ICOM identifies the passing parameters for this exam and will pay for the first COMSAE, with student doctors responsible for the cost of subsequent exams. Student doctors will be required to register for COMLEX-USA Level 2 CE prior to taking the COMSAE.

If all OMS III coursework has been passed and the student doctor has taken or is registered to take the L2 CE within the ICOM designated timeframe, they may begin OMS IV rotations while waiting for the score. Students who fail their first attempt at COMLEX-USA Level 2 CE must sit for their retake in a time determined by the Dean of Clinical Affairs. Any student doctor who fails COMLEX-USA Level 2 CE a second time will complete their current rotation at the time of the score being reported. They will be required to appear before the PAR Committee and if granted a third attempt, will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They will be encouraged to take a formal boards prep program and may not return to clinical rotations until a passing score is received. Student doctors in this situation may not be on schedule to graduate with their class and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student doctors who are unsuccessful on the third attempt of the COMLEX-USA Level 2 CE will be dismissed.

Prior to graduation, each student doctor must pass the COMLEX-USA Level 1, Level 2-CE, as well as the requirements for the ICOM Dean’s attestation of clinical skills. They will be allowed a maximum of three attempts for each of these exams. Failure to pass each of these exams will result in dismissal.

ICOM will maintain longitudinal records marking achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2 CE and COMLEX-USA Level 3 passage rates.

Accommodations on COMLEX-USA Exams

Student doctors who request accommodations for COMLEX-USA Level 1 must submit their applications directly to the NBOME within the timeframe designated by the NBOME. Instructions for requesting NBOME accommodations is outlined in the NBOME’s COMLEX-USA Bulletin of Information. Student doctors should be aware that the granting of an accommodation during medical school does not guarantee the granting of an accommodation on external or licensure exams.

Facilities and Campus

All facilities and campus policies are available in their entirety on the ICOM website - <https://policies.icom.edu/hc/en-us>

Campus Safety and Emergency Services

ICOM is committed to the safety and well-being of the campus community. The campus has full time security personnel from 7:30 am to 11:30 pm daily. When not patrolling the campus on foot, the on-duty Campus Security Officer can normally be found seated in the reception area of the ICOM atrium.

For ALL serious or life-threatening emergencies, dial 9-1-1. For assistance from ICOM Campus Security, call 208-795-4311. This call will forward to the on-duty security officer.

ICOM is equipped with security cameras both internally and externally. The security cameras are in operation and in recording mode 24 hours a day/ 7 days a week.

ICOM students are issued identification badges during orientation. Students are required to use the badges for access to the building. The badges do not allow entry beyond access hours.

Weapons

Possession of firearms or other dangerous weapons on the ICOM campus is prohibited. For purposes of this policy, “dangerous weapons” means explosives, other weapons, or dangerous chemicals not specifically authorized by the school. This includes any item commonly used as, or primarily intended for use as, a weapon; (concealed or otherwise) firearm, knife with a blade over 3 inches, metal knuckles, billy, blackjack and club. This also includes misuse of legal objects in a dangerous manner.

The definition of dangerous weapons does not include certain tools for use in the performance of assigned job duties such as knives, saws, or drain cleaners utilized by facilities personnel or maintenance workers when used for their intended purpose.

This policy does not apply to ICOM Campus Security Officers, Idaho State University Public Safety Officers, or law enforcement personnel.

Students or employees who violate this policy are subject to disciplinary action up to and including suspension, dismissal, or termination.

Animals on Campus

Animals are not permitted on campus except assistance dogs as defined by the American with Disabilities Act (ADA) and Idaho’s human rights law. These are as follows:

A guide dog that has been specially trained to assist someone who is blind or visually impaired
A hearing dog that has been specially trained to assist someone who is hearing impaired, or

A service dog that has been specially trained to assist someone with another type of physical disability.

Smoke-Free Campus

ICOM is a smoke-free campus, Smoking, including use of e-cigarettes, or use of tobacco products is not permitted in any ICOM owned building and/or vehicle. Smoking is prohibited on all property owned, leased or operated by ICOM including all buildings, grounds, exterior open spaces, parking lots, on campus sidewalks, driveways, athletic facilities and recreational spaces, and in all ICOM-owned or leased vehicles. All ICOM students, faculty, staff, contractors and visitors must comply with this policy. Individuals observed smoking on the campus will be informed and asked to stop.

Alcohol and Drugs Abuse and Prevention

ICOM promotes a safe, healthy, and productive learning environment, free from the influences of drugs and alcohol to ensure the safety and welfare of students, faculty, and patients cared for by ICOM representatives. ICOM policy requires students to be free from illicit drug use and free from addiction.

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, ICOM students are prohibited from the use, consumption, sale, purchase, possession, manufacture, or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on ICOM property or clinical sites or while engaged in ICOM-sponsored activities.

Students are expected to adhere to ICOM policy and applicable federal, state, and local laws. Students are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

To ensure the health and safety of students and all members of the ICOM community, ICOM reserves the right, in its sole and absolute discretion, to require any student enrolled to submit to drug and/or alcohol testing. Testing can be requested by an ICOM administrator, faculty, or medical professional associated with ICOM, or a hospital or other medical facility to which ICOM sends students for clinical clerkships.

Students are sent program information through electronic mail within 30 days from the start of the school year and asked to complete compliance modules relating to Alcohol and Drug Abuse annually. Details of the Drug and Alcohol Program at ICOM can be found using the following link. <https://www.icom.edu/consumer-information/> or by contacting the Dean for Student Services.

Consequences of Non-Compliance

Non-compliance to this policy is a breach of ICOM Honor Code. Specifically, section 9 (Unprofessional or Unethical Behavior, Sub Section- Breach of Integrity.)

Suspected violations of this policy will result in the student being removed immediately from the class/learning environment. ICOM will promptly require the student, at the discretion of ICOM, to complete a drug/alcohol test at an independent testing facility. ICOM also reserves the right to require a psychiatric evaluation on any student when there is an incident of erratic or unusual behavior, or there is a reasonable concern due to a student's behavior.

Any student who is removed from the learning environment who tests positive for or admits to drug or alcohol use prior or during the learning environment will receive a failing grade for the class/learning experience. Students may also be remanded to the PAR Committee which may result in disciplinary action up to and including suspension or dismissal.

Refusal or failure to submit to testing may result in disciplinary action up to, and including, dismissal. Students found to have screening tests positive for alcohol, illicit substances, and controlled substances (defined as a drug or substance that is listed in Schedules I through V of the Federal Controlled Substances Act (21 U.S.C. §812)) or prescription medications without a valid prescription may be subject to disciplinary action up to, and including, dismissal. Please note this also includes substances which are illegal in the state of Idaho, but which may be legal in other states (regardless of travel or use while in states where the use is deemed legal).

Students suspected or found under the influence or with an open container of alcohol or illegal drugs on campus or at clinical sites or who arrive at school in an intoxicated state will temporarily be suspended and will face disciplinary actions that could result in immediate suspension or dismissal.

Students in violation of federal, state, or local laws will be reported to the appropriate law enforcement agency and may be subject to prosecution in accordance with the law.

ICOM Sanctions

Students found participating in the use, consumption, sale, purchase, possession, manufacture or distribution of illegal drugs, drug paraphernalia, and/or alcohol while on ICOM property or while engaged in ICOM-sponsored activities shall be subject to disciplinary sanctions on a case-by-case basis.

Substantiated violations of ICOM's drug and alcohol policies may result in disciplinary sanctions, up to and including expulsion/termination from ICOM. Sanctions may include but are not limited to the following:

- Warning- written notice that the behavior is not acceptable at ICOM and that additional incidents may result in more severe sanctions.
- Behavior Contract- a contract that states behavioral expectations with penalties and sanctions addressed if the contract is violated. If the student refuses to sign the behavior contract, the penalties and sanctions identified in the contract will be enacted.
- Disciplinary probation- A period of time (which may be indefinite) during which a student is under warning that any other violation of college policy may result in suspension or expulsion/termination.
- Suspension- A defined period of time during which the student is not permitted to engage in any of the privileges, course, organizations, events, or activities associated with being

a student at ICOM. During the period of suspension, the student is banned from ICOM property unless otherwise stated.

- Expulsion or Termination- The indefinite termination of a student's status at ICOM.

Drug and Alcohol Abuse and Prevention Program

The Idaho College of Osteopathic Medicine (ICOM) has developed a program designed to educate students and employees of the health risks of alcohol and drug abuse and available resources for addiction.

This program complies with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act of 1989, and the guidelines provided by the Educational Department General Administrative Regulations Part 86. The guidelines establish three primary areas of compliance: Annual notification, method of distribution and biennial review.

ICOM must certify that it has adopted and implemented a program “to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees” both on the institution's premises and as part of any of its activities.

Details of the Drug Alcohol Abuse and Prevention Program can be obtained from the Dean for Student Services.

Information Technology and Educational Resources

The Acceptable Use Policy for Information Technology (IT) and Network Resources at ICOM provides, promotes, and establishes the secure, ethical and legal use of data, devices, and electronic communications for all constituents of the institution. This includes staff, faculty, students, alumni, and guests. It is governed by institutional policies, as well as local, state, and federal laws relating to security, copyrights, and other statutes regarding electronic media.

References to ICOM's Network and Network services includes all instances of Cloud based applications.

Information Technology Resources and Computer Information

E-mail and Internet

ICOM will provide email and internet access to faculty, staff, and students for educational and research purposes. ICOM's Network Security Policy and Email Accounts Policy outline the expectations and restrictions of using these and other forms of electronic communication while on the ICOM Network or Cloud hosted applications.

Prohibited uses of the system include commercial (for-profit) activities; the unauthorized acquisition, reproduction, or use of computer software; to disrupt or interfere with network operations; or to gain unauthorized access to network segments through "hacking." Attempting to engage in software piracy, copyright infringement, email abuse, or for-profit ventures may be investigated by law enforcement officials.

ICOM monitors traffic on its network and digital communication systems. Vulgarity, obscenity and lewdness, profanity and threatening or abusive language are all matters of concern. Such behavior is unprofessional and may constitute a violation of the Honor Code.

Vulgarity, obscenity and lewdness, profanity and threatening or abusive language are all matters of concern. Such behavior is unprofessional and may constitute a violation of the Honor Code.

Students should avoid representing themselves in any way as agents of ICOM or using ICOM's name in a manner that would imply an endorsement of their personal views or activities.

Intranet

The Intranet is a portal for information and engagement for the ICOM community. When you access the intranet, you have access to useful tools and information, including but (not limited to): calendars, policies, forms, links to resources, and many other tools to assist you in optimizing your daily activities.

Information Technology

The Internet connection is provided as a privilege, not a right. It is the student's responsibility to adhere to all ICOM's policies. Network and cloud resources are for the use of ICOM students, faculty and staff and are limited to educational, academic, research and business purposes of the college only. ICOM reserves the right to alter access, and availability of access, at any time and for any reason.

Students may not use any software or hardware designed to disrupt the security of the campus network or any devices attached to the network. Likewise, students may not engage in any activities designed to interrupt or intercept the network traffic of other users.

Students may not:

- Use ICOM resources to support personal business interest(s).
- Sell or provide access to ICOM networks to outside sources.
- Use ICOM's connections to engage in software piracy, copyright infringement, email abuse, other illegal activities and/or for-profit ventures. Any violation of these regulations may be investigated by law enforcement officials.

- Activate any type of shared file service or access to their personal computer by anyone other than themselves.

In General:

- Students must respect the priority of academic use of ICOM's network.
- Students are personally responsible for any activities originating from their network connection.
- Students are responsible for their personal computer's hardware and software.
- Students must maintain updated virus protection.
- All computers, regardless of OS must be set to receive Automatic Updates from the OS manufacturer.

ICOM assumes no liability for data loss or equipment damage pursuant to a student's use of the wireless connection. Precautions for natural disasters are the student's responsibility.

The use of the ICOM's information resources on campus is governed by the policies and regulations as outlined in this document, on ICOM's website, and those regarding student conduct found in the Academic Handbook. Violations of these policies will be reported to the appropriate dean and/or department with appropriate disciplinary action to be taken.

If a student has reason to believe another user or group of users is interfering with access to the ICOM's network, they must report the problem to the Office of Student Affairs. ICOM will investigate and, if necessary, take corrective action.

ICOM reserves the right to monitor traffic through any data connection for the purpose of checking compliance with IT policies and procedures.

Wireless broadcasting devices of any kind may not be used in any ICOM building. Such devices including but not limited to wired or wireless routers and access points will be confiscated, and the student may lose his/her network privileges if found in violation of this policy.

Information Access and User Responsibilities

Private Machines Connected to ICOM's Network

Electronic mail and other information passing over the ICOM network, including information stored in user accounts and computers are considered to be private and confidential.

Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions will not be viewed, monitored, or altered without the express permission of the user except in the following circumstances:

- ICOM has reason to believe that an account or system has been breached and is being used by someone other than the authorized user.
- ICOM has received a complaint that an account or system is being used to gain unauthorized access or to attempt to gain unauthorized access to another network site.
- ICOM has reason to believe that an account or system is being used in violation of ICOM policy or federal or state laws.

Under these circumstances, ICOM administration may authorize system support personnel to monitor the activities of a specified account or computer systems and to search electronic information stored in that account. The authority for this search must be requested on an account-by-account basis, and monitoring will be restricted to the specified account. If this search provides evidence of violation, the account will be disabled, and action taken with appropriate authorities.

It will become increasingly possible for computer systems owned by students, staff, or faculty to be attached directly to ICOM's network and cloud hosted applications, both on and off campus. The owner of a personal machine may use that machine at their discretion; however, the use of these ICOM services is subject to all of the policies stated in this document and on ICOM's policy website.

The owner of a machine connected to ICOM's network is responsible for the behavior of all users of that machine and for all network traffic to and from the machine. ICOM maintains no responsibility or liability for loss of data or hardware corruption on personal computer systems.

A private machine connected to ICOM's network may not be used to provide network access to individuals who would not otherwise have access through official ICOM channels. The private machine may not be used to redirect data to other networks, nor may it serve in any way as an electronic gateway to non-University affiliated systems. Private machines may not use the ICOM network for commercial gain or profit. Neither ICOM owned nor private computers may be used to serve files through any protocol (http, ftp, email, file sharing, IM, etc.) without application to Information Technology (IT) for an exception for scholarly use unless the computers are designated servers by IT. Unless otherwise approved in writing, provisions for interactive login services for non-ICOM affiliated users are prohibited.

Should ICOM have reason to believe that a privately-owned system is using the network inappropriately, network traffic to and from that system will be monitored and, if justified, the system will be disconnected, and appropriate punitive action will be taken.

Technology Usage

Computer systems and networks allow for a free exchange of scholarly ideas and information. This exchange serves to enhance learning, teaching, critical thinking, and research, as well as to promote the sharing of moral standards.

ICOM's computer and network services are available as a privilege to all students, full-time and adjunct faculty, and staff. To ensure access and service for all, eligible users must refrain from any action that interferes with normal system operation, such as:

- Using computer or network services for commercial purposes or personal profit
- Sending excessive email locally or over the network such as chain letters, advertisements, or solicitations.
- Knowingly installing or running a program that will damage or place an undue burden on the system.

- Knowingly acting in a manner that will disrupt normal operations of computers or the network.
- Using computer or network services in a way that violates copyrights, patent protections or license agreements.
- Gaining unauthorized access to information that is private or protected or attempting to do so.
- Attempting to gain system and/or network privileges to which you are not entitled.
- Using ICOM's computer system to disseminate materials that are not in keeping with the purposes of the institution.

ICOM reserves the right to monitor the use of institutionally owned resources. Alleged inappropriate use of technology resources will be investigated. In instances of misuse, appropriate disciplinary actions, to include legal action, will be taken.

Eligible Users

Only the following properly authorized persons may access ICOM's computing facilities:

- ICOM faculty (full and adjunct), staff, and administration
- Official guests of ICOM
- Individuals formally associated with ICOM, upon verification of the appropriate dean and/or administrator.

Original Work by students who use ICOM Resources

Original works created by students using ICOM's technological resources are the property of the creator. With the notable exceptions of the processes normally associated with grading, critique, assessment, and lecture or classroom illustrations, no other student, faculty, and/or staff member may make any use of another's work without the expressed consent of the creator. However, ICOM retains the right to display, copy, replicate, and/or distribute any work created through the use of the Department's production facilities for the purposes of promotion, representation, artistic display, publication, illustration, and recruiting, on the condition that the creator is given full, appropriately disclosed credit. No one, including the creator, may use the Department's production facilities for any commercial purpose.

Pornographic or Obscene Material

Users are encouraged to use institutional resources in a responsible and respectful manner.

Pornographic, obscene, and/or offensive material is prohibited on ICOM computers and network system.

ICOM's department of information technology is to be notified of the transmission of questionable or offensive materials via the institutional computer and network system. Treated as inappropriate use, these allegations will be investigated, and if warranted, appropriate disciplinary actions taken.

Electronic Communication

ICOM provides Internet access to all eligible users through its campus computing facilities.

Electronic mail (email) is also provided to all eligible users. These services are provided only for ICOM related purposes.

Class Recordings

Class recordings are distributed for the exclusive use of students in that ICOM course. Student access to and use of class recordings are based on the conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such recordings.

Any student accessing class recordings:

- Acknowledges the faculty members' intellectual property rights in recorded lectures and class materials and understands that distribution of the recordings violates the ICOM Copyright and Fair Use Policy.
- Recognizes the privacy rights of fellow students who speak in class.
- Accepts that distributing, posting, or uploading class recordings to students not authorized to receive them or to those outside ICOM's an Honor Code violation.
- Agrees that recordings are to be accessed and used only as directed by the faculty member(s) teaching the course.

Records Retention

ICOM retains vital records of the history of the College to guide current and future operations and to comply with its legal obligations. Two important categories of material that must be retained and disposed of with particular care are records of historic value and those governed by regulation. They should be retained for a period consistent with their purpose and as may be required by law.

The Registrar shall be official steward of student records. Student grades and transcripts are maintained in perpetuity. If the institutions should close or cease to exist, arrangements will be made to ensure that graduates continue to have access to their grade and transcript records.

All Institutional Records are the property of ICOM, regardless of their physical location, even when they are in the possession of individuals, and, as such, shall not be permanently removed from the Institution nor destroyed except in accordance with this Policy.

Any ICOM business conducted, or Institutional Records stored on institutional or outsourced IT services are subject to the provisions of the ICOM Data Security and Acceptable Use policies; may be subject to a litigation discovery request, subpoena, or court order; and may constitute a public document subject to disclosure under applicable Federal and State laws. Record retention is applied across Departments, regardless of type of Institutional Record. Email and other electronic communications relating to ICOM business are part of the Institution's records and shall be retained depending on the nature of the document, consistent with the retention requirements for that type of document.

If ICOM is a party to a lawsuit, faculty and/or staff must preserve such records until ICOM's legal counsel determines that the records are no longer needed. The Office of the President will notify department heads to preserve paper and electronic records in the event of litigation or investigation.

Employees who become aware of the possible omission, falsification, or inaccuracy of information entered into Institutional Records, or become aware of the improper destruction of records, shall report this knowledge to the Chief Information Officer and/or Director of Compliance.

Non-records, as defined, are maintained for as long as administratively necessary and retention schedules do not apply. Non-records may be discarded when business use is terminated, unless there is a legal matter prohibiting destruction.

Official records stored on-site may be stored as hard copies with digitized backups or in a media suitable for the storage of the record.

Official records shall be duplicated onto an appropriate media and stored in designated off-site storage facilities, for reconstructive use in the event of a natural or man-made disaster.

Off-site storage facilities are secure locations that safeguard the records from ordinary hazards such as water, mildew, rodents; man-made hazards such as theft, accidental loss, sabotage; disasters such as fire, flood, earthquakes, wind; and unauthorized use, disclosure, and destruction.

Compliance with record retention shall be reviewed periodically and modified as mandated by changing legal requirements and Institutional policy.

Failure to comply with this Policy may result in punitive action against the violating faculty or staff member, including suspension or termination.

Honor Code

The Idaho College of Osteopathic Medicine Honor Code of Conduct (ICOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between ICOM and the student body. It is the highest expression of the values shared by ICOM and Idaho College of Osteopathic Medicine communities. The ICOM Honor Code is based on the fundamental belief that every student doctor is worthy of trust and bears personal responsibility to engender that trust. The ICOM Honor Code is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

Students at ICOM are expected to conduct themselves in a professional and ethical manner befitting the honorable profession that they are entering. Students have an obligation to maintain the highest standards of integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of an ICOM student. The following serves as a guideline to students.

In general, the founding principles of the ICOM Honor Code are the established rules and regulations of the ICOM community. The ICOM community includes ICOM, affiliated hospitals, and any institution where ICOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the ICOM Honor Code. In addition, specific examples of behavior that may constitute a violation of the ICOM Honor Code include, but are not limited to the following:

- *Cheating*: Providing or receiving any unauthorized assistance or unfair advantage on any form of academic work or attempt thereof. Sharing information from testing/exams is also considered a form of cheating.
- *Plagiarism*: Copying the language, structure, ideas, algorithms, or computer code of another and representing it as one's own work on any form of academic work or attempt thereof.
- *Falsification*: Fabrication of information on any form of academic work or attempt thereof; including but not limited to the following:
 - Clinical requirements,
 - Internships,
 - Assignments such as: histories, physicals, laboratory tests, rotation records, etc.
- *Disruptive Behavior*: Any inappropriate etiquette or inappropriate disturbance repeated often enough to establish a disrespectful trend. Inappropriate disturbances include but are not limited to the following:
 - Arriving late for class, or leaving class while in progress,
 - Disrupting class with pagers or cellular phones,
 - Disrupting class with computers or computer games,
 - Disrupting class with loud talking, or other activities that create a distraction,
 - Leaving trash in classrooms or academic areas,
 - Bringing food into unauthorized areas or hosting food functions without permission,
 - Posting unapproved materials or approved posting in inappropriate areas,

- Parking in inappropriate or reserved spaces.
- *Unacceptable use of technology*: Any violation of the acceptable use guidelines as published by the ICOM IT department. In addition, unacceptable uses of technology include but are not limited to the following:
 - Using computers for purposes that are considered unprofessional or immoral,
 - Accessing pornographic material at any time while on any campus of the ICOM community or using any equipment of the ICOM community to access such material,
 - Sharing of videos and lectures outside of ICOM. Lectures and videos contain confidential and proprietary information and material protected by intellectual property laws. You do not have permission to share them.
- *Unprofessional or unethical behavior*: Behavior on or off the ICOM campus that would or could cause a loss of respect or confidence in the offending student or in the ICOM community by the public, faculty, staff, colleagues, or the-community-at-large. Suspected violations in this category are referred, at the ICOM Dean's discretion, to the PAR Committee. If agreeable to the ICOM Dean, a student may request to waive a hearing by the PAR Committee for suspected violations in this category and have their case heard by the ICOM Dean only. In such cases, the ICOM Dean must agree to hear the case, and must accept the student's waiving of a hearing; the ICOM Dean's decision is final and cannot be appealed. Unprofessional or unethical behavior may include but is not limited to the following:
 - Entering or using the facilities of the ICOM community without appropriate authorization or during inappropriate times.
 - Knowingly and purposely disrupting teaching, research, administrative, or student functions of the ICOM community.
 - Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients, or visitors of the ICOM community.
 - Disclosure of privileged information from campus activities or patient care.
 - Improper relationships or activities involving persons entrusted to a student as part of educational requirements, which extend beyond those educational requirements. Entrusted persons may include but are not limited to the following: patients or other students under supervision.
 - Breach of the Osteopathic Oath
 - Breach of Integrity: Any behavior at any time that is considered a severe lapse in judgment and damages the professional, ethical, or moral integrity of the ICOM community. Suspected violations in this category are referred, at the ICOM Dean's discretion, to the PAR Committee. If agreeable to the ICOM Dean, a student may request to waive a hearing by the PAR Committee for suspected violations in this category and have their case heard by the ICOM Dean only. In such cases, the ICOM Dean must agree to hear the case, and must accept the student's waiving of a hearing; the ICOM Dean's decision is final and cannot be appealed. A Breach of Integrity may include, but is not limited to:
 - Harassment, harm, abuse, or damage to any person or property in the ICOM community. This includes knowingly or purposely causing damage to or vandalizing ICOM community property.

- Conviction of a criminal offense (other than a minor traffic offense).
- Participating in academic or clinical endeavors in the ICOM community while under the influence of alcohol, or controlled substances.
- Use, possession, or distribution of illegal drugs on or off the ICOM community campus at any time. This also includes the verbal or written discussion of the personal use of illegal drugs by an ICOM student, the verbal or written promotion, or encouragement of illegal drug use by an ICOM student, or similar types of activities.
- Communicating or posting of information or images in a public arena (including written or electronic/Internet communications) which would result in a loss of respect by patients or other members of the public toward the offending student or toward ICOM.
- A violation of any policy of ICOM, including but not limited to the American Osteopathic Association Code of Ethics.

Osteopathic Oath

The following version of the Osteopathic Oath was adopted by the osteopathic medical profession in 1954.

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.

Dress Code

General

Student doctors should maintain a clean, well-cared and professional appearance at all times during curricular activities. This includes having at least one short white consultation jacket in a clean and presentable condition. All attire should be professional and neat. Recommended professional attire includes dress pants, appropriate shoes and socks, dress shirts and blouses. Jeans, T-shirts, hats/head coverings (other than for religious purposes), and sunglasses are not permitted during learning sessions or examinations (unless exceptions are provided below). Hair and facial hair must be clean, dry, and controlled so as not to interfere with patient contact. Students with long hair may wish to tie hair back so it does not fall onto or brush against patients during physical exams. Student Doctors must wear their issued ICOM ID card/entry badge, visible at all times, while in the ICOM building.

Osteopathic Principles and Practices (OPP) and Preclinical Skills Training

The dress requirement in the clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment. Appropriate attire must be clean and includes:

Shorts which are several inches above the knee (mid-thigh). No jean shorts, cut-offs, thick-seamed shorts, spandex, short shorts or knee length shorts.

- T-shirts and tops should be plain. No offensive words, emblems, or decorations of any kind. All students will be asked to remove t-shirts while acting as patients.
- Sports bras or bathing suit tops that expose the spine and ribs (not wide T-back styles) should be worn if applicable.
- Student Doctors may wear scrubs (or other apparel approved by the Course Director) over laboratory attire when not in the role of the patient.
- Remove shoes when you are the patient (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in the OMM lab.
- Religious head coverings will need to be removed when they obscure the immediate area to be examined or treated (e.g., head, neck, and upper back). They may be immediately replaced after this portion of clinical skills training.

Anatomy Laboratory

In the anatomy lab, long white lab coats should be worn over scrub tops and bottoms. Closed-toe shoes with rubber soles are required. No flip-flops or open-toed shoes are permitted.

Clinical Rotations

Student doctors on clinical rotations should wear clean, pressed short white coats with appropriate professional attire underneath, such as dress shirts, ties, slacks, blouses, skirts, and dresses. Clerkship rotation sites may have their own appropriate dress standards. It is the responsibility of the student doctor to be aware of and comply with these standards. For specific courses and rotations, student doctors should check the course syllabi for specific dress code requirements.

Public Events

When representing the institution at any type of public event, the required attire is business casual, although some events may require more formal attire. It is the responsibility of the student doctor to be aware of and comply with the appropriate attire.

Repeated violations of the dress code may result in a review by the PAR Committee. Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Affairs, whose decision will be final.

Grievances

ICOM recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. ICOM also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades, promotion, professionalism issues, financial concerns or issues related to COCA accreditation standards and procedures. The grievance shall not be used to appeal or review violations of the Honor Code or an appeal from the PAR Committee final decision by the ICOM Dean or the PAR Committee. Students, typically upon completion of ICOM's grievance process, may escalate their grievance to agencies outside of ICOM. A list of some of these external agencies is provided below in the section titled: "Grievances to External Entities."

All grievances must be filed in writing to the Office of the ICOM Dean. All grievance documentation will be securely maintained on file in the Office of the ICOM Dean and the specific student/employee/faculty file as appropriate to the grievance.

Each step of the Grievance and Resolution Procedures may take up to two weeks to complete, unless otherwise noted. Extensions or waivers to this timeframe may be granted on a case-by-case basis. Notice of a request for an extension from a student must be submitted within ten calendar days prior to the deadline.

Decisions about granting or denying the request for extension will be communicated to the student via letter within two business days of receipt of the request for extension. Likewise, if ICOM needs to extend a deadline, the Office of the ICOM Dean will provide said notice ten days before the due date.

Retaliation against any individual who files a grievance or participates in the grievance process is strictly prohibited. Individuals who engage in retaliation are subject to disciplinary action.

Grievance Procedure for Academic Concerns

An individual concern that is academic in nature should be first discussed with the immediate instructor or preceptor and must be done in a professional manner. This concern generally includes those that arise from personal conflicts or actions taken against a student individually. For individual concerns, if resolution cannot be reached, the student may, within 14 calendar days of the failed resolution, appeal, in writing, to the appropriate respective area Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the student may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

A concern over general course procedures or grading policies should be addressed through the Class President. The Class President may delegate any issue to the Class Curriculum Committee

Representative to take to the Curriculum Committee. If through the normal processes for an acceptable and reasonable request, a resolution cannot be reached, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the appropriate respective area Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

Reminder: Course Assessment policies and test question challenges are not covered under student grievances. See syllabi for each course.

A concern over ICOM policies and procedures should be addressed through the SGA President and the Dean for Student Services. If through the normal processes for an acceptable and reasonable request, a resolution cannot be reached, the SGA President may, within 14 days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant concerns and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

If the concern is financial or in other areas of ICOM, the student should follow the appropriate chain of command as defined by the ICOM organizational chart found in this Catalog or by request to the Dean for Student Services.

Grievance Procedure for Perceived Discrimination or Harassment

Students who feel they are being discriminated against have the right to exercise the Grievance Procedure. In the event a student or anyone who participates in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures outlined below.

Step One: The Resolution Process

Students who meet the Technical Standards for admission to ICOM, as described in the Student Handbook, and feel they are being discriminated against shall first meet with the Dean for Student Services to explain their grievance.

The student must schedule a meeting with the Dean for Student Services within 14 calendar days from the date of the action being grieved or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person completing it. The Dean for Student Services must investigate the grievance within 7 calendar days. In the case where the discrimination is in any way threatening, the Dean for Student Services must bring it to the attention of the ICOM Dean immediately for intervention.

After the investigation period of 7 calendar days, the student filing the grievance, and the person against whom the grievance is filed will meet with the Dean for Student Services to discuss an

informal resolution. This meeting must be scheduled within 14 calendar days of the initial filing of the grievance. A letter confirming the mutual decisions of the resolution will be distributed, within 10 calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future concerns that may arise with the resolution. The Dean for Student Services will keep a record of the grievance investigation, including all supporting documentation and a report of the findings. All material shall be filed as previously stated in this procedure.

If the Dean for Student Services determines the evidence is insufficient to support the allegations, they may close the grievance and notify the student within 14 calendar days of his/her findings and inform the student of their right to request a grievance hearing.

Step Two: The Grievance Hearing Process

If the student feels the informal resolution has not been successful, or disagrees with the informal resolution, they may request the Dean for Student Services and the ICOM Dean to call a Grievance Hearing. The student has 30 calendar days after receiving written notice of denial of the grievance to request such a hearing.

The request must be in writing, signed by the student, and include the following information:

- A clear and precise statement of the grievance,
- A statement explaining how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation,
- The name the respondent parties (the person(s) against whom the grievance is filed)
- An explanation of each respondent responsible for the action or decision,
- The requested remedy,
- Any request to bring a non-participating observer to the hearing.

This information must be sent by certified mail or delivered with signature of receipt to both the Office of the Dean for Student Services and the Office of the ICOM Dean. Upon receipt of the request for a Grievance Hearing, the following processes will be followed:

- The ICOM Dean shall designate an Assistant/Associate Dean to review the case within 7 calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the ICOM Dean shall appoint a Grievance Hearing Board, including naming a Chair, at the end of the 7 days.
- The Grievance Hearing Board, appointed by the ICOM Dean, will be notified in writing of their appointment and informed of the date of the hearing. The date of the hearing must be within 14 calendar days of the notice. The ICOM Dean shall ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board shall consist of a Chair, two Assistant/Associate Deans, two faculty members, one staff member, and one student.
- Prior to convening the grievance hearing meeting, the Grievance Hearing Board shall be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- The person(s) against whom the grievance is alleged shall receive a written copy of the grievance at least 7 calendar days in advance of the hearing.

- The Grievance Hearing Board shall hear the grievance by the student. The person filing the grievance, as well as the person against whom the grievance is alleged shall at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will convene privately to hear testimony and review documentation, including the final report from the Dean for Student Services relating to the grievance. As necessary, the Dean for Student Services may be called to testify as a witness in the grievance. No individuals appearing before the Grievance Hearing Board is entitled to have an attorney represent them at the hearing. Only the Chair shall be entitled to question any witness and decide upon the relevancy of any evidence presented.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than 14 calendar days. The Grievance Hearing Board, or the Dean for Student Services at the request of the Grievance Hearing Board, shall conduct further investigation of the alleged grievances. The Grievance Hearing Board may, during this time, meet with ICOM's legal counsel who has further expertise in the law regarding disability and discrimination.
- The second meeting of the Grievance Hearing Board, which shall occur within 14 calendar days, shall be to further discuss the grievance, the investigation, the educational materials provided, and the advice of legal counsel. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board shall make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter shall be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to the ICOM Dean. The student has 30 calendar days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail or delivered with signature of receipt directly to the Office of the ICOM Dean. The ICOM Dean shall have a period of not greater than 14 calendar days to respond to the appeal. The ICOM Dean shall have the final determination of the outcome with no further options for appeal.

Improper Relationships

Relationships between a student and an ICOM faculty/staff member, including clinical preceptors entrusted to oversee the student, which extend beyond the educational requirements or beyond ICOM activities, are not permitted. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are strictly prohibited.

Harassment and discrimination Inquiries that fall under Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., should be directed to the ICOM Title IX Coordinator:

Thomas Moorman, EdD, PCC
208-795-43647
tmoorman@icom.edu
Office #138

Please see additional guiding information here with regards to Title IX:
https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

Grievances to External Entities

Students, typically upon completion of ICOM's grievance process, may escalate their grievance to agencies outside of ICOM. A list of some of these external agencies is provided below. If a student needs help identifying the appropriate entity to escalate a grievance, they may reach out to the Dean for Student Services.

COCA Accreditation Standard Complaint Process

ICOM is committed to maintaining the Commission on Osteopathic College Accreditation standards. A copy of the standards is accessible at the AOA COCA's website:

<https://osteopathic.org/accreditation/standards/>

Students who have concerns regarding ICOM's capability to achieve the standards of accreditation or comply with policies and procedures of the AOA Commission on Osteopathic College Accreditation (COCA) may file a confidential grievance. Formal grievances must be submitted in writing to the Dean of Learner Outcomes and Assessment. All such complaints will remain confidential.

The written grievance should include the following: student name and contact information, the date of the grievance, the specific COCA accreditation standard, policy or procedure that is involved, and a description of the specific grievance.

Resolution and Adjudication Process

The grievance will be reviewed by the Dean of Learner Outcomes and Assessment and referred to the ICOM Dean and Chief Academic Officer or ICOM President and Chief Executive Officer within ten business days for investigation, review and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the ICOM Dean and CAO or President and CEO.

Filing Confidential Complaints with the COCA and the Contact Information for COCA

The accreditation standards, policies and procedures for ICOM can be found at:

<https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf>

Students who are not satisfied with the response from the ICOM administration or who wish to file a confidential complaint with the COCA may submit their grievance directly to the COCA by contacting the American Osteopathic Association (AOA)/ Commission on Osteopathic College Accreditation (COCA), 142 E. Ontario St., Chicago, IL 60611, at predoc@osteopathic.org or (312) 202-8124.

NWCCU Institutional Accreditation Complaint Process

To read the criteria warranting an NWCCU accreditation complaint and the process to follow refer to the NWCCU's directions and complete the form. <https://nwccu.org/complaints/>

The Commission does not adjudicate individual grievances but does accept complaints about substantive matters that are related to the quality of the institution or its academic programs. All such complaints are judged against the Commission's standards.

Complaints must be submitted and signed electronically via <https://nwccu.org/complaints/>. However, the Commission investigates these complaints only when the complainant has exhausted all of the institution's appeal procedures. For more information, see the Commission's Complaints Regarding Member or Candidate Institutions Policy.

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 200
Redmond, WA 98052
Email: info@nwccu.org
Phone: 425-558-4224
Fax: 205-525-9848

US Department of Education Section 504 Complaint Process

Students with grievances or complaints against ICOM based upon violations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as Amended (2008) also have the right to file a complaint with the Office for Civil Rights by mailing the grievance or complaint to:

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue SW, Washington, DC 20202-1100; or
Faxing it to the Director at (202) 453-6012; or filing it [electronically](#)

For more information, students can contact the Office for Civil Rights:
1-800-421-3481
OCR@ed.gov

Federal Student Aid, US Department of Education Complaint Process

Your complaints are important to us. You can submit a complaint (about an issue, suspicious activity, or scam) or review an already-submitted case. If your complaint isn't resolved, reach out to the Ombudsman Group by logging in, adding information to your existing case, and requesting to escalate to the Ombudsman Group (<https://studentaid.gov/feedback-center/>).

Inspector General, US Department of Education Complaint Process

The Office of the Inspector General (OIG) encourages you to use its online form to file your complaint. You can also download the OIG Hotline Form and mail or fax it to our office. Please note that it will take longer to process your complaint if submitted by mail or fax (<https://oighotlineportal.ed.gov/eCasePortal/InvestigationsCaptcha.aspx>).

U.S. Department of Education
Office of Inspector General Hotline
400 Maryland Avenue, S.W.
Washington D.C. 20202-1500
Fax: (202) 245-7047

Idaho approved SARA Institutions Complaint Process

Student grievances must exhaust institution's dispute resolution process. All complaints regarding student grades or conduct violations are governed by the institution and the laws of the institution's home state.

If a student is not satisfied with the outcome of the institutional process, or if the issue is not resolved at the institutional level, the student may appeal to the Office of the State Board of Education.

Students who wish to appeal a SARA institution's decision, must submit a formal student complaint form, and submit all appeals documentation to the Office of the State Board of Education at the address provided on complaint form (<https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx>).

Office of the State Board of Education
Attn: Private Postsecondary & Proprietary Schools
P.O. Box 83720
650 W. State Street, Suite 307
Boise, ID 83720-0037

FERPA US Department of Education Complaint Process

Any student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by ICOM to comply with FERPA requirements. Complaints regarding FERPA may be made with the following agency:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Graduation Requirements and Time to Degree

Satisfactory completion of the program thereby resulting in the awarding of the earned degree, Doctor of Osteopathic Medicine, requires each candidate to satisfy the following requirements:

- To graduate, 4th year students must successfully complete 169.50 credits. This is subject to change for future academic years and graduating cohorts.
- ICOM offers a Fellowship in Osteopathic Principles and Practice (OPP). The OPP Fellowship Program effectively converts the traditional medical school curriculum from a 4-year to a 5-year plan utilizing an alternating schedule between fellowship responsibilities, with the ICOM OPP department, and “outside” clinical rotations for the duration of the OMS-3 and OMS-4 academic years. For this reason, the overall credit total for graduating fellows, is 208.50.
- Satisfactory completion of all required courses and credit hours within six (6) years of initial matriculation with attainment of at least the minimum passing grade, as determined by the faculty, for each course.
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME.
- Attainment of passing scores for COMLEX-USA® Level 2-CE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME.
- Have no outstanding financial obligation to the College.
- Have no unresolved disciplinary violations.
- Receive approval for graduation from the faculty of the College.

Candidates for the degree are encouraged to attend the College’s annual graduation ceremony. Students whose graduation date is delayed are able to participate in the graduation ceremony provided all graduation requirements and coursework can be reasonably completed prior to June 30th of the same calendar year. These students will also be asked to fill out a “Petition to Walk in Commencement” Form with the Office of the Registrar. Students unable to complete graduation requirements and coursework by the deadline shall have their graduation delayed until the following academic year.

The College shall provide a curriculum of instruction encompassing four academic years (eight semesters) of continuous study. Fellowship students are the exception, with extended coursework through five academic years. Candidates for the degree of Doctor of Osteopathic Medicine (DO) shall be required to complete the course of study within that time, unless otherwise approved. An extension may be granted by the ICOM Dean for academic remediation or to accommodate an approved leave (termed withdrawal with intent to return). Such extensions shall not extend the time to degree beyond six years from the first date of matriculation unless otherwise required by statute.

Delayed Graduation

If a student doctor in years 3 or 4 is required to retake courses in the curriculum as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling clinical rotations may occur and the student doctor's graduation may be delayed. Voluntary course withdrawals, temporary leaves, or suspensions as a result of failure to pass COMLEX-USA Levels 1 or 2 CE (consistent with ICOM policy) may also cause a delay in scheduling clinical rotations and a delay in graduation. Any alteration in the normal curricular progression may affect a student doctor's financial aid status or qualification for education-based financial aid.

Licensure Upon Completion of the DO Degree

The DO degree offered at ICOM is one step in the licensure process. The DO degree from ICOM is accepted for licensure in all 50 states and US territories.

In the United States, medicine is a licensed profession regulated by the individual states. One of the most important functions of the nation's state medical boards is issuing licenses to physicians. Through licensing, state medical boards ensure that all practicing physicians have appropriate education and training, and that they abide by recognized standards of professional conduct while serving their patients.

Obtaining a license to practice medicine in the U.S. is a rigorous process. Those entering the profession must meet predetermined qualifications that include medical school graduation, postgraduate training, and passage of a comprehensive national medical licensing examination that tests their knowledge of health and disease management and effective patient care.

Applicants must submit proof of their education and training and provide details about their work history. They also must reveal information that may affect their ability to practice, such as health status, malpractice judgments/settlements and criminal convictions. Only those who meet a state's qualifications are granted permission to practice medicine in that state.

After physicians are licensed, they must renew their license periodically, usually every one or two years, to continue their active status. During this license renewal process, physicians must demonstrate that they have maintained acceptable standards of ethics and medical practice and have not engaged in improper conduct. In nearly all states, physicians must also show that they have participated in a program of continuing medical education.

While the specific requirements for obtaining a medical license vary somewhat between jurisdictions, state medical boards review the credentials of applicants and look closely at a number of factors, including:

- Medical education
- Medical training (i.e., residency training)

- Performance on a national licensing examination
- Mental, moral, and physical fitness to safely practice medicine

Medical Education: All jurisdictions require that candidates for physician licensure have obtained an MD or DO degree. For most medical education programs in the United States, the MD or DO degree involves a post-baccalaureate four-year program of education. Graduates of international medical schools (IMGs) may present the equivalent of the MD degree (e.g., MBBS).

There are allopathic and osteopathic medical schools in the United States. All of these medical school programs are accredited by either the Liaison Committee on Medical Education (LCME) or the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA).

It should be noted that acquisition of an MD or DO degree does not automatically confer a license to practice medicine in the United States. The medical practice act in most jurisdictions restricts individuals holding a physician credential from publicly representing themselves as physicians unless they hold a medical license in that jurisdiction.

Medical Training: After graduation from medical school, physicians routinely enter into postgraduate training – usually a residency training program. At one time it was common for physicians to spend their first year of postgraduate training (PGY-1) in an internship exposing them to a broad array of clinical scenarios. After this intern year, the physician then moved into the more specialized training of their chosen residency training program. Most physicians today do not experience a true rotating internship during PGY-1 but instead move directly into the specialized training of their residency program.

All state medical boards require licensure candidates to complete at least one year of postgraduate training in order to be eligible for a full and unrestricted medical license. In some jurisdictions, the requirement is higher — the physician must complete two or three years of residency training to obtain a license. In more than a dozen jurisdictions, progress through postgraduate training requires a physician to successfully complete the licensing examination sequence and obtain a full, unrestricted license prior to reaching a designated point in their postgraduate training. For example, some jurisdictions require physicians in training to complete the licensing examination sequence prior to entering PGY-2 or PGY-3.

The postgraduate training period often marks the first formal interaction of prospective physicians with a state medical board, as most boards issue a resident or training permit for physicians to practice within the limited, supervised context of their residency program.

For many years, state medical boards required that the training be completed in a residency program accredited by either the Accreditation Council for Graduate Medical Education (ACGME) or the American Osteopathic Association (AOA). In 2014, the AOA, ACGME, and the American Association of Colleges of Osteopathic Medicine (AACOM) agreed to a single

accreditation system for graduate medical education programs in the United States, which was implemented in 2020 and now unifies the various programs.

These programs are approximately three to seven years in duration, depending upon the specialty.

Some state medical boards recognize training in the accredited programs conducted in other countries – for example, residency programs accredited by the Royal College of Physicians and Surgeons of Canada.

Licensing Examination: All state medical boards require completion of either the United States Medical Licensing Examination (USMLE®) or the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA). The USMLE is open to physicians holding an MD or DO degree. Physicians with a DO degree usually complete the COMLEX-USA sequence. These are national multi-part examinations taken at various points in a prospective physician's career and designed to assess the physician's knowledge, clinical and communication skills. Students in U.S. medical schools routinely take the first two steps of the licensing examination prior to graduation from medical school. The final step of the examination sequence is usually taken during residency training.

Many boards limit the number of attempts a physician can make to pass the USMLE or COMLEX-USA. Additional attempts are often allowed, but only after physicians have been redirected for additional training prior to taking the exam again. Most boards also place restrictions on the time period for completing the examination sequence. These time- and attempt-limits are designed to ensure the currency and adequacy of knowledge of newly licensed physicians.

More detailed information on [State-Specific Requirements for Initial Medical Licensure](#) is available at the FSMB website.

Fitness to practice: All state medical boards are concerned with the physical, mental, and moral fitness of prospective licensure candidates. A number of boards explicitly define the practice of medicine in their licensure applications to ensure that physicians clearly understand the expectations for minimally acceptable performance. The licensure application in each state commonly asks questions about the personal history and background of the applicant, including work history, physical and/or mental conditions that might impact their ability to safely practice medicine. Criminal background checks at the time of license application are also conducted by many boards.

Compared with U.S. medical graduates, IMGs follow a slightly different pathway after completing their medical education at a school outside the United States. Before entering into a residency training program in the United States, they must be certified by the Educational Commission for Foreign Medical Graduates (ECFMG). This certification is required in order for IMGs to enter into an ACGME-accredited residency training program in the United States. ECFMG certification requires verification of the physician's medical degree and successful

completion of USMLE Step 1 and 2. The timing with which IMGs complete the USMLE differs somewhat from that of U.S. medical students and graduates. While some IMGs begin the USMLE sequence during their medical school years, many more do not begin the sequence until after their graduation from medical school. Ultimately, IMGs take the same licensing examinations as U.S. MD graduates and obtain residency training in the same accredited programs.

When a physician applies for a medical license, staff at the state medical board receiving the application will verify the physician's credentials (e.g., medical degree, postgraduate training), confirm that the physician has successfully passed the USMLE or COMLEXUSA, query the FSMB's disciplinary data bank and closely review the physician's responses to questions on the licensure application for missing or inconsistent information. In some instances, the board may request that the physician appear for a formal interview before either the full board or a subcommittee of the board.

The license that the physician eventually receives from a state medical board is for the general, undifferentiated practice of medicine. Physicians in the United States are not licensed based upon their specialty or practice focus. Certification in a medical specialty, such as by a member board of the American Board of Medical Specialties (ABMS) or the AOA's Bureau of Osteopathic Specialists (AOA BOS), is not required to obtain a medical license. However, other practical considerations — such as obtaining hospital privileges — lead most physicians to obtain specialty certification. The majority of physicians in the United States hold specialty certification through the ABMS or AOA BOS.

The Interstate Medical Licensure Compact

In 2015, a group of U.S. state medical boards joined together to launch the Interstate Medical Licensure Compact, which offers a new, expedited pathway to licensure for qualified physicians who wish to practice in multiple states.

A compact is a legal agreement, authorized by the Compact Clause of the U.S. Constitution, that allows states to collectively work together to address shared needs or issues. There are more than 200 interstate compacts in effect today.

Among the issues driving the need for the Interstate Medical Licensure Compact are physician shortages, the recent influx of millions of new patients into the health care system, and the growing need to increase access to health care for individuals in underserved or rural communities through the use of telemedicine. Proponents of telemedicine have often cited the state-by-state licensure process required for multiple-license holders as a barrier to telemedicine's growth, and the Compact is intended to help overcome this hurdle.

In addition to significantly streamlining the process of gaining medical licenses in multiple states for physicians, the Interstate Medical Licensure Compact is designed to increase access to health care for patients in underserved or rural areas, and to allow them to more easily connect with medical experts through the use of telemedicine technologies. Any state or territory may

join the Compact, but in order for a state or territory to join the Interstate Medical Licensure Compact, its legislature must enact the Compact into law.

To date, 29 states, Guam, and the District of Columbia are participating members of the Compact, with several other states actively considering legislation to join.

States participating in the Compact formally agree to adopt common rules and procedures that streamline medical licensure, thus substantially reducing the time it takes for physicians to obtain multiple state licenses. The Interstate Medical Licensure Compact Commission provides oversight and the administration of the Compact, creating and enforcing rules governing its processes, but each participating state maintains its individual authority and control over the practice of medicine within its borders. Participating states retain the authority to issue licenses, investigate complaints, and discipline physicians practicing in their state.

To be eligible for licensure by utilizing the Compact process, physicians must possess a full and unrestricted license in a Compact member state, be certified (or “grandfathered”) in a medical specialty, have no history of being disciplined, penalized or punished by a court, a medical licensing agency or the Drug Enforcement Administration, and meet several other robust requirements.

To participate, an eligible physician designates a member state as the State of Principal Licensure and selects the other member states in which a medical license is desired. Upon receipt of this verification in the additional Compact states, the physician is granted a separate, full and unrestricted license to practice in each of those states.

To date, more than 10,000 medical licenses have been issued using the Compact process. The Compact is voluntary for both states and physicians. Physicians who cannot or do not want to participate in the Compact’s expedited licensure process are still able to seek additional licenses in those states where they desire to practice by applying through that state’s traditional and existing licensure processes.

To learn more, please visit www.imlcc.org.

Courses in Alphabetical Order by Course Code

ANAT 1002: Gross Anatomy and Lab

This course is designed to provide a clinically oriented immersive introduction to gross anatomy, embryology and medical imaging as they pertain to osteopathic medicine. The course will utilize a combination of lectures, team-based cadaveric dissection, team-teaching, small group and interactive exercises, case-based interactive lecture sessions, flipped classroom sessions and self-directed learning to help student doctors develop an understanding of human clinical anatomy and development. This introduction to the organization, function and clinical importance of human structures will serve as a framework with which student doctors will build their clinically oriented medical foundation.

Term: Fall | Credit Hours: 7.0 | Repeatable for Credit: Y | Length: 20 Weeks | Grading: Letter

BIIC 1301: Blood, Immune, and Infection

This course provides a comprehensive overview of the hematopoietic system to include coverage of the normal physiology and pathophysiology of coagulation state, circulating blood cells and lymphoid tissues. The goals of this course are to enable students to classify both red and white blood cell disorders, to develop a basic understanding of disease conditions and infections that involve the blood and lymphoid tissues, and to incorporate laboratory findings into clinical problem solving to help establish a diagnosis and treat the patient. This course will consist of didactic lectures, independent study and clinical case exercises to enhance student comprehension.

Term: Fall | Credit Hours: 3.0 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

CARD 1602: Cardiovascular System

This course provides a comprehensive overview of the cardiovascular system including the normal physiology, as well as the pathophysiology of disease states. Medical imaging, electrocardiogram interpretation, electrolyte and fluid balance, neoplasia, infection, and medications related to the cardiovascular system are also covered. The goal of this course is to enable students to gain an expanded understanding of both normal and abnormal cardiovascular function along with differential diagnosis and treatment options of common cardiovascular disease processes.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

CARE 1001: Caring and Competent Physician I

The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, and health care ethics and law. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lectures, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 1001 is the first course in the four-course sequence which highlights communication and teamwork, epidemiology and public health, and environmental and occupational health.

Term: Fall | Credit Hours: 1.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 1002: Caring and Competent Physician II

The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 1002 is the second course in the four-course sequence which highlights health promotion and preventative health, evidence-based medicine, and cultural humility.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CARE 2001: Caring and Competent Physician III

The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 2001 is the third course in the four-course sequence which highlights systems-based practice, healthcare organization and policy, patient safety and quality improvement, and health informatics.

Term: Fall | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 2002: Caring and Competent Physician IV

The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 2002 is the fourth course in the four-course sequence which highlights medical ethics and professionalism, medicolegal concepts and biostatistics.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CCRC 1000A: Cumulative Curricular Review I

This course is the first of four Cumulative Curricular Review courses which run throughout the preclinical curriculum. The goals of this course are to support the academic performance, social development, general success, persistence, and well-being of medical students. Additionally, this course is designed to introduce student doctors to campus resources, time management tactics, study skills best practices, test taking strategies, and student development of a professional identity. The course is mainly self-directed, with occasional live sessions (in person and synchronous) and assignments. Students are expected to manage their time accordingly so that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 1000B: Cumulative Curricular Review II

This course is the second of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CCRC 2001A: Cumulative Curricular Review III

This course is the third (of four) Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 2001B: Cumulative Curricular Review IV

This course is the fourth of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their board examination (COMLEX-USA Level 1). To achieve these goals, board review resources including videos and board-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CIPE 1000A: Foundations of Interprofessional Education I

This course is designed for early health care learners from ICOM, Idaho State and other potential campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment of similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 1000B: Foundations of Interprofessional Education II

This course is designed for early health care learners from ICOM, ISU and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CIPE 2000A: Foundations of Interprofessional Education III

This course is designed for early health care learners from ICOM, Idaho State and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers, and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 2000B: Foundations of Interprofessional Education IV

This course is designed for early health care learners from ICOM, ISU and other campuses and programs to introduce them to the importance of best practices for professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice as a means to improve the quality and safety of patient care. Learners will prepare to demonstrate the ability to participate effectively as a member of an interprofessional team, listen actively and develop oral and written communication skills with diverse individuals, communities, and colleagues to ensure effective, culturally appropriate exchange of information. Additionally, learners will participate in experiences focused on the development of skills to communicate with patients' families, communities, peers and other health professionals in a responsive and responsible manner that supports an interprofessional approach that ensures an effective, culturally appropriate exchange of information. Effective demonstration of knowledge of codes of ethical conduct for multiple professions and assessment for similarities and differences while working with individuals of other professions to enhance a climate of mutual respect and shared values is also expected. Foremost, the learner will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CMED 1501: The Practice of Clinical Medicine I

The purpose of The Practice of Clinical Medicine I course is to help student doctors begin to develop the knowledge and skills necessary to practice clinical medicine, including taking a patient history, performing a physical examination, developing a broad differential diagnosis, using clinical reasoning to prioritize differential diagnoses from most likely to least likely, documenting the clinical encounter, performing basic clinical procedures, and doing all of this while demonstrating good communication and professionalism.

Term: Fall | Credit Hours: 2.5 | Repeatable for credit: No | Length: 20 Weeks | Grading: Letter

CMED 1702: The Practice of Clinical Medicine II

The Practice of Clinical Medicine II course continues to introduce the ICOM student to the knowledge and skills necessary to practice clinical medicine with the addition of team communication, manikin-based simulation, recognition of urgent or emergent clinical decision making, and verbally presenting a patient case to an attending. Student doctors will still be expected to demonstrate good communication and professionalism throughout all scheduled events.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

CMED 2501: The Practice of Clinical Medicine III

The Practice of Clinical Medicine (CMED) III course is a fall semester course that builds upon the fundamental skills learned in the Practice of Clinical Medicine (CMED) I and II courses. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, case discussions, working with the Teaching Medicine software to develop differential diagnoses, hands-on practice with task trainers, simulated patient events, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, developing differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on developing practical, hands-on skills for 3rd and 4th year rotations, such as phlebotomy, lumbar puncture, establishing intravenous and intraosseous access, gloving, suturing, performing electrocardiograms and defibrillation, placing urinary catheters and nasogastric tubes. Students will also practice giving oral patient presentations to an attending in a simulated hospital or emergency room setting.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

CMED 2702: The Practice of Clinical Medicine IV

The Practice of Clinical Medicine IV Course builds on the fundamental skills learned in CMED I, II, and III courses. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, small group discussions, hands-on practice, simulations, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on advancing clinical reasoning through the development of differential diagnoses, determining appropriate evaluations, and formulating cost-effective and pertinent treatment plans.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

CPRO 3001: Clinical Preparation

The clinical preparation rotation will review key skills and knowledge used across various clinical settings. Students will demonstrate and practice their clinical reasoning and skills in activities designed to simulate various patient encounters and clinical settings. We will also discuss strategies and knowledge for student success in subsequent clinical rotations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 3401: Third Year Elective

This four-week third year rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives which strengthen areas of weakness and introduce them to specialties they may have interest in pursuing in their residency applications. This elective should provide further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4001: Fourth Year Elective 1

Fourth year students are required to complete a four-week rotation in a primary care specialty during their fourth year. During this course, either in Family Medicine, Obstetrics and Gynecology, Pediatrics, Outpatient Internal Medicine, or Urgent Care, students will expand their knowledge of the full age spectrum from health to disease states and apply this knowledge in the primary care clinical setting. The curriculum is taught through one-on-one student-preceptor experiences in caring for patients primarily in the outpatient setting. This course is a four-week course. Other specialties may meet the requirements of the Primary Care Elective in the OMS-IV year after review and approval by the Clinical Affairs Department.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4002: Fourth Year Elective 2

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4003: Fourth Year Elective 3

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4004: Fourth Year Elective 4

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4005: Fourth Year Elective 5

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4006: Fourth Year Elective 6

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4007: Fourth Year Elective 7

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4008: Fourth Year Elective 8

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties

and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4009: Fourth Year Elective 9

This rotation allows student doctors to further enhance their professional development and performance as future osteopathic physicians. Electives include medical and surgical specialties and subspecialties and/or a special elective of interest to the individual student doctor upon approval of the Office for Clinical Affairs. Student doctors are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

EMRO 3201: Third Year Emergency Medicine

EMRO is a third year clerkship that provides education and clinical experiences in caring for patients who present to the Emergency Department (ED) with a variety of acute and subacute concerns. EMRO will emphasize stabilization and appropriate triage of critically ill and injured patients and those at risk for death and/or disability as well as patients with more common, less critical concerns. EMRO is designed to introduce students to the principles of acute care medicine, and provide ICOM students with an opportunity to evaluate ED patients, develop a plan for evaluation, management and disposition of these patients and the presentation of these patients to preceptor physicians, the patients, and consultants. EMRO also emphasizes active participation throughout patient care, including involvement in a variety of procedures requiring procedural skills. Assessment of student performance is based on the patient care experiences, assigned modules from Emergency Medicine resources and online texts, as well as weekly case presentations/reviews and a final evaluation from the student's preceptor(s).

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

EMRO 4201: Fourth Year Emergency Medicine

EMRO is a fourth-year clerkship that provides education and clinical experiences in caring for patients who present to the Emergency Department (ED) with a variety of acute and subacute concerns. EMRO will emphasize stabilization and appropriate triage of critically ill and injured patients and those at risk for death and/or disability as well as patients with more common, less critical concerns. EMRO is designed to introduce students to the principles of acute care medicine and provide ICOM students with an opportunity to evaluate ED patients, develop a plan for evaluation, management and disposition of these patients and the presentation of these patients to preceptor physicians, the patients, and consultants. EMRO also emphasizes active participation throughout patient care, including involvement in a variety of procedures requiring procedural skills. Assessment of student performance is based on the patient care experiences, assigned modules from Emergency Medicine resources and online texts, as well as weekly case presentations/reviews and a final evaluation from the student's preceptor(s).

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ENDO 2501: Endocrine System

This course offers an in-depth exploration of the endocrine system, including the structure and function of major endocrine tissues, regulatory mechanisms of hormones, etiology and pathogenesis of endocrine disorders, and the diagnosis and management of patients presenting with symptoms of hormone dysfunction.

Term: Spring | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

FMRO 3301: Family Medicine

The ICOM mission of preparing community-focused physicians for rural and medically underserved areas is best met through family medicine. Family medicine is a primary care specialty that provides first contact, ongoing, and preventative care to all patients regardless of age, gender, culture, care center, or type of problem. Given the variety of practice opportunities and formats in family medicine, students will expand their knowledge caring for patients of any age from health to disease states and apply this knowledge in the clinical setting. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. The four-week family medicine rotation is taught through one-on-one student-preceptor experiences, online case modules, a question bank, and ICOM faculty/student didactics through Webex.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

FOUN 1102: Clinical Foundations

Clinical Foundations is the first course in the ICOM preclinical curriculum. The goal of this course is to present the language and provide core foundational principles of the biomedical sciences foundational to medicine that students will be using throughout their study of human health and disease in the system-based courses to follow. This course employs the exploration of the molecular, genetic, and cellular basis of human health. It introduces the basic biomedical principles underlying disease development and progression and provides foundational knowledge about pharmacotherapy and clinical reasoning. It serves as an introductory framework for integrating the core biomedical disciplines of biochemistry, genetics, physiology, cell biology and histology, microbiology, immunology, pathology, and pharmacology in advancing students' understanding of medical sciences and their application in clinical practice.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

GAST 2001: Gastrointestinal System

This course provides a comprehensive overview of the gastrointestinal system from mouth to anus. The course will outline the normal processes, anatomy and physiology of the alimentary canal, exocrine pancreas, liver and biliary system, and intestinal tract, including the normal function of the gastrointestinal immune defenses and normal flora. This course will then proceed to define the abnormal processes and pathophysiology of common gastrointestinal disease states. Emphasis will be placed on screening, clinical diagnosis and health maintenance. These topics will include infectious diseases, immunologic and inflammatory disorders, neoplasms and medications related to the gastrointestinal system.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

IMRO 3401: Internal Medicine

The Department of Primary Care wishes to provide an exciting, unique experience for the clinical student in an internal medicine subspecialty while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third-year internal medicine subspecialty rotation, students expand their knowledge of internal medicine subspecialties and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM online lectures, online case modules, assignments, and through one-on-one student-preceptor experiences in caring for patients in the clinical setting. This is a four-week rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

IMRS 3401: Internal Medicine - Subspecialty

The Internal Medical Subspecialty Rotation provides an exciting, unique experience for the clinical student in an internal medicine subspecialty while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third-year internal medicine subspecialty rotation, students expand their knowledge of internal medicine subspecialties and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM online lectures, online case modules, assignments, and through one-on-one student-preceptor experiences in caring for patients in the clinical setting. This is a four-week rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

INTG 2201: Integumentary System

Content in this course will provide a comprehensive overview of the integumentary system including the normal physiology and pathophysiology of common dermatologic related disease states. Imaging and diagnostic evaluation, neoplasia, infection and medications related to the integumentary system are also covered. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal integumentary system function along with differential diagnosis and treatment options of the common dermatologic-related disease processes.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 2 Weeks | Grading: Letter

MNTH 2301: Mental Health System

Content in this course will review clinically relevant topics in psychiatry to better prepare students to evaluate and treat mental illness using a biopsychosocial model of care. Psychiatric issues seen in primary care settings will be emphasized. This knowledge will enable the physician to appropriately evaluate the patient's health and diagnose disease from the presented signs and symptoms. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal behavioral health processes.

Term: Fall | Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

MSKS 1401: Musculoskeletal System

The musculoskeletal system is an essential component of osteopathic medical education. Students will be introduced to medical terminology specific to the musculoskeletal system and osteopathic medicine. The primary objective of this course is to provide students with an opportunity to learn the structure, function, pathophysiology, and clinical relevance of the musculoskeletal system including connective tissue as it pertains to clinical medicine with clinical correlations to illustrate applications of principle concepts specific to osteopathic medicine. This knowledge is designed to enable the physician to appropriately evaluate the patient's health and diagnosis of disease from the presented signs and symptoms.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

NEUR 1801: Neurosensory System

The aim of this course is to provide student doctors with an effective foundation in the structure, function, pathophysiology, pharmacology and clinical relevance of the central nervous system and special sensory structures. Mastery of these concepts will enable the physician to appropriately determine the patient's health, diagnose neurological diseases from the presented signs and symptoms and evaluate results of clinical tests. The course uses active exploration of case-based problems to integrate knowledge and terminology that is essential for clinicians in any area of practice.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

OPPC 1501A: Osteopathic Principles and Practice I

OPPC 1501A introduces the ICOM student to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1501B: Osteopathic Principles and Practice Lab I

OPPC 1501B introduces the ICOM student to the practice and application of osteopathic manipulative medicine, and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of physical examination findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1951A: Osteopathic Principles and Practice II

OPPC 1951A continues to introduce the ICOM student to the practice and principles of osteopathic medicine. It is one part of a two-part course consisting of 1951A, the written course, and 1951B, the laboratory course. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 1951B: Osteopathic Principles and Practice Lab II

OPPC 1951B continues to introduce the ICOM student to the practice and application of osteopathic manipulative medicine and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 2451A: Osteopathic Principles and Practice III

OPPC 2451 A builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams, and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2451B: Osteopathic Principles and Practice Lab III

OPPC 2451B builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2801A: Osteopathic Principles and Practice IV

The OPPC 2801 A course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. It is one part of a two-part course consisting of 2801 A, the written course, and 2801 B, the laboratory course. Course meeting day(s), times and locations are subject to change. Times and locations for learning activities can be found on the weekly schedule in the LMS. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening and regional and segmental structural exams continue in this course, and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 2801B: Osteopathic Principles and Practice Lab IV

The OPPC 2801B course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for boards and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 3551: Osteopathic Principles and Practice V

Osteopathic Principles and Practice V (OPPC 3551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 3951: Osteopathic Principles and Practice VI

Osteopathic Principles and Practice VI (OPPC 3951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 4551: Osteopathic Principles and Practice VII

Osteopathic Principles and Practice VII (OPPC 4551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice and educating attending physician preceptors on osteopathic principles and practice. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 4951: Osteopathic Principles and Practice VIII

Osteopathic Principles and Practice VIII (OPPC 4951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice, and educating attending physician preceptors on osteopathic principles and practice while furthering the students' understanding of curricular design, and OMT research. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

PERO 3601: Pediatrics

Pediatrics is a four-week clinical rotation occurring at a core site. Pediatrics is the medical specialty focused on the health and care of children from infancy to adolescence. Pediatrics embraces preventive health including careful observation of the growth and development of a child, anticipatory guidance about safety specific to each age, and acute and chronic care for neonates, infants, children, and adolescents in all areas of medical specialties. Pediatricians are passionate advocates for their patients and are intimately involved in the care of the entire family by facilitating and coordinating services for the child. Pediatricians are a diverse group of physicians working in a variety of practice settings, medical subspecialties, and geographical regions. The practice of pediatric medicine occurs in the outpatient office setting, in the inpatient setting caring for both acute and chronic illnesses, in the delivery room and newborn nursery caring for neonates in the first days of life and in the emergency room. Students should review their specific site instructions for a more detailed description of their specific practice setting and be prepared to have a schedule that may include overnight call, early mornings, late evenings and some weekend responsibilities.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

PSRO 3701: Psychiatry

The required clinical rotation in psychiatry is four (4) weeks in duration and is intended to be a structured clinical experience under direct supervision of psychiatrists who assume responsibility for the care of patients. The psychiatry clerkship utilizes a wide variety of clinical settings including adult outpatient and inpatient settings. Some of your rotations may include children. Many psychiatric patients will also suffer with diverse comorbid medical problems or complications. It is important that students gain a sufficient base of knowledge and ability to screen for and recognize the common mental health disorders in patients in order to make an accurate diagnosis, recommend appropriate treatments, and make effective referrals and consultations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

RENL 2101: Renal System

This course provides a comprehensive overview of the renal system including the normal physiology and pathophysiology of common renal and urologic disease states. Other topics covered in this course include medical imaging, electrolyte and fluid balance, acid-base disorders, and kidney disease in specific populations (children vs. elderly). Treatment options (including dialysis and transplantation) related to the renal and urologic system are also covered.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

REPR 2601: Reproductive System

This course provides student doctors with a detailed overview of the male and female reproductive systems, human reproduction and pregnancy. It includes in-depth information about the biochemical and physiological basis of reproduction and sexual development as well as various topics covering the disciplines of obstetrics, gynecology, and urology.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

RESP 1701: Respiratory System

This course provides a comprehensive overview of the respiratory system including the normal physiology and the pathophysiology of disease states. Student doctors will learn and apply concepts of medical imaging, infectious diseases, neoplasia, acute and chronic respiratory diseases and medications related to the respiratory system. The goal of this course is to enable student doctors to understand both normal and abnormal respiratory function along with differential diagnoses and treatment options of common respiratory disease processes.

Term: Spring | Credit Hours: 3.5 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

RPRO 3101: Residency Preparation

Students participate in a series of learning models and didactics that prepare, refine and measure students' acquisition of knowledge and skills required during third- and fourth-year clinical clerkships and successful progression to residency. Students will receive instruction and assessment in the completion of the ERAS application, including but not limited to the formation of a personal statement, proper LOR's, guidelines for your curriculum vitae, specialty-specific guidance, and the process of choosing programs. Working with your academic advisor is an integral and required part of this course as you define your choices for a residency. Instructions in the types of matching services and dates for completion are included. Learning modules will assist you in choosing a program, maximizing your odds of successful placement, and offer resources for researching residencies. Student participation will lead to a better understanding of preliminary year programs and the need for such programs. Learning modules and mock interviews will help you improve your interview skills while gaining understanding of what program directors are seeking in their applicants. Students will prepare their personal statements for ERAS with input from advisors and learning specialists.

Credit Hours: 2.0 | Repeatable for Credit: No | Length: 3 Weeks | Grading: Pass/Fail

SCRO 3751: Scholarly Activity

OMS-III students will complete a four-week rotation that will teach them to develop answerable research questions, retrieve relevant information, interpret research findings, incorporate those findings into their practice, and to communicate research with patients and other members of the healthcare team. This rotation is all online and is mostly asynchronous. Students can work at their core rotation sites or any location that has reliable internet access. Course content will include journal articles, book chapters, online videos, online readings (websites, blogs, etc.), and podcasts.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SCRO 4751: Scholarly Activity

OMS-IV students will complete a four-week rotation that will teach them to develop answerable research questions, retrieve relevant information, interpret research findings, incorporate those findings into their practice, and to communicate research with patients and other members of the healthcare team. This rotation is all online and is mostly asynchronous. Students can work at their core rotation sites or any location that has reliable internet access. Course content will include journal articles, book chapters, online videos, online readings (websites, blogs, etc.), and podcasts.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURO 3801: Surgery

This required rotation of four weeks in a hospital-based service is intended to be a structured clinical experience under supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain and interpret appropriate laboratory studies, develop a differential diagnosis, formulate a management plan, assist in the implementation of appropriate therapy for common surgical diagnoses, and understand both preoperative evaluation and risk assessment and postoperative care of the surgical patient. The Idaho College of Osteopathic Medicine will administer a post-rotation examination (COMAT) when the student has completed this required rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURS 3401: Surgery - Subspecialty

This required rotation of four (4) weeks in a hospital and office-based service is intended to be a structured clinical experience under direct supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain appropriate laboratory studies, assess the results, develop a diagnosis, formulate a management plan and assist in implementation of appropriate therapy for common surgical subspecialty principles and practices. Please see the individual subspecialty information for course goals and objectives. Surgery encompasses a diverse range of specialties and includes the following disciplines: anesthesia, breast surgery, cardiothoracic surgery, colorectal surgery, dermatologic surgery, GI surgery, neurosurgery, orthopedics, otolaryngology, pediatric surgery, plastic surgery, ophthalmology, surgical oncology, trauma surgery, transplant surgery, urology, and vascular surgery.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

VERD 4002: Virtual Radiology Elective

This 2-week Virtual Radiology Curriculum is an elective course that will provide students with independent guided reading assignments, online modules, learning activities, formative quizzes, and evidence-based strategies for imaging services, which will help the student acquire essential medical imaging knowledge and skills required for their future internships, residencies, and future clinical practices. The student will also be encouraged to further pursue and investigate the numerous provided radiology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VEPA 41332: Virtual Pathology Elective

This 2-week Virtual Pathology Curriculum is an elective course that will provide students with independent guided reading assignments, online resources, learning activities, and formative quizzes, which will help the student acquire essential knowledge of anatomic and clinical pathology relevant to their future internships, residencies, and clinical practices, either in Pathology or in other fields of medicine. The student will also be encouraged to further pursue and investigate the numerous provided pathology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VESA 4001: Virtual Elective Scholarly Activity

OMS-IV students may enroll in a four-week elective rotation to finalize a scholarly project. This rotation allows time, resources, and mentoring to complete a research or scholarly project initiated previously. Students will work independently at their core rotation sites with check-ins from ICOM faculty via video conferencing. Students will select one or more desired outcomes for their project, including: submitting a manuscript, case report or abstract, and/or finalizing or presenting a poster or oral presentation for a research project or case report. Students will spend this four-week rotation finalizing at least one deliverable that can be presented, disseminated, or submitted to a scholarly forum. ICOM instructors will provide resources and guidance to finalize the deliverable.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

WHRO 3901: Women's Health

This required rotation of four (4) weeks is an inpatient & outpatient-based service and is intended to be a structured clinical experience under supervision. Upon completion of the rotation the student should be able to elicit an Ob/Gyn history, use appropriate Ob/Gyn medical terminology, perform a physical examination, obtain and/or interpret appropriate lab studies, pap & STD screening, basic US and fetal monitoring strips, develop a differential diagnosis, formulate a management plan, and appropriate next step or treatment, assist in the implementation of appropriate therapy for common Ob/Gyn diagnoses, and understand common inpatient and outpatient Ob/Gyn conditions, prenatal care, labor and delivery care, postpartum and lactation concerns, both preoperative evaluation and risk assessment and postoperative care of the Ob/Gyn surgical patient.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

Enrichment Opportunity Series

Student doctors completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM. Graded on a Pass/Fail basis, these special topics series classes may have limited enrollment, prerequisites, and additional procedures. Please see the information below to learn about the specific requirements for each non-credit special topic's series class.

CIMD 9000 – Introduction to Complementary and Integrative Medicine

This special topic course will allow participants to evaluate the major components of complementary and integrative health care models and current evidence-based recommendations related to integrative health care. In most cases, licensed practitioners of each modality will present their patient care details as it relates to their training and the historical context of their practices. Complementary therapies are both a popular and controversial topic in mainstream 'westernized' medicine; as such, these modalities currently serve to encompass a multitude of therapeutic offerings, many of which have not been accepted widely in conventional medical practice. In addition, they include non-western systems of medical practice that have existed for thousands of years in many cultures, such as Ayurveda and Traditional Asian Medicine as well as relatively new systems of health care practice such as Homeopathy and Naturopathy. Where perhaps as many as half of patients will explore such complementary therapies in addition to their western evidence-based therapies, most will not tell you about the use of these modalities. As clinicians, it is practical to become informed about these therapeutic options and their potential as adjuncts to the current western standard of care, while being learnedly aware of the potential for adverse effects, complementary effects, or no effects at all. This experience will allow participants to determine informed ways to approach and dialog with patients openly about their other therapeutic considerations.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

COOK 9000: Culinary Medicine

Part 1 - Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student doctors in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

COOK 9200: Culinary Medicine

Part 2 -Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student doctors in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

COOK 9500: Culinary Medicine

Part 1 & 2 - Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student doctors in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9001: Research Independent Study

This is an independent, student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I student doctors in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Summer | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail]

RIS 9002: Research Independent Study

This is an independent, student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS II student doctors in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Fall | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9003: Research Independent Study

This is an independent, student doctor-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I student doctors in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9004 Research Independent Study

This is an independent, student doctor-driven research or scholarly project in the fields of foundational anatomical and biomedical sciences, clinical sciences, osteopathic principles and practice, community health, and/or medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student doctors must complete an online application for Research Independent Study, which is reviewed by the Course Director for student doctor eligibility. This independent study course is graded on a Pass/Fail basis and student doctors completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9004A: Research Independent Study

This is an independent, student doctor-driven research or scholarly project performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. This Enrichment Opportunity Course is graded on a Pass/Fail basis and student doctors completing this non-credit course will not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9004B: Research Independent Study

This is an independent, student doctor-driven research or scholarly project in anatomical sciences, performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student doctors with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. This Enrichment Opportunity Course is graded on a Pass/Fail basis and student doctors completing this non-credit course will not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

SONO 9000: Sonography

Student doctors in this non-credit special topic series class are provided with the opportunity to experience hands-on sonography techniques in a variety of patient presentations commonly encountered in medicine.

Prerequisites: open to OMS I and OMS II student doctors in good academic standing with Course Director permission.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

SUST 9000: Surgical Special Topics

The course will consist of watching surgical videos that will be narrated to teach surgical anatomy, technique, and applicable physiology. Students will watch the videos and submit a short write up (less than one page) about the cases they watch and the learning points. There will be an in-person session with the course director at the end of the course to discuss any of the videos and answer questions about surgery rotations, residencies and careers.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

WILD 9001: Wilderness Medicine

This elective course will introduce students to an overview of the field of wilderness medicine. We will discuss some of the most common medical problems encountered in the outdoors and how they are managed. This will include common wilderness clinical presentations, diagnostic techniques, wilderness clinical treatment guidelines, medical kits, equipment use, and other considerations for the practice of medicine in resource-limited settings and austere environments. This course will include lecture sessions and discussions, wilderness simulations, and wilderness skills workshops.

Prerequisites: open to OMS I and OMS II student doctors in good academic standing with Course Director permission.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

Faculty Roster

<u>First Name</u>	<u>Last Name</u>	<u>Degrees</u>	<u>Job Title</u>
Sara	Adams	PhD	Assistant Dean of Research
Jenifer	Barry	MD	Assistant Professor of Internal Medicine
Rodney	Bates	DO	Chair of Primary Care / Associate Professor
Andrea	Belovich	PhD	Associate Professor of Pharmacology
Gary	Brandecker	MD	Associate Professor of EM
Daniel	Bridger	DO	Associate Dean of Clinical Affairs
Todd	Burt	MD	Assistant Professor of Radiology
Nasir	Butt	MD PhD	Assistant Professor of Pathology
Brad	Chadwell	PhD	Associate Professor of Anatomy
Stephanie	Child	PhD	Associate Professor of Anatomy
Joseph	Coyle	MD	Professor of Anesthesiology
Sarah	Davis	DO	Associate Dean of Osteopathic Integration
Gergana	Deevska	PhD	Associate Professor of Biochemistry
Tanisha	Denning	DO	Associate Professor of OPP
Robyn	Dreibelbis	DO	Associate Dean of GME / Associate Professor
Donald	Dyer	MD	Assistant Professor of Women's Health
Jessica	Evans	PhD	Assistant Professor of Microbiology
Tia	Finney-Sadler	PhD	Assistant Dean of Learner Outcomes & Assessment
Rita	Getz	PhD	Professor Emeritus
Ryan	Hardy	MD	Assistant Professor of Surgery
David	Hightower	MD	Assistant Professor of Emergency Medicine
Ulana	Holtz	MLS	Assistant Librarian
Jennifer	Hotzman	PhD	Associate Professor of Anatomy
Teodor	Huzij	DO	Associate Professor of OPP
Jacob	Kammer	MD	Assistant Professor of Family Medicine
Matthew	Laye	PhD	Associate Professor Physiology

Matthew	Linton	PhD	Associate Dean of Academic Affairs
Ellis	Locke	PhD	Assistant Professor of Anatomy
Joshua	Lundberg	MD	Associate Professor of FM & Global Track Dir
Launa	Lynch	PhD	Chair of Biomedical Sciences / Associate Professor
Richard	MacDonald	MD	Assistant Professor of Emergency Medicine
Blaine	Maley	PhD	Chair of Anatomy / Associate Professor
Brian	Martin	PhD	Professor of Pathology
Kimberly	Miller	MSI	Director of Library Services
Mihail	Mitov	PhD	Associate Professor Physiology
Thomas	Moorman	EdD	Associate Dean of Student Services
Luke	Mortensen	PhD	Associate Dean of Educ Dev, Innovation & Div
Jenisa	Oberbeck	DO	Assoc Professor of OPP-OPP Fellowship Prgm Dir
Justin	Parkinson	DO	Assistant Professor of Family Medicine
Inaia	Phoenix	PhD	Assistant Professor of Microbiology / Immunology
Kathryn	Potter	MD	Assistant Professor of Family Medicine
Suzanne	Rogers	DO	Assistant Professor of Pediatrics
Thomas	Rosenzweig	MD	Assistant Professor of Clinical Pathology
Richard	Sloan	DO	Assistant Dean of Clinical Affairs
Michael	Wells	PhD	Assistant Professor of Biochemistry
Kevin	Wilson	DO	Dean, Chief Academic Officer (CAO)
Jessica	Ziebarth	DO	Chair of Specialty Medicine and Associate Professor of Physical Medicine Rehabilitation

Changes to The Catalog

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