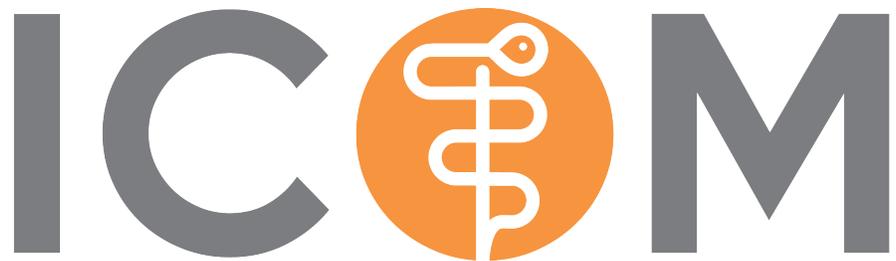




Academic Bulletin

2020-2021



Idaho College of Osteopathic Medicine

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GENERAL INFORMATION

OSTEOPATHIC HISTORY

The history of ICOM begins with the advent of osteopathy by Andrew Taylor Still, a native of Virginia. In 1854, Dr. Still, then a practicing allopathic physician in Kansas, became increasingly dissatisfied with the medical practices of his day. He developed a new theory of medicine, which he called osteopathy. He based his new approach to health care on the concepts of body unity, the body's inherent ability to heal itself given all the optimum conditions, and on the proper alignment and function of the musculoskeletal system.

ICOM takes pride in bringing the philosophies of Dr. Still to Idaho. Over the years, the practice of medicine has evolved and so has the practice of osteopathic medicine. Today, doctors of osteopathic medicine (D.O.s) serve the public with full medical practice privileges. Osteopathic physicians are trained in all the modern practices science has to offer in medical and surgical care while incorporating the concept of treating the whole person throughout the training. Osteopathic physicians believe hands-on examination (palpation) is an essential part of making physical diagnosis. In addition to pharmacologic treatment and surgery, manipulative medicine remains an important therapeutic tool utilized by osteopathic physicians in alleviating pain and treating illness. The training of osteopathic physicians has always stressed a primary care orientation.

Four Tenets of Osteopathic Medicine

1. The body is a unit; the person is a unit of mind, body and spirit
2. The body is capable of self-regulation, self-healing and health maintenance
3. Structure and function are reciprocally interrelated
4. Rational treatment is based on the above three principals

OSTEOPATHIC OATH

I do hereby affirm my loyalty to the profession I am about to enter. I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way, bring shame or discredit upon my profession or myself. 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.

ICOM Mission Statement, Vision, Goals and Objectives

MISSION STATEMENT

The mission of the Idaho College of Osteopathic Medicine is to train osteopathic physicians prepared for caring for persons in Idaho, Montana, North Dakota, South Dakota, Wyoming and beyond.

Approved by ICOM BOT April 2016

VISION OF THE IDAHO COLLEGE OF OSTEOPATHIC MEDICINE

The vision of the Idaho College of Osteopathic Medicine is to be the nation's leader in training caring and expert osteopathic physicians in support of our mission.

GOALS AND OBJECTIVES OF THE IDAHO COLLEGE OF OSTEOPATHIC MEDICINE

The goal of the Idaho College of Osteopathic Medicine is to train osteopathic physicians through the following objectives:

1. Educate osteopathic medical students in the art and science of osteopathic medicine using the most current research in clinical and biomedical sciences.
2. Recruit and graduate osteopathic medical students who are committed to serving in areas throughout Idaho, the region and beyond.
3. Provide osteopathic clinical service.
4. Develop postgraduate training programs in collaboration with other institutions.
5. Contribute to the fund of osteopathic medical knowledge through educational, scientific and clinical research and other scholarly activity.
6. Prepare osteopathic medical students for achievement in successful graduation, COMLEX-USA licensure exams, and graduate medical education placement.

Idaho College of Osteopathic Medicine Administration

Tracy Farnsworth, EdD, MHSA, MBA, FACHE

President & Chief Executive Officer

Thomas Mohr, MS, DO, FACOI, FAOGME

Dean & Chief Academic Officer

Dale Cassidy, MBA CPA

Chief Financial Officer

Rita Getz, PhD, FNAOME

Senior Associate Dean of Learner Outcomes and Assessment

Perry Baker, PhD

Associate Dean for Academic Affairs

Kevin Wilson, DO FACOI, FACP

Associate Dean for Clinical Affairs

Mattie Bendall

Assistant Dean of Student Services

Accreditation Status

On December 4, 2017 the Idaho College of Osteopathic Medicine was granted pre-accreditation status with the American Osteopathic Association's Commission on Osteopathic College Accreditation.

Commission on Osteopathic College Accreditation

142 East Ontario Street

Chicago, Illinois 60611

Toll-free phone: (800) 621-1773

Department of Accreditation

Phone: (312) 202-8124

Fax: (312) 202-8424

Academic Facilities

Academic facilities at Idaho College of Osteopathic Medicine are designated primarily for use in the education of Idaho College of Osteopathic Medicine students; other uses, although quite worthy in themselves, and of benefit to the community, are not to interfere with that primary function.

Photography Statement

In the course of college life and participation in campus classes and activities, the College often has photographers and videographers taking photos and video of events, activities and daily life. Videos are also used for quality improvement for faculty development. These photos may be used for College promotion in advertising, printed collateral, student I.D.'s, website and other outlets. Students will not be compensated if their image is used for the promotion of the College. The Office of Communications and Marketing assumes permission for photography from all students unless instructed otherwise by an individual.

Changes to The Bulletin

ICOM reserves the right to make changes to this bulletin at any time without notice, obligation, or liability. The College reserves the right to make such changes as it determines, in its sole discretion, to be necessary or advisable in its regulations, course offerings, staff, and financial policies without notice. Changes to rules and policies may occur at any time and could be applied to currently matriculated students. Students are responsible for understanding all Academic Bulletin and [Student Handbook](#) requirements as they may be modified and appended from time to time.

In general, students must follow the Academic Bulletin and [Student Handbook](#) in effect at the time they start (matriculate) at ICOM as they may be modified and appended from time to time. Students will be required to complete the degree, college, elective, and graduation requirements, which are appended here by reference, for the year in which they entered ICOM in order to be eligible to graduate. Any student whose continuous enrollment at ICOM is interrupted by a semester or more shall be subject to the graduation requirements in the Academic Bulletin and [Student Handbook](#) in effect at the time of readmission. The Dean in consultation with the ICOM Registrar must approve any exception to this policy. Academic Bulletin years may be moved forward, but not backward to a previous Academic Bulletin

STATEMENTS OF COMPLIANCE

Idaho College of Osteopathic Medicine maintains a continuing policy of nondiscrimination in employment as approved by the Trustees. It is our policy to provide equal opportunity in all phases of the employment process in compliance with applicable federal, state, and local laws and regulations. Accordingly, ICOM is committed to administering all educational and employment activities without discrimination as to race, color, sex, sexual orientation, gender identity, age, ethnicity, or national origin, religion, disability, genetic information, protected veteran status and any other characteristic protected by law, except where appropriate and authorized by law. This policy of nondiscrimination shall include, but not be limited to, the following employment decisions and practices: hiring, upgrading; promotions; demotions or transfers; layoffs; recalls; terminations; rates of pay or other forms of compensation; selection for training, including apprenticeship; and recruitment or recruitment advertising.

Inquiries regarding ICOM's equal opportunity policies may be directed to the Human Resources (HR) Department, 1401 E Central Drive, Meridian ID, 83642.

Applicants to, and students of, ICOM will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, or any other federal or state nondiscrimination law, rule, or regulation. If you believe that you have been discriminated against in any manner as described above, you should notify the Director of Student Affairs. Retaliation against anyone who complains of, or witnesses, behavior contrary to this policy is also prohibited.

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," Idaho College of Osteopathic Medicine will release information only with the student's prior written consent and/or in compliance with federal law and/or state law and regulation and will use "Directory Information" in the best interest of the student. "Directory Information" at Idaho College of Osteopathic Medicine is defined

as: name, place of birth, student's photograph, academic majors and minors, academic classification (First Year, Second Year, etc.), and e-mail addresses.

REHABILITATION ACT OF 1973

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Idaho College of Osteopathic Medicine does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities.

AMERICANS WITH DISABILITIES ACT OF 1990 (ADA) AS AMENDED (ADAAA)

Idaho College of Osteopathic Medicine complies with the provisions of this law.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 (20 U.S.C. §§ 1681, et seq)

Title IX, formally known as Title IX of the Education Amendments of 1972, mandates that no person shall be excluded from participation in or discriminated against on the basis of sex in programs or activities at educational institutions that receive federal financial assistance. Acts of sexual violence, harassment and/or misconduct are forms of sex discrimination and are in violation of Title IX. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Mr. Dale Cassidy, Title IX Coordinator, 1401 E Central Drive, Meridian, Idaho, 83642, dcassidy@idahocom.org. Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone: (202) 453-6020; Fax: (202) 453-6021; Email: OCR.DC@ed.gov.

Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in the Student Handbook for a Title IX violation. If you believe you have been the subject of sexual assault, harassment, discrimination, or violence, this should be reported to the Title IX Coordinator. The process involves an immediate initial investigation to determine if there is reasonable cause to believe the Title IX Policy has been violated. If so, ICOM will initiate a prompt, thorough and impartial investigation. This investigation is designed to provide a fair and reliable determination about whether ICOM's Title IX policy has been violated. If so, ICOM will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence and address its effects.

Students, faculty and staff who become aware of incidents which may be potential Title IX violations are required to report the incident to the Title IX Coordinator. Behavioral Health practitioners are not included in this requirement.

ACADEMIC CALENDAR

Academic calendars are made available to all students. Actual weekly schedules vary based on course content and educational needs. Lectures primarily take place in the morning, with labs and clinical skills typically taking place in the afternoons.

Morning lecture-discussions are complemented by afternoon labs and skills sessions, with embedded study time. OMM 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. Content is presented by physicians and biomedical scientists using concepts of team teaching and team learning.

Evaluation includes integrated exams, quizzes, and end-of-course and end-of-year evaluations. Weekly clinical case exercises, with a team-based approach, help students remain on top of material presented during the week, and provide faculty with assessment of student progress.

OMS-I 2020-2021 Academic Calendar

Class of 2024

OMS-I - 2020-2021 Academic Calendar



Holidays:

September 7, 2020	Labor Day
November 25-27, 2020	Thanksgiving Break
December 21, 2020 - January 8, 2021	Winter Break
January 18, 2021	MLK Day
March 22-26, 2021	Spring Break

Other Events:

July 29-July 31, 2020	Orientation
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Semester Categories:

	Semester	Semester
	Class of 2024 Orientation	
	Clinical Foundations	1
	Musculoskeletal	1
	Blood, Immune and Infection	1
	Neurosensory	2
	Cardiovascular	2
	Respiratory	2
	Exams and/or OSCE Week	
	Remediation	
	Holiday	

Longitudinal Courses that are not listed on this calendar and will run the length of the year/semester:

.....	Osteopathic Principles and Practice
.....	Clinical Small Group Learning
.....	Caring and Competent Physician
.....	Interprofessional Education
.....	Comprehensive Curricular Review
.....	Anatomy - Semester 1 Only

Semester 1						
July 2020						
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Semester 2						
January 2021						
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February 2021						
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March 2021						
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June 2021						
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All dates subject to change. While every effort is made to ensure that the dates contained within this Calendar are accurate, it may be necessary from time to time to make adjustments. Each Calendar version will be numbered and dated.

OMS-II 2020-2021 Academic Calendar

Class of 2023

OMS-II - 2020-2021 Academic Calendar



Holidays:

September 7, 2020	Labor Day
November 25-27, 2020	Thanksgiving Break
December 21, 2020-January 8, 2021	Winter Break
January 18, 2021	MLK Day
March 22-26, 2021	Spring Break

Other Events:

Semester Categories:

	Semester	Semester
	Mental Health	3
	Gastrointestinal	3
	Renal	3
	Integumentary	3
	Endocrine	4
	Reproductive	4
	Curricular Review Capstone	4
	Exams/ OSCE	
	Remediation	
	Holiday	

Longitudinal Courses that are not listed on this calendar and will run the length of the year/semester:

Osteopathic Principles and Practice
Clinical Small Group Learning
Caring and Competent Physician
Interprofessional Education
Comprehensive Curricular Review

Semester 1

July 2020						
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September 2020						
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October 2020						
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November 2020						
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December 2020						
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Semester 2

January 2021						
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February 2021						
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March 2021						
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April 2021						
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May 2021						
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June 2021						
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20	21	22	23	24	25	26
27	28	29	30			

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OSTEOPATHIC MEDICAL CURRICULUM

Years One and Two

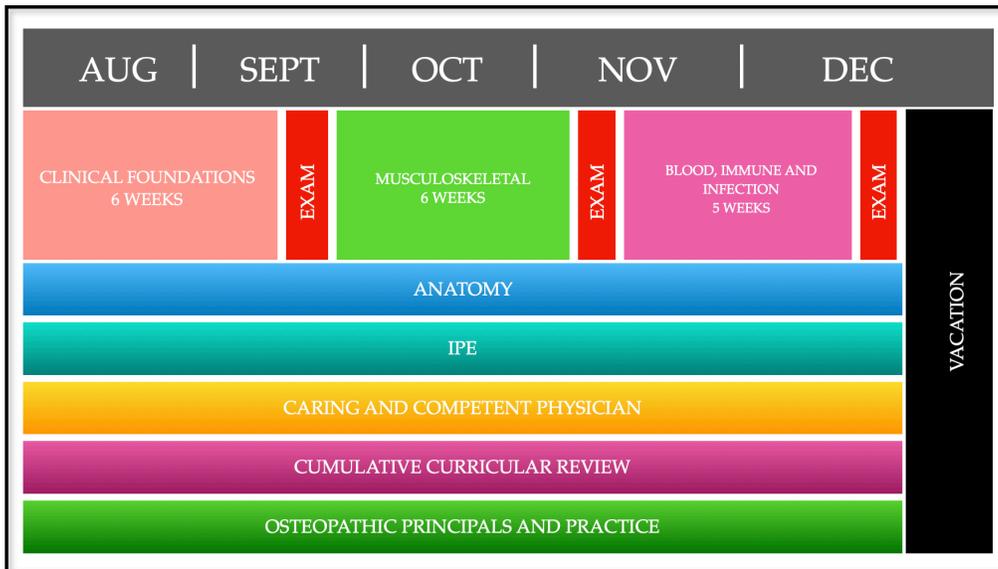
The ICOM pre-clinical curriculum is designed to be highly integrated to provide both a rigorous foundation in the fundamental principles of biomedical science and a robust emphasis on the clinical sciences including osteopathic principles, clinical skills and professionalism. During the first two years of ICOM's curriculum, provided on ICOM's campus in Meridian, Idaho, foundational concepts in Anatomy, Biochemistry, Cell Biology, Microbiology, Immunology, Pharmacology, Physiology and knowledge of the components of Research have been integrated in an interleaved fashion with clinical content to be delivered via eleven organ system-based courses.

A comprehensive curriculum is designed to introduce students to osteopathic manipulative medicine (OMM) and provide opportunities to learn the skills required for the successful practice of osteopathic medicine and promote a healthy professional life of lifelong learning. Throughout the first and second years, students will be provided the opportunity to learn communication skills and osteopathic terminology necessary for history-taking and conducting an osteopathic physical examination. Additionally, all students will engage in clinical courses which provide essential training in the history, principles and practice of osteopathic medicine, physical and differential diagnosis, medical ethics and the legal aspects of medicine. State-of-the-art patient simulators and standardized patients will enhance students' familiarity with clinical scenarios and development of clinical skills.

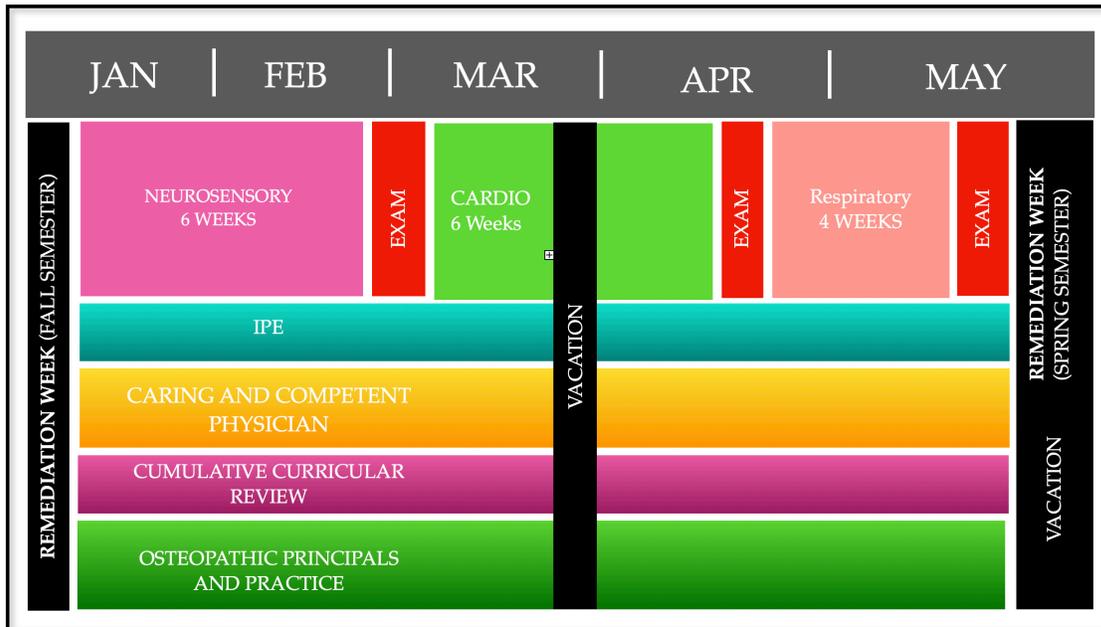
As part of their second-year curriculum, all students will receive hands-on opportunities through the Early Clinical Experience (ECE) in which they are provided the opportunity to engage with patients under the supervision of a full-time ICOM faculty member.

**Note: ICOM reserves the right to make essential changes in its curriculum at any time as appropriate for its mission to train osteopathic physicians prepared for caring for persons in Idaho, Montana, North Dakota, South Dakota, Wyoming and beyond.*

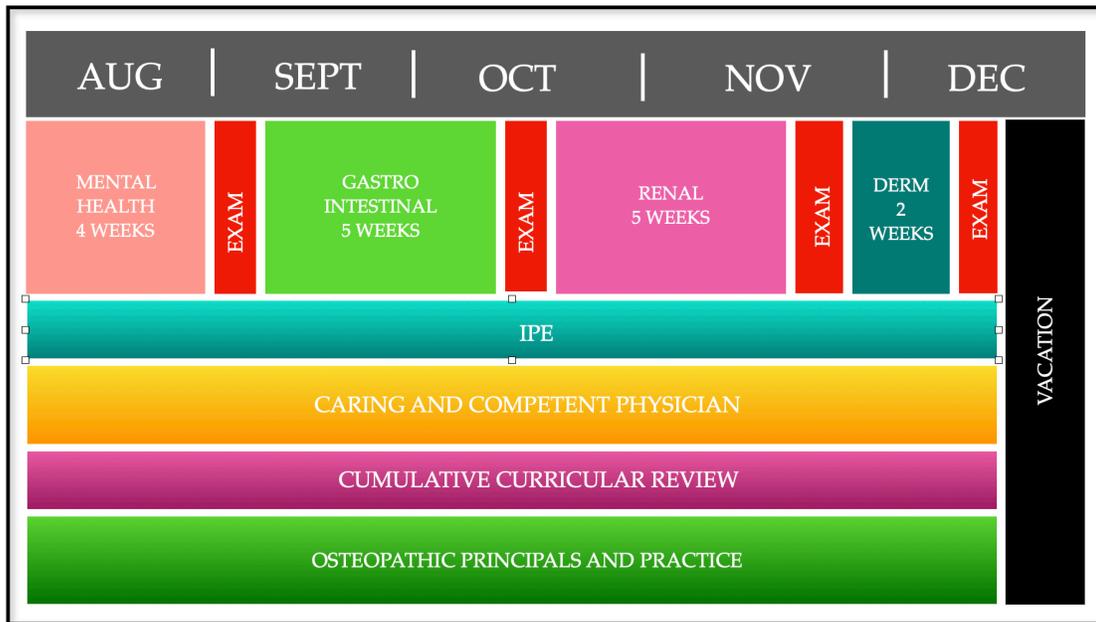
FALL SEMESTER | OMS-I



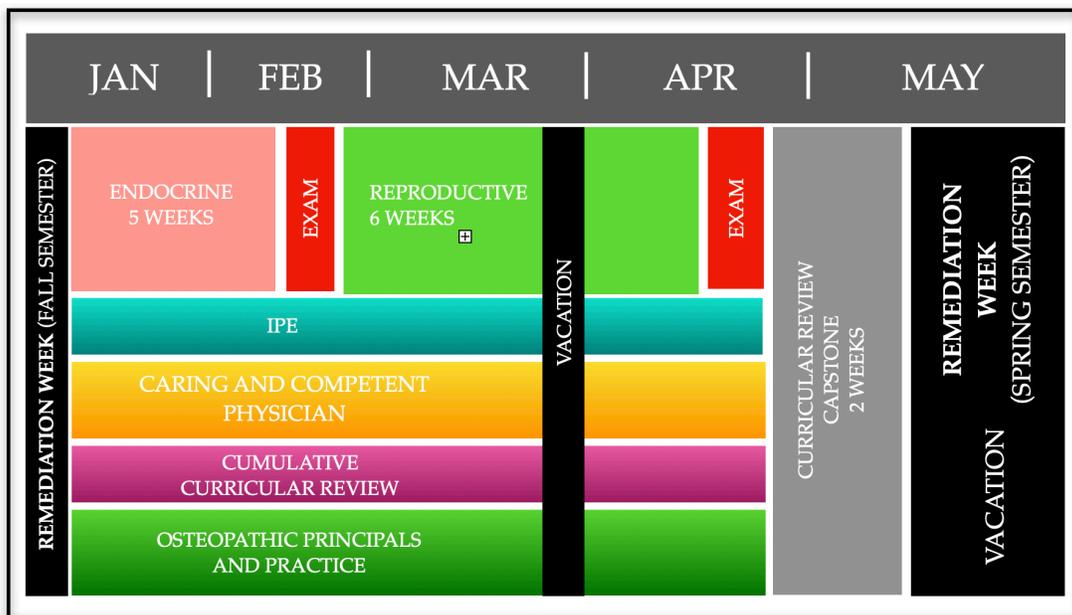
SPRING SEMESTER | OMS-I



FALL SEMESTER | OMS-II



SPRING SEMESTER | OMS-II



Years Three and Four

Students in years three and four will be assigned via lottery to core regional clinical sites in the fall of their OMS-II year. 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 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.

Minimum requirements for clinical rotations are typically 32 hours per week, for each four-week rotation. The Office of Clinical Affairs will schedule the rotations according to the availability of rotation sites and numbers of requests. There is opportunity to participate in approved two-week rotations as noted in the scheduling document and fourth-year curriculum. ICOM selectives are chosen from the ICOM selective lists and are based in educational standards and requirements, the student's self-assessment of areas where they would benefit most from further education and patient exposure, along with input from the Associate Dean for Clinical Affairs. The medical, and surgical selectives will be completed at ICOM core sites where ICOM has established rotation, affiliation agreements, and faculty. Limited exceptions may be granted by the Associate Dean for Clinical Affairs. Specific information regarding scheduling of third and fourth-year selective rotations may be found in the Clinical Rotation Handbook.

Electives may also be scheduled outside ICOM regional hospital sites; however, each elective/ site and rotation must be submitted at least 90 days in advance of start date and must be approved through the Associate Dean for Clinical Affairs.

Third-Year Clinical Rotations

ICOM's third-year osteopathic medical students will be required to complete 12-core rotations. Each rotation is estimated to consist of a minimum of 128 contact hours. The required rotations for third-year are listed below; all core rotations must be taken and completed at ICOM core rotation sites. Core rotations are clinical rotations involving patient care which are required to be completed at a ICOM clinical site with ICOM faculty.

The third-year core clinical rotations are Family Medicine, Internal Medicine, Internal Medicine Subspecialty, Women's Health, Pediatrics, Behavioral Health, Emergency

Medicine, Surgery, and Surgery Subspecialty. Third year students will have one four-week block for an elective of their choosing, at either their core site or at a remote site. Students will not be able to schedule third year electives at other core sites. All third-year rotations must be successfully completed to progress to the fourth-year.

OPPC 3551, 3951, 4551 and 4901 are longitudinal courses taken during the fall and spring semesters during years three and four. These courses are required for graduation. These Osteopathic Principals and Practice courses consist of hands-on didactic and assessment by ICOM OPP faculty and web-based modules as noted in the course syllabus and eValue.

Clinical Preparations	4 weeks
Behavioral Health	4 weeks
Emergency Medicine	4 weeks
Family Medicine	4 weeks
Internal Medicine	4 weeks
Internal Medicine - Subspecialty	4 weeks
Pediatrics	4 weeks
Surgery	4 weeks
Surgery - Subspecialty	4 weeks
Women's Health	4 weeks
Elective	4 weeks
Scholarly Activity	4 weeks
Vacation	4 weeks

Fourth-Year Clinical Rotations

ICOM's fourth-year osteopathic medical students will be required to complete all third 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 2-CE and PE. Each rotation is estimated to consist of a minimum of 32 contact hours per week. The required rotations for fourth-year are listed below. These electives 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 of the fourth year

electives must be in a primary care specialty, defined as Women’s Health, Pediatrics, Family Medicine, or Internal Medicine.

ICOM’s fourth-year osteopathic medical students will be required to complete the following clinical rotations.

Residency Preparation	4 weeks
Electives* I, II, III, IV, V, VI, VII, VIII, IX	36 weeks
Vacation	4 weeks

Schedule of Course Offerings

Fall Semester, Year 1

Course Number	Course Title
ANAT 1002	Gross Anatomy and Lab
FOUN 1102	Clinical Foundations
MSKS 1201	Musculoskeletal System
BIIC 1301	Blood, Immune, and Infection
CLIN 1402	Clinical Small Group Learning I
OPPC 1501A	Osteopathic Principles and Practice I
OPPC 1501B	Osteopathic Principles and Practice Lab I
CIPE 1000A	Foundations of Interprofessional Education I
CARE 1001	Caring and Competent Physician I
CCRC 1000A	Cumulative Curricular Review I

Spring Semester, Year 1

Course Number	Course Title
CARD 1602	Cardiovascular System
RESP 1701	Respiratory System
NEUR 1801	Neurosensory System
CLIN 1902	Clinical Small Group Learning II
OPPC 1951A	Osteopathic Principles and Practice II
OPPC 1951B	Osteopathic Principles and Practice Lab II
CIPE 1000B	Foundations of Interprofessional Education II
CARE 1002	Caring and Competent Physician II
CCRC 1000B	Cumulative Curricular Review II

Fall Semester, Year 2

Course Number	Course Title
MNTH 2301	Mental Health System
GAST 2001	Gastrointestinal System
RENL 2101	Renal System
INTG 2201	Integumentary System
CLIN 2401	Clinical Small Group Learning III
OPPC 2451A	Osteopathic Principles and Practice III
OPPC 2451B	Osteopathic Principles and Practice Lab III
CIPE 2000A	Foundations of Interprofessional Education III
CARE 2001	Caring and Competent Physician III
CCRC 2000A	Cumulative Curricular Review III

Spring Semester, Year 2

Course Number	Course Title
ENDO 2501	Endocrine System
REPR 2601	Reproductive System
CLIN 2701	Clinical Small Group Learning IV
OPPC 2801A	Osteopathic Principles and Practice IV
OPPC 2801B	Osteopathic Principles and Practice Lab IV
CIPE 2000B	Foundations of Interprofessional Education IV
CARE 2002	Caring and Competent Physician IV
CCRC 2000B	Cumulative Curricular Review IV
CCAP 2900	Curricular Review Capstone Course

Year 3 Rotation Schedule

Specific rotation dates to be determined by the office of the Associate Dean of Clinical Affairs

Course Number	Course Title
CPRO 3001	Clinical Preparation
ELRO 3102	Elective
EMRO 3201	Emergency Medicine
FMRO 3301	Family Medicine
IMRO 3401	Internal Medicine
IMRS 3501	Internal Medicine - Subspecialty
OPPC 3551	Osteopathic Principles and Practice V
PERO 3601	Pediatrics
PSRO 3701	Psychiatry
SCRO 3751	Scholarly Activity
SURO 3801	Surgery
SURS 3851	Surgery - Sub-specialty
WHRO 3901	Women's Health
OPPC 3951	Osteopathic Principles and Practice VI
Vacation block	Vacation block

Year 4 Rotation Schedule

Specific rotation dates to be determined by the office of the Associate Dean of Clinical Affairs

Course Number	Course Title
RPRO 4000	Residency Preparation
ELRO 4101	Elective 1
ELRO 4201	Elective 2
ELRO 4301	Elective 3
ELRO 4401	Elective 4
ELRO 4501	Elective 5
OPPC 4551	Osteopathic Principles and Practice VII
ELRO 4601	Elective 6
ELRO 4701	Elective 7
ELRO 4801	Elective 8
OPPC 4901	Osteopathic Principles and Practice VIII
ELRO 4901	Elective 9

Course Descriptions

Specific Course Overview, Year 1, Fall Semester

ANAT 1002: Gross Anatomy and Lab

(20 weeks, 7.0 credits)

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 students 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 students will build their clinically oriented medical foundation.

FOUN 1102: Clinical Foundations

(8 weeks, 4.5 credits)

Clinical Foundations is the first course in the ICOM pre-clinical curriculum. The purpose of this course is to provide students with a strong core of biomedical principles and a robust foundation in clinical sciences. Topics covered include biomedical sciences, medical imaging, behavioral and clinical skills. Students will learn physical exam and medical interviewing skills as well as foundational concepts and vocabulary essential for their four years of medical school and professional medical practice in the 21st century.

MSKS 1201: Musculoskeletal System

(6 weeks, 3.5 credits)

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.

BIIC 1301: Blood, Immune, and Infection

(6 weeks, 3.0 credits)

This course provides a comprehensive overview of the hematopoietic system to include coverage of the normal physiology and the pathophysiology of coagulation state, circulating blood cells and lymphoid tissues. The goal of this course is to enable students to classify both red and white blood cell disorders, develop a basic understanding of conditions that involve 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 the comprehension process.

CLIN 1402: Clinical Small Group Learning I

(20 weeks, 1.0 credit)

This course designed to provide students with the fundamental skills of patient assessment. 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 diagnosis, laboratory interpretation, patient education and counseling for behavior change. The medical interview is introduced, providing students with an opportunity to learn patient-centered interviewing techniques, essential content and structure of a medical history, techniques of the screening physical exam and well patient exam.

OPPC 1501A: Osteopathic Principles and Practice I

(20 weeks, 1 credit)

This course 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.

OPPC 1501B: Osteopathic Principles and Practice Lab I

(20 weeks, 1 credit)

This course 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 findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem-solving.

CIPE 1000A: Foundations of Interprofessional Education I

(20 weeks, 0.5 credits)

This course is designed for early health care learners from ICOM, BSU, 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 assess 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.

CARE 1001: Caring and Competent Physician I

(20 weeks, 1.5 credits)

This course examines medical professionalism and other professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught as a longitudinal course throughout the first and second year with additional case-discussion and self-directed learning modules which may be done both individually and in teams. This is the first course in the sequence and is designed to actively promote a healthy professional life and ensure lifelong learning as well as providing a comprehensive learning in professionalism, communication, systems-based practice, and practice-based learning.

CCRC 1000A: Cumulative Curricular Review I

(20 weeks, 2.5 credits)

This course will be delivered as a as a longitudinal course throughout the first and second year. Course is designed as a comprehensive review of curricular material designed to integrate and consolidate the essential content with the necessary clinical tasks of the third and fourth years. Interactive lectures, small group discussions case-discussion and self-directed learning modules are used to highlight key points from specific organ systems and across the continuum of health, and group review /study.

Specific Course Overview, Year 1, Spring Semester

CARD 1602: Cardiovascular System

(7 weeks, 5.5 credits)

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 classify and gain an expanded understanding of both normal and abnormal cardiovascular function along with differential diagnosis and treatment options of common cardiovascular disease processes.

RESP 1701: Respiratory System

(5 weeks, 3.5 credits)

This course provides a comprehensive overview of the respiratory system including the normal physiology and the pathophysiology of disease states. Students 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 students to understand both normal and abnormal respiratory function along with differential diagnoses and treatment options of common respiratory disease processes.

NEUR 1801: Neurosensory System

(7 weeks, 5.5 credits)

The aim of this course is to provide students 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.

CLIN 1902: Clinical Small Group Learning II

(20 weeks, 0.5 credits)

This course is designed to provide students with further development in the fundamental skills of patient assessment. 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 diagnosis, laboratory interpretation, patient education and counseling for behavior change. The medical interview is revisited, providing students with an opportunity for ongoing practice of patient-centered interviewing techniques, essential content and structure of a medical history, techniques of the screening physical exam and well patient exam.

OPPC 1951A: Osteopathic Principles and Practice II

(20 weeks, 1 credit)

This course continues to introduce 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.

OPPC 1951B: Osteopathic Principles and Practice Lab II

(20 weeks, 1 credit)

This course 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.

CIPE 1000B: Foundations of Interprofessional Education II

(20 weeks, 0.5 credits)

This course is designed for early health care learners from ICOM, BSU, 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 assess 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.

CARE 1002: Caring and Competent Physician II

(20 weeks, 2.0 credits)

This course examines medical professionalism and other professional competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught as a longitudinal course throughout the first and second year with additional case-discussion and self-directed learning modules which may be done both individually and in teams. This is the first course in the sequence and is designed to actively promote a healthy professional life and ensure lifelong learning as well as providing a comprehensive learning in professionalism, communication, systems-based practice, and practice-based learning.

CCRC 1000B: Cumulative Curricular Review II

(20 weeks, 2.5 credits)

This course will be delivered as a as a longitudinal course throughout the first and second year. Course is designed as a comprehensive review of curricular material designed to integrate and consolidate the essential content with the necessary clinical tasks of the third and fourth years. Interactive lectures, small group discussions case-discussion and self-directed learning modules are used to highlight key points from specific organ systems and across the continuum of health, and group review/study.

Specific Course Overview, Year 2, Fall Semester

GAST 2001: Gastrointestinal System

(6 weeks, 4.5 credits)

This course provides a comprehensive overview of the gastrointestinal system including the normal physiology and pathophysiology of common gastrointestinal disease states. Medical imaging, neoplasia, infection, and medications related to the gastrointestinal system are also covered.

RENAL 2101: Renal System

(6 weeks, 4.5 credit)

This course provides a comprehensive overview of the renal system including the normal physiology and pathophysiology of common renal and urologic disease states. Medical imaging, electrolyte and fluid balance, neoplasia, infection, and medications related to the renal and urologic system are also covered. The goal of this course is to enable students to classify and gain an expanded understanding of both normal and abnormal renal and urologic function along with differential diagnosis and treatment options of the common renal and urologic disease processes.

INTG 2201: Integumentary System

(2 weeks, 2.0 credits)

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.

MNTH 2301: Mental Health System

(5 weeks, 4.0 credits)

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 diagnosis 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.

CLIN 2401: Clinical Small Group Learning III

(20 weeks, 1.0 credit)

The Clinical Skills course is designed to provide students with the fundamental skills of patient assessment. 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 diagnosis, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on the endocrine and reproductive systems, including the sexual history and the male genital exam, female genital and breast examination, newborn history and physical examination as well as the pediatric well child history and physical exam.

OPPC 2451A: Osteopathic Principles and Practice III

(20 weeks, 1 credit)

This course 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 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.

OPPC 2451B: Osteopathic Principles and Practice Lab III

(20 weeks, 1 credit)

This course 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.

CIPE 2000A: Foundations of Interprofessional Education III

(20 weeks, 0.5 credits)

This course is designed for early health care learners from ICOM, BSU, 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 assess 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.

CARE 2001: Caring and Competent Physician III

(20 weeks, 2.0 credits)

Second course in a longitudinal sequence taught throughout the first and second years. This course examines medical professionalism and other competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught as a longitudinal course throughout the first and second year with additional case-discussion and self-directed learning modules which may be done both individually and in teams. This is the second course in the sequence and is designed to actively promote a healthy professional life and ensure lifelong learning while as well as providing a comprehensive learning in professionalism, communication, systems-based practice, and practice-based learning.

CCRC 2000A: Cumulative Curricular Review III

(20 weeks, 2.5 credits)

Second course in a longitudinal sequence taught throughout the first and second years. This course continues a comprehensive review of curricular material designed to integrate and consolidate the essential content with the necessary clinical tasks of the third and fourth years. Interactive lectures, small group discussions case discussion and self-directed learning modules are used to highlight key points from specific organ systems and across the continuum of health and group review/study.

Specific Course Overview, Year 2, Spring Semester

ENDO 2501: Endocrine System

(6 weeks, 4.5 credits)

This course offers an in-depth exploration of the endocrine system, including the structure and function of major endocrine organs, regulatory mechanisms of hormones, etiology and pathogenesis of endocrine disorders, and the diagnosis and management of patients presenting with symptoms of hormone dysfunction.

REPR 2601: Reproductive System

(7 weeks, 5.5 credits)

This course will provide students with 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.

CLIN 2701: Clinical Small Group Learning IV

(16 weeks, 0.5 credits)

The Clinical Skills course is designed to provide students with the fundamental skills of patient assessment. 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 diagnosis, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on the endocrine and reproductive systems, including the sexual history and the male genital exam, female genital and breast examination, newborn history and physical examination as well as the pediatric well-child history and physical exam.

OPPC 2801A: Osteopathic Principles and Practice IV

(16 weeks, 0.5 credits)

This course 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 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.

OPPC 2801B: Osteopathic Principles and Practice Lab IV

(16 weeks, 0.5 credits)

This course 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.

CIPE 2000B: Foundations of Interprofessional Education IV

(16 weeks, 0.5 credits)

This course is designed for early health care learners from ICOM, BSU, 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 assess 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.

CARE 2002: Caring and Competent Physician

(16 weeks, 1.0 credit)

Second course in a longitudinal sequence taught throughout the first and second years. This course examines medical professionalism and other competencies necessary for effective, empathetic, ethical and competent osteopathic medical practice. Taught as a longitudinal course throughout the first and second year with additional case-discussion and self-directed learning modules which may be done both individually and in teams. This is the second course in the sequence and is designed to actively promote a healthy professional life and ensure lifelong learning while as well as providing a comprehensive learning in professionalism, communication, systems-based practice, and practice-based learning.

CCRC 2000B: Cumulative Curricular Review IV

(16 weeks, 1.5 credits)

Second course in a longitudinal sequence taught throughout the first and second years. This course continues a comprehensive review of curricular material designed to integrate and consolidate the essential content with the necessary clinical tasks of the third and fourth years. Interactive lectures, small group discussions case-discussion and self-directed learning modules are used to highlight key points from specific organ systems and across the continuum of health, and group review/study.

CCAP 2900: Curricular Review Capstone Course

(2 weeks, 0.5 credits)

Two-week capstone course offered in April of the OMS II year. The capstone course is designed to provide students with an opportunity to integrate and consolidate essential content in preparation for comprehensive board examinations and the clinical tasks of the third and fourth years. Interactive lectures, small group discussions, case-discussion, self-directed learning modules and group review/study are used to highlight key concepts, identify and remediate deficiencies. At the end of the course, students must take the Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE) and achieve a designated passing score as determined by ICOM in order to sit for the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) – USA Level 1.

Specific Rotation Overview, Year 3

CPRO 3001: Clinical Preparation

(4 weeks, 4 credits)

This course serves as an important milestone for the third-year student prior to beginning clinical rotations. Students will gain additional skills in selected clinical scenarios. This course will incorporate simulation, ACLS and BLS completion, OSCEs, classroom instruction, and self-directed learning activities. This course also serves as an assessment on ICOM-defined entrustable professional activities that it expects of third-year medical students entering into areas of patient care. These include but are not limited to the performance of history & physical, selected aspects of patient communication, patient safety, and professionalism. Information on the expectations of each third year clinical rotation are reviewed.

ELRO 3102: Elective

(4 weeks, 4 credits)

This four week third year rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

EMRO 3201: Emergency Medicine

(4 weeks, 4 credits)

During the third year of the curriculum, students expand their knowledge of emergent conditions and gain the ability to apply the knowledge in the clinical setting. The curriculum is taught through emergency medicine grand rounds, reading assignments and through the one-on-one student-preceptor experience in caring for patients in the emergency setting. Students are expected to complete their modules and research literature regarding current cases they see in the emergency room.

FMRO 3301: Family Medicine

(4 weeks, 4 credits)

The Department of Primary Care wishes to provide an exciting unique experience for the clinical student in family medicine while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third-year family medicine rotation, students expand their knowledge of family medicine and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM on-line lectures, online case modules and through one-on-one student-preceptor experience in caring for patients in the clinical setting.

IMRO 3401: Internal Medicine

(4 weeks, 4 credits)

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 rotation, students expand their knowledge of internal medicine and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM on-line lectures, on-line case modules and through one-on-one student-preceptor experience in caring for patients in the clinical setting. This is a four-week rotation.

IMRS 3501: Internal Medicine - Sub-specialty

(4 weeks, 4 credits)

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 specialties and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM on-line lectures, on-line case modules and through one-on-one student-preceptor experience in caring for patients in the clinical setting.

OPPC 3551: Osteopathic Principles and Practice V

(24 weeks, 0.5 credits)

Osteopathic Principles and Practice V (OPPC 3551) builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Osteopathic Manipulative Medicine 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 performance, interpretation 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.

PERO 3601: Pediatrics

(4 weeks, 4 credits)

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.

PSRO 3701: Psychiatry

(4 weeks, 4 credits)

The required clinical rotation in psychiatry is a 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 and child outpatient and inpatient settings. Medical patients commonly present to their non-psychiatrist physician with significant and often emergent mental health issues. It is important that students gain a sufficient base of knowledge and clinical ability to screen for and recognize the common mental health disorders in patients in order to make accurate diagnosis, recommend appropriate treatments, and make effective referrals and consultations.

SCRO 3751: Scholarly Activity

(4 weeks, 4 credits)

OMS-III students will complete a 4-week rotation to understand and participate in the basics of scholarly activity and scientific research. Students will work both at their core rotation sites and at ICOM and utilize on-line modules to facilitate this understanding. Students will have the opportunity to assist in ongoing research through mentoring occurring at either their core rotation site or ICOM. Students will be expected to prepare a case report in the form of a poster

or demonstrate collaboration with faculty researchers with a paper to explain their level of participation and a summary of the ongoing project. OMS-III students will be expected to gain understanding of the grant writing process, IRB approval, biostatistics, clinical trials and patient care research, medical education research, health services research, and evaluating published research in terms of validity and usefulness.

SURO 3801: Surgery

(4 weeks, 4 credits)

This required rotation of four (4) weeks in a hospital-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 principles and practices. The Idaho College of Osteopathic Medicine will administer a post-rotation examination when the student has completed this required rotation.

SURS 3851: Surgery - Sub-specialty

(4 weeks, 4 credits)

This required rotation of four (4) weeks in a hospital-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 sub-specialty principles and practices.

WHRO 3901: Women's Health

(4 weeks, 4 credits)

Obstetrics and Gynecology is the medical specialty concerned with the reproductive health and medical needs of adolescents and women. The specialty encompasses preventive health, reproductive health, maternal care and surgery for women of all ages. Obstetricians and gynecologists develop caring relationships with their patients and deliver medical care that may include adolescent gynecology, infertility, endocrinology, and health maintenance during pregnancy, treatment of medical problems in pregnancy, operative gynecology and gynecological oncology. The diversity of the specialty is apparent in all practice settings and you will appreciate the challenges and thrill during your third-year clerkships.

OPPC 3951: Osteopathic Principles and Practice VI

(24 weeks, 4 credits)

This course builds on OPPC 3551 OPP V, and prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Osteopathic Manipulative Medicine 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 performance, interpretation 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, two and the first semester of year three.

Specific Rotation Overview, Year 4

RPRO 4000: Residency Preparation

(3 weeks, 2 credits)

Course Description: Students participate in a series of learning models 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 their 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 residency. Instructions in the types of matching services and dates for your 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. Modules and mock interviews will help you improve your interview skills while gaining understanding of what program directors are seeking in their applicants.

ELRO 4101: Elective 1

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4201: Elective 2

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4301: Elective 3

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4401: Elective 4

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4501: Elective 5

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

OPPC 4551: Osteopathic Principles and Practice VII

(19 weeks, 0.5 credits)

Osteopathic Principles and Practices VII (OPPC 4551) builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine and helps prepare 4th-year students for the process of life-long, self-directed learning and study that will be required for the remainder of their medical careers. Included are the performance and interpretation 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, two and three.

ELRO 4601: Elective 6

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4701: Elective 7

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4801: Elective 8

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

ELRO 4901: Elective 9

(4 weeks, 4 credits)

This rotation will allow students 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 upon approval of the Office for Clinical Affairs. Students 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.

OPPC 4901: Osteopathic Principles and Practice VIII

(19 weeks, 0.5 credits)

Osteopathic Principles and Practices VIII (OPPC 4901) builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine and helps prepare 4th-year students for the process of life-long, self-directed learning and study that will be required for the remainder of their medical careers. Included are the performance and interpretation 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, two and three.

Special Topics Series

Students 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. May have limited enrollment, prerequisites and additional procedures. Please see the information below to learn about the specific requirements for each non-credit special topics series class.

WKSP 9000: Medical Improvisation Workshop

(2-day noncredit workshop)

Students in this specialized workshop are provided with the opportunity to experience hands-on improvisational techniques adapted from theater practice designed to improve critical thinking, communication, teamwork and skilled listening in medicine. Prior to enrolling, students must obtain an Application Form from the Office of the Registrar and return the completed form with required Course Director's approval. Graded on a Pass/Fail basis. Students completing non-credit workshops do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Limited enrollment: Minimum 6 students; maximum 12.

Prerequisites: open to OMS I and OMS II students in good academic standing with Course Director permission.

RIS9001: Independent Study: Research

(Summer, 0 credits)

An independent student-driven research 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 students with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research. Prior to enrolling, students must complete an Application for Independent Study/Research form and return the completed form with required approvals. Graded on a Pass/Fail basis. Students completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: Open to OMS I students in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

RIS9002: Independent Study: Research

(Fall, 0 credits)

An independent student-driven research 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 students with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research. Prior to enrolling, students must complete an Application for

Independent Study/Research form and return the completed form with required approvals. Graded on a Pass/Fail basis. Students completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: Open to OMS II students in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

**RIS9003: Independent Study: Research
(Spring, 0 credits)**

An independent student-driven research 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 students with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research. Prior to enrolling, students must complete an Application for Independent Study/Research form and return the completed form with required approvals. Graded on a Pass/Fail basis. Students completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: Open to OMS I students in good academic standing with no pending remediations. Approvals of the instructor and Chair of Research & Biostatistics are required.

ACADEMIC INFORMATION AND POLICIES

Academic Freedom of Students

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Students and faculty may not represent themselves verbally, in print, or electronically (including use of ICOM logos, titles, letterhead, or stationery) as representing ICOM without the express written permission of the Assistant Dean for Student Services or Dean. Failure to comply may result in disciplinary action, up to and including dismissal.

Academic Load

A student who is enrolled for at least 12 to 30 semester credits is considered full time. A student who is enrolled in 6-11.5 credits is considered a part-time student. A student who is enrolled in 0.5-5.5 credits is considered less than part-time. The maximum load is 30 semester credits. ICOM students will not be permitted to register for more than this maximum.

Academic Probation

In addition to the policies above, students will be automatically placed on academic probation for the following reasons:

- The student receives an “F” at the end of the Semester in any course or clinical experience; or
- The student fails to score a 70% or above on the post rotation exam on the second attempt, or

- The student fails to successfully complete a portion of the COMLEX-USA exam in the expected time frame

NOTE "F" grades: A student who earned a grade of "F" initially and is eligible to remediate the course will have the grade reported as Incomplete ("I") on his/her transcript until the prescribed remediation is attempted and a new grade is issued. The Registrar will report current "I" grades to the appropriate Associate Dean at the time the "I" is assigned. Once an "I" grade has been officially changed to a letter grade on the transcript, the Registrar will not retain a record of "I" courses as part of the academic record. The appropriate Associate Dean, however, maintains a listing of previously satisfied "F" grades in courses and will report such grades to the PARC as needed for assessment of the student's overall academic performance and progress. Students who fail to remediate a grade of "F" will have failed the course and receive an "F" on the transcript. If a student is allowed by the PARC to repeat a failed course, the "F" will remain on the transcript.

The highest grade that can be given for a remediated course is 70%. The new grade, if remediated successfully, will have the letter grade "C" or "P" with an asterisk ("C*" or "P*", respectively) associated with the course to reflect a repeated course on the transcript. The grade of "C*" represents a remediated, passed graded course, and a "P*" represents a remediated, passed Pass-Fail course.

A student may receive any of the following grades for a clinical rotation: Honors, High Pass, Pass, or Fail. A successfully remediated clinical rotation will be represented on the transcript as "PC*", with the asterisk denoting a remediated rotation.

The record of each student on academic probation will be reviewed by the PARC each semester or clinical rotation to evaluate the student's academic progress. At the end of any semester where the student on academic probation earns grades below 70%, the PARC may recommend promotion to the following year, repetition of the year just completed, repetition of a specific course or system, make-up examinations, summer courses, or dismissal. The student will be required to register for and will incur and be responsible for all additional tuition, fees and other costs for the repeated course(s). Students may not elect to repeat coursework or clinical rotations for which they have previously received a passing grade. Students are not allowed to repeat an entire course more than once. Students permitted to repeat coursework will have the final grade awarded for the most recent class enrollment calculated into the cumulative grade point average rather than the final grade awarded for the original class enrollment.

The PARC may allow a student to repeat a failed 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 course. An equivalent course decision may be made only by the academic unit or department in which the failure occurred. All course equivalencies must ensure the maintenance of academic program integrity. Once equivalencies are determined and documented by the overseeing academic unit with the approval of the Curriculum Committee, the respective equivalent courses may be consistently applied to all student retakes of those courses at ICOM.

Both the original course and the course taken at the other institution are designated on the student's transcript. If a student successfully passes the repeated course, a grade of C** designated as "Approved Grade Replacement," will be entered as a final grade. A student who does not successfully pass the repeated course will receive a grade of F for the course designated as "Approved Grade Replacement" on the transcript and the student will be referred to the Professionalism and Academic Review Committee (PARC). If a student withdraws from a course taken to repeat a failed course, the resulting "W" grade from the course withdrawal does not replace the final grade awarded for the original course. Only the final grade awarded to the most recent course designated as "Approved Grade Replacement" is calculated into the cumulative grade point average.

Students who repeat a failed anatomy course with a course taken at another institution are required to arrange to have the official documentation of the final grade sent to the ICOM Registrar within ten (10) business days of the completion of the course. Failure to submit all required official documentation within the time specified will result in the original grade being filed on a permanent basis.

Students may appeal the decision of the PARC to the Dean based upon new and compelling information not available to the PARC at the time of the decision.

Academic Standing and Academic Progress

Academic standing is defined as a student's grade status at any time within the semester or rotation of the ICOM curriculum. A student who is in good academic standing is one with a passing grade in all courses or rotations at any given point in time. This information will be used in determining eligibility for students to participate in ICOM approved activities, such as conferences, student organizations, etc. Students wishing to serve as officers in clubs/organizations and/or participate in events, travel

to meetings or other related activities must have a minimum GPA of 3.0 to be considered, although exceptions may be considered.

Academic progress for students in years 1 and 2 includes the passing of all courses in all semesters, successfully completing all curricular requirements in the semesters, passing all components of the end-of-year testing, and/or meeting the requirements as set forth by PARC (for those students in a Modified Course of Study). Students must also demonstrate adequate development in professionalism as determined by the faculty and administration.

In order to sit for COMLEX-USA Level 1, the student must achieve a passing score as determined by ICOM for the National Board of Osteopathic Medical Examiners (NBOME) for the Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE). Each student must pass the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) – USA Level 1 in order to be promoted to full OMS-III status.

Successful academic progress for students in years 3 and 4 will include successful completion of rotations and post-rotation exams, and/or meeting the requirements as set forth by the PARC for those students in a Modified Course of Study. Each student must pass COMLEX-USA Level 2 CE and COMLEX-USA Level 2 Physical Evaluation (PE) exams prior to graduation.

Students who experience difficulty successfully completing elements of the ICOM curriculum or COMLEX-USA exams in a timely manner according to the academic calendar may be placed into a combination curriculum/remediation program (Modified Course of Study). Students placed in a Modified Course of Study by the PARC must sign and agree to comply with the plan. Students who do not follow the Modified Course of Study or who do not make academic progress on the modified course of study may be remanded to the PARC for additional required remediation, or dismissal from ICOM.

Fourth-year students should refer to the Graduation Requirements section for information about further graduation requirements. Students who are not making academic progress will be placed on academic probation and may be dismissed from ICOM.

Advising and Faculty Access

The academic advisor-advisee relationship is one of an institutional representative providing insight or direction to a student about academic, professional, and career

planning issues. The nature of this direction may be to inform, suggest, counsel, discipline, coach, mentor, or even teach. The advisor / advisee relationship will ensure consistent feedback regarding academic performance and direct the student to additional resources within the institution as needed.

The Director of Student Affairs will assign academic advisors to each incoming ICOM student. The list of academic advisors will be reviewed and approved by the Assistant Dean of Student Services. Academic advisors provide guidance while students are attending ICOM. The academic advisor, other faculty, Deans and staff are available to discuss personal and academic concerns that may arise throughout the four years of medical school, and provide guidance and /or referrals to other resources as necessary.

As students enter clinical rotations, additional advising relations will be developed to support the specialty selection and residency application processes. ICOM's Clinical Department Chairs will provide advice and support to students applying in their fields. Students will also be provided a list of clinical advisors /mentors according to their interest in specific clinical discipline. Clinical advisors provide guidance to the students with a focus on the clinical path they are interested in pursuing. Frequency of meetings between the clinical advisors and students will be decided through a direct interaction between the two parties.

This advising policy ensures that both biomedical and clinical faculty are involved in student advisement. This relationship endeavors to create an atmosphere of trust and meaningful dialogue. Significant personal or behavioral health problems will be referred to the Behavioral Health Services for assessment and potential referral for counseling. Students are also encouraged to develop relationships with biomedical/ clinical faculty mentors of their choice.

The frequency of meetings between students and their advisors is as follows:

- During Semester 1 students will meet with their academic advisor at least once individually and once in a group setting.
- During the rest of years 1 and 2, the first and second year students will meet with their advisors at least once a semester in an individual or group setting.
- Students who receive a grade of 75% or less on any exam are required to contact their academic advisor and Course Director for an individual meeting. The frequency of follow up meetings will be determined by the advisor.

- Students who desire individual advising sessions may schedule a meeting with their academic advisors at any time regardless of their academic performance.
- Students on academic probation will meet with academic advisors at least twice a month, or more frequently as required by the Professionalism and Academic Review Committee (PARC).
- Students and clinical advisors may also schedule group and individual meetings during the school year. The frequency of these meetings will be determined by the students and clinical advisors.
- Students scoring less than 75% in two or more courses will be required to meet with the Senior Associate Dean of Learner Outcomes and Assessment to develop a plan of action for regaining academic success. Appointments will need to be made through the Co-ordinator of Academic Success.
- Students in third and fourth-years will be able to communicate with their advisor by email and telephone but in addition will be able to reach out to the regional Dean for additional one-on-one support.

In addition to their role as academic advisors, faculty will also meet with non-assigned students to provide additional help with course work. Faculty will publish office hours for students during specific courses and are available to students for any additional assistance. Scheduling may be done either directly with faculty or through the appropriate administrative assistant.

ICOM is a student-centered institution. As such, all administrators will be accessible to students when needed and based on availability. Additionally, administrators will strive to have informal meetings on a regular basis.

Attendance

All OMS-I and OMS-II students are required to attend the curricular activities as determined by the Course Director and identified in the course schedule. Excused absences will be granted at the discretion of the Course Director as outlined in the syllabus for each course. See also the Attendance policy, the Conference Travel section of the Student Organization Handbook, and Attending Conferences section of the Student Handbook. Absence from any required activity without obtaining an excused absence may result in lowered grades, administrative withdrawal from the course, a failing grade or a finding of non-professional conduct. Students who are absent from

any assessment activities and have not been excused may not be offered the opportunity to remediate that assessment. Penalties for unexcused absences from required activities will be defined in the course syllabus.

Classroom Guest Visitor

In keeping with ICOM policy and commitment to a safe, academically focused environment, we ask that you observe the following:

- Presence in the classrooms is restricted to enrolled students and/or authorized visitors with a legitimate academic purpose. Any individual not registered as a student, employed by ICOM or employed as a contractor is considered a visitor.
- Non-registered students, guests, and visitors are required to sign in at the security desk and provide a legitimate educational purpose for visiting the campus.
- ICOM faculty and instructors must ensure that the individuals present in their classes are enrolled students and/or visitors with a legitimate, authorized, academic purpose. Guests and/or visitors may not attend a class without prior permission from the Course Director and Instructor.
- Individuals under the age of 18 entering an ICOM facility must be accompanied by a parent, legal guardian, or adult representative at all times. ICOM is not responsible for unaccompanied minors.
- Guest and visitor conduct are not permitted to interfere with the ICOM educational process or our learning environment.
- Guests and visitors at ICOM are expected to abide by all campus policies, procedures and rules, including rules governing ICOM student conduct, as well as all applicable local, city, state, and federal policies, ordinances, laws, and regulations. ICOM reserves the right to remove or restrict guests and visitors from its facilities who violate these guidelines or who cause disruptions to programs, activities, services and/or classes, or for any other reason deemed necessary by the college.

When attending a class, visitors and guests are asked to observe the following classroom etiquette:

- Arrive on time and remain for the entire class

- Visitors are generally asked to refrain from asking questions and participating in discussions
- Photography and videography of any kind is strictly prohibited
- Some courses may be unavailable to visitors without notice due to examinations or other special course activities, for example anatomy laboratories and activities involving patient simulations and standardized patients.

ICOM courses are not available for audit. Students must be registered in a class or be an authorized visitor with a legitimate academic purpose and prior permission from the Course Director and Instructor in order to attend. This policy is strictly enforced

Clinical Policies and Procedures

Please see the ICOM Clinical Rotation Manual for Student Policies relating to all clinical rotations. This manual will be made available to students during year 2.

Co-admission and Concurrent Enrollment at Another College or University

Students are expected to devote substantial time and effort to their full-time study while completing the Doctor of Osteopathic Medicine degree program at ICOM.

ICOM students are asked not to apply for co-admission or concurrently enroll (co-enroll) in classes at another college or university, including under approved ICOM co-admission arrangements, without prior review and approval of the Dean.

All requests for concurrent enrollment (co-enrollment) must be made in writing to the Student Success Committee (SSC). Approval will be based upon recommendations made by the SSC with final approval for co-admission and concurrent enrollment by the Dean. Students must have been enrolled at ICOM for a minimum of one semester and in good standing to qualify.

Please note that while a student 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 is attending cannot duplicate non-institutional costs when determining the cost of attendance. This means that the student can only receive costs to cover institutional charges such as tuition and fees at one of the schools. Students are advised to contact Idaho College of Osteopathic Medicine's Office of Financial Aid for

additional information and to ensure they understand the details of their financial aid eligibility and availability.

Course Audit Policy

ICOM courses are not available for audit. ICOM students and classroom guest visitors may not audit courses (see Classroom Guest Visitor policy).

Credits, Grading, and Grade Point Average (GPA)

Credit Assignment Process

The Office of Academic Affairs will be 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 the credit assignments are consistent with the definition of a credit hour as provided in the glossary of the Accreditation of Colleges of Osteopathic Medicine: COM Standards and Procedures:

<https://osteopathic.org/wp-content/uploads/2018/02/com-continuing-accreditation-standards.pdf>

ICOM's integrated approach utilizes biomedical science and clinical faculty who explain concepts and prepare students in a logical sequence to become more clinically adept as they progress towards clinical rotations. The third and fourth-year clerkships provide opportunities for in-depth clinical exposure in a variety of core and elective rotations.

ICOM Credit Calculation

The ICOM curriculum utilizes an approach by which course grades are determined per Semester with a designated number of weeks per Semester. For the third and fourth-years, each clinical rotation is a four-week block of time.

ICOM assigns grades to all credit-bearing courses and the credits for each course are determined based on contact hours with 0.5 increments. The minimum number of contact hours per credit is delineated, and a course with contact hours not reaching the requirement for the next higher credit value is reported at the next lower credit value.

For example, a course of 10 contact hours would be assigned a value of 0.5 credits. This credit hour calculation process is consistent with US Department of Education standards.

Credit Review Process

ICOM assigns the amount of credit awarded for student 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 recommendations to the Dean for consideration and approval. 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 or existing students, or that have a significant impact on the programs within the ICOM.

For proposed non-substantive curricular changes in years 1 and 2, with minimal impact on other programs or on student requirements, approval will be required first through the Course Directors, in consultation with the Senior Associate Dean of Learner Outcomes and Assessment and Associate Dean of Academic Affairs.

For proposed non-substantive curricular changes in years 3 and 4, with minimal impact on other programs or on student requirements, approval will be required first through the Clinical Department Chairs, in consultation with the Senior Associate Dean of Learner Outcomes and Assessment and the Associate Dean for Clinical Affairs.

Upon approval at all levels, the proposed change will be presented to the Dean after review by the Curriculum Committee.

Any proposed substantive changes, as defined by the Commission on Osteopathic College Accreditation (COCA), would follow procedures and deadlines as outlined in the COCA Accreditation of Colleges of Osteopathic Medicine Accreditation Standards and Procedures document:

- The COCA must be notified of all substantive change requests, which the COM wishes to have reviewed at the next regularly scheduled meeting.
- The COM must notify the COCA of its substantive change request at least sixty (60) days prior to the next regularly scheduled meeting.
- The COM must submit to the COCA all material that supports their substantive change request at least thirty (30) days prior to the next regularly scheduled meeting.
- Documentation required for the substantive change submission would be submitted as required.

Grading

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

Additionally, ICOM will maintain longitudinal records marking the career tracks, choices, and achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2 (PE & CE) and COMLEX-USA Level 3 passage rates; licensure; geographic area of practice; obtainment and completion of a postdoctoral program; and AOA or ABMS board certification. ICOM publishes outcomes of student performance in annual reports to the faculty and Board of Trustees. ICOM has adopted the following schema for determining grading.

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

Letter Grading

The grade a student receives will be determined from their total points in accordance with the ICOM Academic Bulletin. The students' grade will be determined as a percentage of points possible. If the student scores 90%-100% the grade will be an A. If the student scores 80%-89% the grade will be a B. If the student scores 70%-79% the

grade will be a C. If the student scores below 70% the grade will be an F. An incomplete grade will only be awarded as described in the Academic Bulletin. Students who are awarded an I grade must remediate as per the remediation policy and schedule. If the student successfully passes the course through remediation a grade of C* will be entered as a final grade.

Pass/Fail Grading

The grade you receive will be determined as a percentage of total points possible. If you score at or above 70%, your grade will be a P. If you score below 70%, your grade will be an F. An incomplete grade will only be awarded as described in the Academic Bulletin. If the student successfully passes the course through remediation a grade of P* will be entered as a final grade.

For the third and fourth-years, all rotations have a clinical rotation grade and all core rotations have clinical modules/exam grades. The clinical rotation grade and the module exam grade use the Honors, High Pass, Pass Clinical, Fail system. All rotations on which a student receives a failing rotation grade must be repeated. As a PC* is the highest grade that can be obtained on a repeated rotation, that grade will be recorded on the transcript (See also the [Grade Point Average \(GPA\), Quality Points and Ranking](#) section of this Bulletin).

ICOM has adopted the following schema for determining letter grades and clinical grades:

Grading Scale						
OMS-I and OMS-II		QP	OMS-III and OMS-IV Traditional Rotation Grades			Other Grades
A	90-100	4.0	H-H	Honors	I	Incomplete
B	80-89	3.0	H-HP	Honors	IP	In Progress
C	70-79	2.0	HP-HP	High Pass	W	Withdraw
C*	70	2.0	H-P	High Pass	WF	Withdraw Fail
F	<70	0.0	HP-P	High Pass		
P	≥70	—	P-P	Pass		
P*	70	—	PC*	Pass Clinical		
			FC	Fail Clinical		
†The maximum percentage cannot exceed 100. Percentage grades are rounded to the tenth from 0.50 upwards, therefore 82.50-82.99 = 83 while 82.01 - 82.49 = 82. QP = Quality Points						

Remediation

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

Students are allowed a maximum of two remediations per semester and a maximum of three remediations per academic year. Multiple remediations may prompt a review of the student's performance with PARC.

For any student 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, students are to meet with a Learning Specialist. A Learning Specialist will work with the student to create a Student Success Plan. Students 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.

Years 1 and 2:

Remediation exams will be held as scheduled in the learning management systems calendar or course syllabi. If a student successfully completes a remediation, they are considered to have passed the course and a grade of C* will be entered as a final grade. A student who does not successfully complete remediation will receive a grade of F for the course. At the discretion of the PARC, a student who fails a course may be allowed to repeat the course outside of ICOM. The student will be financially responsible for any additional costs associated with completing any approved, equivalent course outside of ICOM.

Years 3 and 4:

If the student successfully remediates a rotation, the student will receive a PC*, indicating that the student passed the rotation after remediation. A student who does not successfully complete remediation will receive a grade of F for the rotation.

Grade Point Average (GPA), Quality Points and Ranking

A student's grade point average or GPA is determined by dividing the total number of quality points earned by the total number of graded hours attempted. Note that for

purposes of GPA calculations, a grade of “W” is not included in “graded hours attempted.” For example, If a student has earned 227 quality points on 61 graded hours attempted, the grade point average would be $227/61 = 3.721$. Students are required to remediate or complete coursework where the student's grade is an I (Incomplete). Students who are afforded the opportunity to remediate and elect to do so and subsequently fail the said course will be awarded an F or a failing grade. A student will receive a grade of C* or P* (asterisk) for a remediated course as per the ICOM grading protocol.

Students who withdraw or are dismissed prior to the remediation will receive a W for their courses that are in progress or incomplete.

For the first two years, most courses will have a traditional letter grade (A, B, C, or F) and are calculated into the GPA. For the third and fourth-years, all rotations have a clinical rotation grade and all core rotations have clinical modules/exam grades. The clinical rotation grade and the module exam grade use the Honors, High Pass, Pass Clinical, Fail system. Successful completion of the rotation will require students to pass both the end of rotation exam and preceptor evaluation portions of the course. All rotations on which a student receives a failing rotation grade must be repeated. As a PC* is the highest grade that can be obtained on a repeated rotation, that grade will be recorded on the transcript. The final grade for each rotation during the third and fourth-year is not calculated into the GPA.

Students failing end-of-rotation exam have a second opportunity to pass the exam within 30 days of notification. If the student fails the second attempt of the end-of-rotation exam, an F is recorded on the module/exam grade, and the rotation must be repeated. Students who fail one or more rotations or more than one post-rotation exam will be reviewed and acted upon by the Professionalism and Academic Review Committee (PARC).

No grade will be changed unless the Office of Academic Affairs or the Office of Clinical Affairs certifies to the Registrar, in writing, that an error occurred or that the remediation results in a grade change. A student may appeal to the Dean for consideration only after the PARC has met.

Assessment of performance compared to national cohorts will be through the end of rotation exam and the Comprehensive Osteopathic Medical Licensing Examinations (COMLEX-USA Levels 1, 2 and 3).

Quality Point: Points assigned to grades in an academic “banking” system. ICOM is on the *four-point* system. Under this system, an “A” is worth four points per hour, a “B” is worth three points per hour, and a “C” or “C*” is worth two points per hour; no points are awarded for “P”, “P*”, or “F” grades. For example, a student who earns an “A” in a three hour course has 3 hours X 4 points per hour = 12 total points.

Ranking: Students will be provided their class rank at the end of each academic year; however, they may request their class rank at any time by contacting the Registrar. Class ranks are provided for informational purposes. This class rank has no direct correlation to the student’s cumulative GPA. It will be based upon the numerical grades earned in each course across all semesters. For example, two students could have a 4.00 GPA but one could be ranked number 1 and the other ranked number 6. The student ranked first achieved higher numerical grades in some of the courses (maybe 99% in Anatomy and the other student a 93% in Anatomy).

This information will be provided for informational purposes only and it will not appear on the student’s transcript; however, for those who are on the higher end of class rank, it could be used as a portfolio item for residency applications and included on their MSPE.

Standards of Behavior for Exams

Exams will be given as specified in the course schedule. Students who have a certified disability and are registered with Student Services will be given appropriate accommodations for exams, which may include additional time and/or separate exam room. Any student with accommodations will be notified of the exam start time and location by the Educational Course Coordinator.

Written examinations at ICOM may be administered electronically or in written format (Scantron, essay, short answer, etc.). The student expectations follow:

1. Students are expected to arrive prior to the start of the exam and with the exam downloaded onto their iPad.

Please note, students who arrive more than 10 minutes after the scheduled exam start time will not be permitted to take the exam.

2. Students are expected to have their iPad with them with appropriate software installed which will allow the examination to be completed.

3. No bags, purses, or electronic devices EXCEPT the student iPad and Apple Pencil are allowed in the exam room. The use of headphones or ear buds are prohibited during exams. Ear plugs will be provided and made available at the beginning of all exams.
4. Students are expected to ensure there is adequate battery power on the iPad 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.**
5. Students are expected to enter the code provided to begin their exam, when so instructed.

Please note, students who arrive more than 10 minutes after the scheduled exam start time will not be permitted to take the exam. It is incumbent upon the late or tardy student to contact the Course Director; the Course Director 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 will receive a score of zero for the exam.

When completing the exam, students are expected to thoroughly read each question and select the best answer. Students are expected to appropriately pace themselves to complete the exam in the allotted time; students 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 will be proctored by members of the ICOM faculty or staff. Should an issue arise during an exam, students 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, students are expected to submit their exam.

Any student observed cheating on an exam will earn a grade of zero (0) and will be remanded to the Professionalism and Academic Review Committee (PARC) for disciplinary action. Any incident reported will be investigated as per the policy outlined in the Academic Bulletin prior to being remanded to PARC. Since these rules are strictly enforced, please avoid all appearance of academic dishonesty.

Exam proctors will have final say regarding restroom usage during an exam. In general, only one male and one female student may use the restroom at any time. Any student

caught cheating during a restroom break (i.e. looking up answers in a textbook) will be remanded to the PARC.

Students are not allowed to wear hats or hoods during the exam. An exception will be made for religious headwear. In addition, all watches, phones, Google Glasses, or other electronic devices; with the exception of their iPads, are not permitted in the exam room and should be left in the student'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 pARC for appropriate disciplinary action.

Once a student has started an exam, he/she 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, students may appeal to the Course Director to be awarded a make-up exam. The Course Director will have final say in this decision.

Once a student has submitted their quiz or examination, they are expected to leave the assessment room. Reentry will not be permitted until all students have completed the assessment.

Student Concerns About Exam Questions:

Students who have a concern about an exam question must comment on the question during the exam by entering a comment in the notes field. To access the notes field, students should click on the "Tool Kit" menu, then the "Notes" option. Students must click the "Request Feedback" option to submit their comments. Following completion of the exam, the Course Director will review the exam statistics; comments submitted by students 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 within five business days after the exam. All exam grades are considered preliminary until the exam review process has been completed.

Missed Exams

If a student must miss an exam due to illness or unexpected emergency, they are expected to contact the Course Director as soon as possible and preferably prior to the

start of the exam. At the discretion of the Course Director, in consultation with Student Services, students 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 must follow the procedures specified in the Academic Bulletin. A student who misses an exam due to an unexcused absence will be given a grade of zero (0) for that exam.

Make-up Exams

The Course Director will schedule make-up exams for students with 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. The Course Director will work with the Director for Educational Evaluation and Implementation to ensure the makeup exam is scheduled and proctored.

Assessment

Outcome objectives will be mapped to the courses in which they will be covered, and evaluation strategies will be used to ensure that all graduates achieve the intended learning outcomes. The ICOM Comprehensive Assessment Plan will summarize the additional methods and metrics that will be tracked for continual program evaluation and improvement. Assessment of knowledge will be by multiple-choice examinations and quizzes administered at scheduled and random intervals. Laboratory and clinical skills assessments will be in written and/or verbal exam format. Assessment of performance on clinical rotations is by end-of-rotation examinations, preceptor evaluations and related methods.

Grading for Years One and Two

Evaluation Categories

Knowledge and skills will be assessed primarily through by multiple-choice examinations and quizzes or OSCEs. Examinations and quizzes will be administered electronically at scheduled and at random intervals. Additional assessments and activities may include but are not limited to student projects, self-directed learning modules, case studies, case-discussion and group exercises, laboratory and clinical skills presentations and assessments, Socratic circles, oral presentations, and written reports. Assignments may be given which must be typed and/or require students to use the internet or programs on computers available at ICOM. Some activities will require working with an assigned group of students. Faculty are encouraged to assess students

in a variety of ways to include formative and summative evaluations in a variety of formats. The total for a course must equal 100% comprised of any combination of the above designated components as determined by the respective Course Director.

Process

In an effort to promote faculty flexibility in assigning grades, yet also provide consistency across courses, ICOM will recognize the following approach to testing and grading:

Integrated exams as defined by the semester schedules

OMM and Clinical Skills course questions are generally not included on the integrated exams except where they are consistent with discipline content in other courses. All other courses may have questions on integrated exams. OMM and Clinical Skills may have separate didactic exams, as well as course specific assessments as indicated in the syllabus and LMS.

Quizzes may be given at the beginning, middle or end of class or as announced in the syllabus or LMS. Quizzes will typically be integrated and include questions from course assignments, readings, lectures and learning activities as determined by respective faculty.

Course grades will be typically determined based on percentage or total points with the percentage of total points earned. Grades will be defined by the course-grading plan approved prior to start of the course. As such, bonus points are not permitted.

In rare instances, there may be exceptions to the established Grading Policy, which require justification for deviation from the original plan; however, every attempt is made to ensure the policy stated to the students at the start of the course is the policy by which they will receive their course grades. The Dean authorizes any exception to the Grading Policy upon recommendation from the Academic Council.

Grading for Years Three and Four

The primary basis for the core rotation grade will be the "ICOM Student Evaluation Form" and the end-of-rotation exam. The end-of-rotation exam will be given at the end of the four week block during select core rotations. The ICOM Student Evaluation Form will be completed by the attending physician and discussed with the student before submission. For rotations without an end-of-rotation exam, the student's grade will be

based solely on the preceptor evaluation of the student and other requirements as per the syllabus for each course. Certain third and fourth year courses will be graded on a PASS/FAIL basis only. These currently include but are not limited to Clinical Preparation, Residency Planning, and Scholarly Activity.

End-of-rotation examination - An end-of-rotation exam (e.g., COMAT,) will be administered after the following third- and fourth-year rotations: Internal Medicine, Surgery, Women's Health, Family Medicine, Pediatrics, Psychiatry and Emergency Medicine. Students must pass the COMAT for OPP in the last six months of their third year. COMAT exams in Internal Medicine and General Surgery will follow the completion of their second month of this specialty (i.e, students will take their General Surgery exam after completion of their General Surgery and Surgical Subspecialty rotation). New post-rotation exams will be added as they are developed and released. Students must pass the end-of-rotation exam to pass the rotation. Students who do not pass a post-rotation exam may be allowed one chance to retake the exam. If the student passes the exam retake, the highest grade possible would be a Pass Clinical (PC*) and they are not eligible for High Pass (HP) or Honors (H). If the exam is failed twice, the student will receive a failing grade and be referred to the Professionalism and Academic Review Committee (PARC). If remediation of the rotation is permitted and the student passes, a grade of PC* is assigned. If remediation is failed, a grade of FC is assigned.

In addition to the experiences received in the clinical training sites, students are expected to read the assigned text and complete all curricular assignments to prepare for these exams.

Preceptor Evaluation of the Student and Student Evaluation of the Preceptor - All evaluations must be completed within 7 days of completion of each rotation. Courses of 8 weeks (example: Internal Medicine) require an evaluation to be completed at the end of each 4 week block. If a student has a rotation that is approved and scheduled for 2 weeks, the evaluation is to be completed at the end of the 2 week period.

If a student does not receive a passing grade on the end-of-rotation evaluation from the preceptor, the student will fail the rotation. Competency-based rating forms are used by preceptors to evaluate each student's clinical skills and the application of medical knowledge in the clinical setting. A student failing a clinical rotation will be referred to the Professionalism and Academic Review Committee (PARC). Students failing a rotation will enter into a Modified Course of Study, which may delay graduation, and be required to repeat the failed rotation.

The ICOM competency-based evaluation is based on the following core competencies in each area:

- Osteopathic Philosophy and Osteopathic Manipulative Medicine
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

To receive a grade for each rotation, the student will be responsible for ensuring the student evaluation form, site evaluation form, end-of-rotation examination, and the clinical experience database (logs) are received by the ICOM Office of Clinical Affairs. Failure to submit any required rotation documentation may result in a grade of Incomplete and referral to the PARC.

Items which may also be used to determine grades on clinical rotations:

1. *Educational Modules* - Lectures, cases reading assignments and other forms of delivery are used in the third and fourth-year curriculum.
2. *Question Bank Review* - Students are required to complete the assigned COMBANK questions during all clinical rotations in order to receive credit for the rotation.
3. *Osteopathic Manual Medicine* - Completion of OMM special assignments.

Preceptor Evaluation of Student Performance

A clinical preceptor will evaluate a student's performance during the respective rotation. The student evaluation will be completed by supervising physicians with input from appropriate hospital staff with direct knowledge of student's performance. Grades for each rotation will be completed by the course director of each rotation, using

input from the preceptor evaluation, COMAT score, and other assignments and responsibilities as per the syllabus. Based on the grading rubric, a grade will be submitted to the Registrar's Office. Students will have access to the questions on the electronic student evaluation form (grade form), site evaluation forms, and clinical experience database. During the last week of each rotation block the student must meet with the preceptor to review their performance and end of rotation evaluation.

Student evaluations will be due in the Office of Clinical Affairs at the completion of the rotation. If the student was with several physicians, the student should have the principal evaluator submit a composite evaluation. Attending evaluations of student performance must be completed by the principal evaluator who must be an attending physician. While resident physicians may provide input to aid the attending physician in completing the evaluation, residents are not permitted to serve as the primary evaluator. Students are not permitted to self-complete the evaluation and submit for signature.

Violation of this policy will be subject to review by the Professionalism and Academic Review Committee (PARC) and may result in a failure or incomplete grade. Any incomplete grade will jeopardize student eligibility for financial aid and may also alter / delay their graduation date.

It is the student's responsibility to ensure that all clinical evaluation forms are either completed online or turned in to the Clinical Affairs Office at the completion of each rotation. It is the student's responsibility to expediently inform the Clinical Affairs Office of any difficulty in obtaining an evaluation from the preceptor at the end of that rotation. The overall responsibility to ensure that evaluations have been completed and returned to ICOM (or site coordinator) remains with the student. For this reason, students are responsible for setting up a time for final evaluation during the final week of the rotation, requesting such a meeting at the beginning of the final week of the rotation.

It is ICOM policy for students not to leave a rotation without the evaluation being discussed and signed by the preceptor. If a rotation form is not completed and turned in to the site coordinator or Regional Dean within 90 days of the rotation, the rotation may be considered not completed or failed. Students should check with the site coordinators regularly to assure they have received the evaluation. Clinical Affairs staff may assist the student in obtaining an evaluation if a preceptor is negligent by failing to complete the evaluation form or to turn it into the regional coordinator.

Comments from the evaluations will be included on the Medical Student Performance Evaluation (MSPE, previously known as the Dean's Letter).

The Honor Code will apply to all examinations, including the end of rotation examination. Students not achieving the minimum passing score on the end of rotation examination will be allowed one retake. Students failing the exam a second time will receive a failing grade and will be referred to PARC. The committee will review each student's overall academic performance on an individual basis to determine whether, and under what stipulations, the student may continue in the academic program.

Rotations, Course Remediation and Academic Probation

Failure of a clinical rotation will require repeating the rotation and the student will be placed on academic probation. Mandatory repeating of a clinical rotation will result in the institution of a modified course of study which may result in a delay of graduation. The student will incur additional tuition costs for the repeat rotation. Failure of a second clinical rotation is evidence that the student is unprepared for the rigors of clinical practice and may result in dismissal.

Students will be placed on academic probation for:

1. Failing to successfully remediate an end-of-rotation exam failure
2. Failing a clinical rotation
3. Failing a preceptor evaluation for any rotation
4. Failing two end-of-rotation exams for any two rotations

Students who fail a clinical rotation will come before the Professionalism and Academic Review Committee (PARC). In addition, repeated performance evaluations in which items performed in a specific category or across categories are rated as "Unsatisfactory or Below Average" will be reason for remediation at the discretion of the Associate Dean for Clinical Affairs in consultation with the clinical chair, the preceptor, and/or the PARC.

In general, students should show a progression of improvement in performance on clinical rotations. Students who fail to perform satisfactorily on clinical rotations will be referred to the PARC and may result in additional required curriculum, repeat of an academic year, or dismissal from ICOM.

Poor ratings on the clinical evaluation in the professional and ethical areas of the assessment of a student will be addressed by the Associate Dean for Clinical Affairs and may result in a remediation appropriate to correct the deficient area. In the case of concerns in professional and/or ethical areas, the Associate Dean may refer the student to the PARC. Poor ratings in this area must be accompanied by comments as to the exact nature of the rating.

- *Documentation:* Students will be expected to maintain a log to identify the procedures performed and the number of essential patient encounters.
- *Rotation Evaluations:* Clinical rotation evaluation begins the first week. Students will be able to request feedback from the preceptor, (e.g., "How am I doing?", "Are there things I should improve?") by the end of the first and every week of each clinical rotation, in order to continually address areas that need improvement. This will provide the students an opportunity to improve while on the rotation, and prevent an unexpected poor evaluation at the end of the rotation. Students will bear total responsibility to seek this ongoing feedback.

Delayed Graduation Policy

If an osteopathic medical student is required to re-take 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 will occur and the student's graduation will be delayed. Voluntary course withdrawals, temporary leaves of absence or suspensions secondary to academic, administrative suspensions or as a result of failure to pass boards consistent with ICOM policy will also cause a delay in scheduling clinical rotations and a delay in graduation. Any alteration in the normal curriculum progression may affect a student's financial aid status or qualification for education-based financial aid. Specific counseling and advice should be sought from the School's Office of Academic Affairs and the Idaho College of Osteopathic Medicine's Office of Financial Aid for a particular situation.

Discovery of Student Health Issues

Curricular Study and/or Hands on Lab Activities

Occasionally student health issues or concerns will be discovered during the course of curricular study and/or hands-on lab activities.

To maintain a mutually beneficial and professional relationship among faculty, staff, and students at ICOM, the process of finding these issues should in no way limit or replace the faculty advising activities currently in place for appropriate service to ICOM and its students.

Abnormal History of Physical Exam Findings

Abnormal history or physical exam findings that may be discovered incidentally in a student (or faculty/staff member) during small group/interactive learning activities, OMM lab, and/or Clinical Skills labs:

If any abnormal clinical findings and/or concerns that come to the attention of individual students and/or faculty during interactive and “hands on” learning scenarios should be deferred to seek appropriate medical care from a licensed provider outside of ICOM’s purview. In the rare event that a physical exam finding is deemed to be of an emergent care need, then student (or faculty) should seek care at local emergency departments or initiate “911” services where appropriate.

Mental or Medical Care

Non-academic health professionals who do provide mental or medical care to ICOM’s students must recuse themselves from any assessment and promotional review of such students.

Existing Health Concerns

Any existing health concerns or acute illness that an ICOM student brings to the attention of a faculty/staff member or other affiliate members of ICOM will be encouraged to seek licensed and qualified medical, mental, or social services from appropriate individuals or clinics outside of ICOM. We understand that a well-intentioned student may at times seek the opinion of faculty and/or staff (however qualified or perceived) as it relates to their personal health concerns, however there should be no advice given or implied by any of ICOM’s staff, faculty, and other contracted providers of ICOM’s throughout all educational objectives that could be deemed a provider-patient relationship.

Dress Code Policy

Students must maintain a professional appearance, as described below, whenever the student is engaged in curricular activities on campus, including lectures and examinations, as well as on all clinical experiences or rotations. Additional dress code

requirements may be implemented for laboratories, classes, or workshops and will be described below, in the course syllabus, and on the LMS.

Changing areas and lockers are provided for students to change into appropriate dress for OMM labs, Clinical Skills labs, and Gross Anatomy labs. For OMS-I and OMS-II students, professional attire is required for morning classes Monday-Friday and as notified by faculty, staff or school administration for other campus events including occasional weekend and evening events. All students must have at least one short white consultation jacket maintained in a clean and presentable condition.

A clean and well-cared appearance should be maintained. The apparel and appearance of faculty, staff, and students project, in part, the image the community has of ICOM. Faculty, staff and students are expected to be neat, well groomed and appropriately dressed for the work and study they do.

Men should wear dress trousers, appropriate shoes and socks, and dress shirt. Women are required to wear appropriate dresses or skirts of reasonable length or slacks with appropriate blouses. Hairstyles should be clean and neat, avoiding extreme styles or color. Beards and mustaches need to be neat and trimmed at all times. Excessive body piercings are not acceptable. Shorts, jeans, or t-shirts are not permitted except in the OMM lab and clinical skills when appropriate. Hats (unless for religious reasons), caps, hoodies, or sunglasses may not be worn during classes or examinations. Any student wearing a hat (unless for religious reasons), cap, hoodie or sunglasses will be asked to remove it. Students who have tattoos should ensure they are covered at all times on campus, unless required during OMM or Clinical Skills labs.

Students inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence. Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Services, whose decision will be final. Repeated violations of ICOM Dress Code policy may result in review by the Professionalism and Academic Review Committee (PARC).

Additional Dress Code Requirements

Certain educational experiences at ICOM require specific dress code. These include the laboratory classes of OMM, Anatomy, and Clinical Skills.

OMM Laboratory Dress Code

The dress requirement in the clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and placatory 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
 - Both sexes will be asked to remove t-shirts while acting as patients.
 - T-shirts and tops should be plain. No offensive words, emblems or decorations of any kind.
- Sports bras or bathing suit tops for women.
 - These should expose the spine and ribs (not wide T-back styles).
- 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 would 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.

Adapted from Nationally Accepted Standards.

Anatomy Laboratory Dress Code

Long white lab coats are to be worn in the anatomy lab over scrub tops and bottoms at all times. Students must wear closed toe shoes with rubber soles, no flip-flops or open toed shoes (like sandals or clogs with open holes) are allowed in the anatomy laboratory.

Dress Code in Clinical and Other Settings

Students on clinical services or rotations are required to wear clean student white coats with appropriate dress. Men are required to wear shirts with a tie and slacks, or equivalent dress. Women are required to wear a dress, a blouse with skirt or slacks, or equivalent. Clerkship rotation sites may have their own appropriate dress standards. It is the responsibility of the student to be aware of and comply with these standards.

For specific courses and rotations students should check the course syllabi for specific dress code requirements.

When representing ICOM at any type of public event, such as conferences or other on- or off-campus events, the required attire is business casual. However, at some public events a higher standard may be expected. The student must display correct judgement and match appropriate clothing for the event.

Early Clinical Experience

All students will be required to complete an Early Clinical Experience (ECE) in a clinical setting supervised by ICOM clinical faculty. Observations and hands-on opportunities for OMM can be provided in the ICOM OMM clinic setting, primary care office, ambulatory practice, or hospital setting. All students will meet with the Office of Clinical Affairs at the beginning of the second semester for selection and approval of their ECE assignments. Students are responsible for obtaining all required permissions.

Students will be required to complete the ECE with satisfactory performance as a graduation requirement, currently one half day (4 hours) seeing patients under the supervision of a faculty member in the clinic during the second, third or fourth semesters. In order to successfully complete the ECE:

- Students should wear their ICOM name badge and white coat (unless otherwise directed).

- Students must submit an ECE Agreement Form, completed in its entirety.
- The student 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 ECE.
- In addition, students must submit the following to the ICOM Office of Clinical Affairs within seven days of the end of the ECE
 1. Supervising clinical faculty evaluations of performance in the ECE
 2. Site evaluation form
 3. Attendance reports

The college reserves the right to deny or withdraw approval for student participation in the ECE and/or limit the number of students allowed to participate at any given time or location. Only students possessing approved insurance will be allowed to participate. Prior approval of the supervising full-time ICOM faculty member, OMM Department Chair, the ECE site, and Office of Clinical Affairs is required. No credit will be granted retroactively. This policy is strictly enforced.

Violation of any conditions of the ECE will be handled as a professionalism issue and may be referred to the PARC committee.

General Withdrawal

Failure to complete a Change of Status Form and to obtain the proper signatures will result in a hold placed on all academic records.

- Tuition refunds will be based upon the schedule shown under the section on Refund Policy
- For any withdrawal, voluntary or involuntary, ICOM will recognize and follow the date of determination as defined by the U.S. Department of Education in its Code of Federal Regulations
- For any withdrawal, voluntary or involuntary, the student must return the following to Student Services at the time of departure:
 - Identification card
 - Parking decal

- o White Coat, if applicable
 - o Any other ICOM-supplied items
- In instances when the Dean extends an offer of readmission, that offer may be rescinded if the student fails to provide requested documentation and written acceptance of terms in a timely manner as defined in the offer.

Global Assessment/Academic Promotion

A student 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 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 will be considered in the OMS1 year until all OMS1 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 may not proceed to third-year rotations with a failure in any second-year course.

The Professionalism and Academic Review Committee (PARC) will recommend to the Dean all students who are eligible for promotion and graduation.

Throughout the medical curriculum, examinations and other assessments will be administered to assess student knowledge and performance. Students will be assessed to gauge satisfactory individual academic progress on the basis of performance on written and practical examinations, Objective Structured Clinical Examinations in the clinical setting, and performance on national osteopathic board examinations.

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

Under certain circumstances, students may be brought before the Professionalism and Academic Review Committee (PARC) for disciplinary action.

Graduation Requirements

The degree of Doctor of Osteopathic Medicine will be granted to and conferred upon candidates who:

- Have demonstrated good moral, professional, and ethical character;
- Have satisfied all academic requirements for graduation as attested to by the Professionals and Academic Promotion Committee (PARC), has been recommended by vote of the faculty, and approved by ICOM's Board of Trustees;
- Have passed the COMLEX-USA Level 1, COMLEX-USA Level 2-CE, and COMLEX-USA Level 2-PE; and
- Completed all required exit paperwork and settled all financial obligations with ICOM and affiliate and collaborative partners incurred during as a result of the academic program

To become eligible for graduation, each fourth-year student must have successfully completed all the above requirements **within six years** of matriculation. The six years allow for the student to have been in a delayed program due to medical, academic, and/or behavioral leaves of absence.

Professional and ethical competence is required for graduation. Students must demonstrate the ethical and professional qualities deemed necessary for success and continued study and practice of osteopathic medicine; the suitability for the practice of medicine by dutiful and responsible acceptance for patient care; and integrity in the conduct of clinical duties. Students may be dismissed from ICOM if any of these competencies are not met.

A student must have completed all curricular requirements at ICOM, or a minimum of two years at ICOM and another eligible institution which is accredited by the Commission on Osteopathic College Accreditation (COCA) or Liaison Committee on Medical Education (LCME), between the date of matriculation and graduation. In addition to this requirement, the student must have been enrolled full time at ICOM during their third and fourth academic years.

An ICOM student must complete to the satisfaction of faculty, as determined by the individual Course Directors and clinical rotations supervisors and through the PARC, all prescribed courses and clinical experiences to graduate. The Dean makes the determination on any appeals from promotion board recommendations, based solely upon new and meaningful information not available to the PARC at the time of the deliberation. The Dean makes the determination on any appeal from the Dean's recommendation, based solely upon new and meaningful information not available to the Dean at the time of his or her decision.

Students must meet with the Assistant Director of Financial Aid and Registrar to complete all required exit forms and/or to receive a diploma. ICOM students must attend the exit process and the commencement program to receive a diploma.

Learning Specialist Support

The Learning Specialist provides additional academic support services to ICOM students. Individual consultation and group workshops will be made available to assist students who desire additional academic support. ICOM students will be able to seek support services for a variety of reasons, including poor academic performance, difficulties with time management and organization, help with study and test-taking strategies and test anxiety.

A student's progress will be monitored throughout the program. Students who are deemed to be at risk of failure in a course will be notified and will work with the Learning Specialists, faculty and administration as appropriate.

Medical Student Shadowing

Many students will choose to engage in clinical shadowing experiences during breaks in their formal medical school curriculum such as during breaks, summer break or weekends. Shadowing experiences can be extremely valuable and students may choose to include these experiences in their resume, personal statement or Dean's letter (Medical Student Performance Evaluation or MSPE). Shadowing experiences can occur with ICOM-appointed clinical faculty members or physicians not affiliated with ICOM.

It is essential that students choosing to engage in shadowing experiences understand the differences between shadowing and the clinical rotations students participate in as part of their medical school curriculum. Clinical rotations that occur in conjunction with the ICOM clinical curriculum (Early Clinical Experiences, Outreach, 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'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's required medical school curriculum, and may lack the defined structure, supervision, feedback mechanisms and medical-legal protections provided by formal clinical rotations.**

Students choosing to engage in a shadowing experience acknowledge they will do so while following the principles.

1. 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 students, students 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.** Students should not perform any Osteopathic manipulation while on shadowing experiences.
2. **Students are not protected by malpractice insurance provided by ICOM while engaged in physician shadowing experiences unless the experience is with a ICOM appointed faculty member.** Students are required to let non-ICOM appointed physicians they are shadowing know that they are not covered by malpractice insurance provided by ICOM.
3. Students must follow all hospital systems, facility, and/or ambulatory policies when engaging in any type of shadowing experience. Individual physicians you choose to shadow with may not be familiar with their facility or health care system policies so make sure that you review and comply with any applicable policies.
4. Individual physicians that you may be shadowing may not know your level of training and it is therefore the student's ethical and professional duty to fully explain their level of training.

Shadowing with ICOM clinical faculty members

1. Shadowing experiences with ICOM clinical faculty members may be counted as Early Clinical Experiences (ECE).
2. Students shadowing with ICOM clinical faculty members should wear their ICOM name badge and white coat (unless directed otherwise by their preceptor).

3. Students wishing to schedule a shadowing experience with an ICOM clinical faculty member **must submit the Shadowing Agreement Form**, completed in its entirety.
4. 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.
5. In addition, the student must sign the form and initial all required attestations.
6. 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

1. Students who desire to shadow with non-ICOM physicians must arrange the experience on their own.
2. Shadowing experiences with non-ICOM clinical faculty members **will not be counted as Early Clinical Experiences (ECE)**.
3. These are non-ICOM sanctioned experiences thus:
 - a. ICOM will not obtain affiliation agreements with the sites in order to provide shadowing experiences.
 - b. ICOM will not provide the physician or site with any student records including, but not limited to, results of drug screens and background checks, immunization records, academic performance information or letters of recommendation.
 - c. Students **may not wear their ICOM white coat or name tag**.
 - d. Students are **not protected by malpractice insurance**.
 - e. Students 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.
4. Even if engaging in shadowing experiences with non-ICOM faculty or clinical sites, students should abide by all general guidelines noted previously in this document.

Violation of any conditions of these Shadowing Guidelines will be handled as a professionalism issue and may be referred to the PARC.

Modified Courses of Study

Students who are placed into a Modified Course of Study by PARC are required to sign the documented Modified Course of Study form. Students who do not comply with the Modified Course of Study may be suspended at any time by the PARC for failure to follow the plan. If a student has difficulty in following the assigned Modified Course of Study, they must meet with the appropriate Associate Dean.

Students following a Modified Course of Study should be aware that they must be on track to complete all requirements to graduate by July 1st to enter ERAS and the Match. Students who fail COMLEX-USA Level 2-PE or CE after the match and complete graduation requirements after July 1st may lose their matched position; this decision is made by the residency program director and/or director of medical education at the respective hospital.

National Board Exams

Students will be required to pass the COMLEX-USA Level 1, COMLEX-USA Level 2 CE, and COMLEX-USA Level 2 PE prior to graduation as outlined in the table of milestones below:

Milestones for Each ICOM Student
Successful Completion of Preclinical Courses
Satisfactory Completion of a Qualifying Exam, such as COMSAE, for Level 1
Successful Completion of COMLEX-USA Level 1
Successful Completion of COMAT or Equivalent Subject Examinations for Core Rotations
Satisfactory Evaluation by Clinical Faculty for Each Clinical Rotation
Successful Completion of a Third-Year OSCE that Assesses the Core Entrustable Professional Activities for Entering Residency
Satisfactory Completion of a Qualifying Exam, such as COMSAE, for Level 2-CE
Successful Completion of COMLEX-USA Level 2-CE
Successful Completion of COMLEX-USA Level 2-PE

Accommodations on COMLEX-USA Exams

Students who request accommodations for COMLEX-USA Level 1 must submit their applications directly to the [NBOME](#) within the timeframe designated by the NBOME. Please contact the NBOME directly for more information. 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.

COMLEX-USA-Level 1

ICOM students will complete the Cumulative Curricular review courses throughout the first two years and **must** sit for COMLEX-USA Level 1 **prior to** July 1 in the period between the second and third academic year. Prior to receiving their COMLEX-USA Level 1 scores, all students, including those on appeal for failure to complete required coursework, may be considered “provisional” third-year students. Full third-year status is granted to all students passing COMLEX-USA Level 1.

In order to sit for COMLEX-USA Level 1, the student must achieve a pre-identified “passing” score on a qualifying exam, such as a ICOM-proctored Comprehensive Medicine Self-Assessment Exam (COMSAE). ICOM will identify the passing parameters for the COMSAE. ICOM will pay for the first qualifying exam with students responsible for the cost of subsequent exams or programs. Students will have two attempts to achieve a minimum pre-identified score on the qualifying exam.

Students who do not pass the qualifying exam after two consecutive attempts will be placed on a Modified Course of Study. Upon successfully completing the remedial program, the student will be required to take COMLEX-USA Level 1 within 8 weeks (or as approved by the Dean).

Failure of COMLEX-USA Level 1

Any student who fails COMLEX-USA Level 1 must meet with the Senior Associate Dean of Learner Outcomes and Assessment in person or by phone within 7 days of receiving a failing score who will assist the student in analyzing their deficiencies and assigning a remediation plan. The student will be placed on academic probation.

A student who fails COMLEX-USA Level 1 on the first attempt will require the student to enter a Modified Course of Study. Students will not be allowed to begin clinical rotations until COMLEX-USA Level 1 has been successfully completed. Upon

successfully completing the remedial program, the student will be required to retake COMLEX-USA Level 1 for the second attempt.

Any student who fails COMLEX-USA Level 1 a second time will be dismissed from the program. *A student is permitted only two attempts to pass COMLEX-USA Level 1.*

A Modified Course of Study is individually planned based upon the student's performance and needs. Students are required to complete the modified course of study designed by the Associate Dean for Clinical Affairs. Students not following the individualized plan for remediation may be suspended at any time. If a student decides upon an immersion course and is removed from fourth-year clinical rotations, a Modified Course of Study may be designed by the Associate Dean for Clinical Affairs.

COMLEX-USA Level 2 CE and COMLEX-USA Level 2 PE

Third-year students must take and pass an end-of-rotation exam after each core rotation. In addition to demonstrating the student has learned the appropriate material on the rotation, the exams function to prepare students for COMLEX-USA Level 2 CE. In addition, at the beginning of the third year, students must take and pass Standardized Patient (SP) and Objective Structured Clinical Exams (OSCEs). These exams are administered to assure the student has competently achieved the clinical skills expected to prepare the student for COMLEX-USA Level 2 PE testing.

Students must schedule their COMLEX—USA Level 2 CE to occur between January 1 of the OMS-III year and August 31st of the OMS-IV year (unless otherwise approved).

In order to sit for COMLEX-USA Level 2 CE, the student must achieve a pre-identified "passing" score on a Qualifying Exam, such as an ICOM proctored Comprehensive Osteopathic Medicine Self-Assessment Exam (COMSAE) or similar exam. ICOM identifies the passing parameters for this exam and will pay for the first Qualifying Exam, with students responsible for the cost of subsequent exams. Students will have three attempts to achieve a minimum pre-identified score on the Qualifying Exam.

Students will be permitted to register for COMLEX-USA Level 2 CE prior to passing this Qualifying Exam; however, students failing to meet the minimum ICOM pre-identified score on three consecutive attempts will not be permitted to take COMLEX-USA Level 2 CE.

Students who do not pass the Qualifying Exam after two attempts will be placed on a Modified Course of Study. Upon successfully completing the remedial program, the student will be required to take COMLEX-USA Level 1 within 4 weeks.

Students who fail the SP or OSCE exams will be required to remediate the exam a minimum of 14 days prior to taking COMLEX-USA Level 2 PE. Students who do not successfully remediate will have their approval to take the COMLEX-USA Level 2 PE withdrawn.

Students are required to take COMLEX-USA Level 2 PE by August 31 in their fourth-year, although it may be to the student's advantage to take this exam earlier as it takes a minimum of 10 weeks to receive a score for COMLEX-USA Level 2 PE. If students fail COMLEX-USA Level 2 PE, they must have ample time to schedule and retake this exam prior to graduation.

Passing both COMLEX-USA Level 2 CE and COMLEX-USA Level 2 PE is required to graduate. In addition, most residency programs require passage of COMLEX-USA Level 2 CE to be ranked in the Match with their program. Some residencies also require proof of having passed COMLEX-USA Level 2 PE prior to being ranked in the Match with their program.

Failure of COMLEX-USA Level 2 CE or COMLEX Level 2 PE

Passing both COMLEX-USA Level 2 CE and COMLEX-USA Level 2 PE is required to graduate. Students who do not pass both CE and PE by graduation within the maximum number of attempts will be dismissed.

Any student who fails the initial attempt on COMLEX-USA Level 2 CE will be immediately placed on probation and, as determined by the PARC, may be withdrawn from clinical rotations until successfully passing the exam. Any student who fails COMLEX-USA Level 2 CE must meet with the Associate Dean for Clinical Affairs within 7 days of receiving a failing score. The Associate Dean for Clinical Affairs will assist the student in analyzing their deficiencies and assigning a remediation plan. Upon completing the remedial program, the student will be required to retake COMLEX-USA Level 2 CE within 8 weeks. Students who have been taken off rotations for a COMLEX-USA Level 2 CE failure will be placed on a Modified Course of Study but may be permitted to return to clinical rotations while waiting for release of their score. Students who are unsuccessful on the second attempt of the COMLEX-USA Level 2 CE will be dismissed.

A Modified Course of Study is individually planned based upon the student's performance and needs. Students not following the individualized plan for remediation may be suspended at any time. If a student decides upon an immersion course and is removed from fourth-year clinical rotations, a Modified Course of Study may be designed by the Associate Dean for Clinical Affairs.

Students must pass COMLEX-USA Level 1, COMLEX-USA Level 2 CE and PE. They will be allowed a maximum of two attempts for each of these exams. Failure to pass each of these exams may result in dismissal.

Professionalism and Academic Review Committee (PARC)

The PARC, in conjunction with the Office of Academic Affairs will monitor the academic progress achieved by students throughout the academic program.

The PARC will meet at the end of any course within the semester in which a student has achieved a failing course grade, failed to successfully remediate an "F", failed a course while on Academic Probation, when a delay in a student's academic progress is identified, or when deemed necessary. The Senior Associate Dean of Learner Outcomes and Assessment may also call a meeting of the PARC in cases where the academic progress of a student is affected by leaves of absence or other similar factors.

Additionally, the PARC will be responsible for the review of situations where students are involved in academic misconduct (i.e., cheating or plagiarism) or nonprofessional conduct. The Idaho College of Osteopathic Medicine Honor Code published elsewhere in the [Student Handbook](#) will guide this review.

The PARC will be composed of following voting members: the Associate Dean for Academic Affairs, the Associate Dean for Clinical Affairs, the Senior Associate Dean of Learner Outcomes and Assessment, the Assistant Dean for Student Services and a minimum of 3 faculty members to include at least one primary care clinical faculty member, one specialty clinical faculty member, and one biomedical faculty member. The Dean will appoint the faculty members. A quorum is defined as a simple majority of members present in person or by teleconference.

Any ICOM faculty or staff providing health services, via a therapeutic relationship, must recuse him/herself from the PARC if a student who is receiving these services is to be discussed by the committee. The employee must not be involved in any discussion or decision made by the committee. The employee must also recuse themselves from the assessment or promotion of the said student.

The committee chair, with approval of the Dean, may invite non-voting members to attend. As this is not considered a legal hearing and is instead an academic proceeding, attorneys or other representatives are not allowed.

Procedures for Calling and Conducting a PARC Meeting

PARC meetings will be held at the end of each semester or as needed as determined by the Senior Associate Dean of Learner Outcomes and Assessment. Additionally, the Senior associate Dean of Learner Outcomes and Assessment will call for a PARC hearing and serve as the Chair of the PARC if a student has:

- Attempted and failed to remediate a course resulting in an F
- Failed to pass any courses while on Academic Probation
- Failed any clinical rotations
- Failed an end-of-rotation exam twice
- Experienced repeated failures in the end of year testing exams
- Suspicion of any violation of the ICOM Honor Code after appropriate preliminary procedures have occurred
- Failed to pass COMSAE / Equivalent Exam
- Failed to pass an appropriate COMLEX-USA in the time frame required
- Demonstrated inability to make academic progress by any other academic measures the faculty and/or administration have approved or for remediation programs including an altered degree plan, remediation courses assigned on or off campus, and/or other directed ICOM curriculum.

PARC Procedures for Academic Performance Matters

The Senior Associate Dean of Learner Outcomes and Assessment will Chair the PARC.

Members of the Committee have the following roles:

- The appropriate Associate Dean for the academic year involved will report on the academic progress of the student(s), as necessary.
- The Associate Dean may submit a written report documenting assistance that the student has received or been offered advising.
- The Course Director, Department Chair, and / or the students' Faculty Advisor may be asked by the PARC to comment on student performance and related topics, as necessary.
- The Assistant Dean for Student Services may report on documentation that the Office of Student Services may have which may be relevant to the student's academic progress. The Registrar will have the student's entire academic record available (course evaluations, performance assessments and the student's transcript) for the members to reference if needed.
- The Assistant to the Senior Associate Dean of Learner Outcomes and Assessment will serve as the secretary recording minutes and ensuring all communication occurs in a timely manner.
- Each student reviewed by the PARC will be given the opportunity to make a maximum ten-minute presentation of any issues or considerations that they wish to make known to the PARC. Members of the PARC may then direct questions to the student. This is the only portion of the meeting at which the student may be physically present.
- For issues arising from Honor Code violations, the Assistant Dean for Student Services will report on documentation that the Office of Student Services may have which may be relevant to the alleged violation of the Honor Code. This may include a verbal report from faculty involved with the incident(s). In the case where students are involved with reporting the breach, confidentiality of the reporting student will be maintained and the Assistant Dean for Student Services will represent the student's testimony. See below under Non-Academic Matters.

For students deemed to not be making academic progress, including multiple grades in the "I" or "IP" range over one semester or an "F" grade, following deliberations the PARC may make recommendations including but not limited to the following for final action by the Dean:

- Award of a satisfactory grade (70%) and promotion to the next semester following satisfactory remediation
- Require remediation, further coursework, or repeat of a course
- Require one or more additional clinical rotations with satisfactory performance
- Place, not place, or extend the student's term on academic probation
- Require more frequent meetings with faculty advisors with those students on academic probation
- Specify a timeline or manner in which any remediation must occur.
- Make a determination for dismissal, or repeat of academic year.
- Request further assessment prior to making sure the student has the ability to make satisfactory progress to become an osteopathic physician including but not limited to: psychological evaluations, drug or alcohol screening / testing, or other evaluations. Such testing will be at the student's expense.
- Suspend with reinstatement pending satisfactory performance.
- Suspend with reinstatement decisions pending further evaluation and treatment.
- Repeat of multiple courses in which the student initially earned a "F" grade,
- Repeat of an entire academic year, or
- Assign of a Modified Course of Study that will delay promotion until satisfactory a progress through a directed remediation program has occurred, or dismissal.

The PARC may recommend dismissal of a student when the student demonstrates that he/she is unable to make academic progress through:

- Three course or rotation failures on one academic year
- An "F" grade on a modified course of study

- Four cumulative course or rotation failures across all four years
- Failure of two or more clinical rotations in one academic year
- Failure to pass any courses while on Academic Probation
- Failure and cumulative evidence that demonstrate the student is not gaining the appropriate knowledge and /or qualifications to become an osteopathic physician
- Any other issues deemed relevant

The PARC Chair will notify the student of the outcome of the PARC meeting and any sanctions if applicable. Upon notification, the student may appeal the decision in writing to the Dean within seven (7) calendar days of notification. The appeal should be based upon new and relevant information. The Dean will normally reply within 14 working days of receiving the written appeal. If the student does not appeal within seven (7) calendar days of notification, the PARC recommendation will be final.

The Dean will not meet with the student prior to receiving the written appeal material. In the case of an appeal, the student may appeal to the Dean based only upon new and meaningful information not available to the PARC. The Dean's decision will be final.

PARC Procedures for Non-academic Matters

Charges of misconduct may arise from a student (or group of students), professor, adjunct professor or preceptor. Within three (3) days of the alleged misconduct or discovery of alleged misconduct, the accuser(s) should discuss the situation with the Assistant Dean of Student Services. Dated and detailed notes should be taken to describe the discussion. Every effort should be made to maintain confidentiality in these discussions.

All instances of suspected misconduct by a student must initially be reported through the Director of Student Affairs. The Director will in turn notify the Assistant Dean of Student Services and appropriate Associate Dean of the suspected misconduct. The Dean will be advised and will then constitute an *ad hoc* committee to investigate the charges.

The *ad hoc* committee will investigate the charges and report back to the Dean in a timely manner. Whenever possible, the investigation should include a personal interview with the student(s), witnesses and others, as necessary. If the student(s) admits to the charges, the Dean may either render adjudication directly or refer the case to the PARC for resolution. If the student(s) does not admit to the charges, the case is referred to the PARC for review.

The Chair of the PARC will notify the accused student(s) and will schedule a hearing with the Committee. This hearing typically will be held within ten (10) days of the referral of the case to the Committee.

Findings of the investigation will be presented by the *ad hoc* committee to the PARC at the hearing. The accused student(s) will meet with the PARC and be informed of the allegations and afforded an opportunity to defend him/herself. Although the hearing's purpose is fact-finding, the accused student(s) will have the right to solicit advice and to offer witnesses to support his/her position.

All sessions of the Committee will be closed to all individuals except those immediately concerned in the case. No attorney will be present, as this is not a legal proceeding. All persons present at the proceedings will be bound to disclose no more than the Committee does in its official report on the case.

Revelation of such details will be considered a violation of the Honor Code. The testimony of each witness will be given while the other witnesses in the case are out of the room.

The Committee may allow introduction of evidence other than testimony of witnesses provided that the evidence is relevant to the question before the Committee on any matter. The Committee will set rules for the conduct of all cases and all arrangements connected with taking evidence. Timeframes for investigation of hearings and proceedings may be altered if circumstances warrant.

Rights of the Student

With respect to violation of the student Honor Code, a student of ICOM is guaranteed the following rights:

- The right to a prompt hearing
- The right to a reasonable amount of time to prepare for his/her hearing

- The right of being presumed innocent until proven guilty
- The right to solicit advice
- The right to appeal
- The right to expect that Student Services will deal with his/her case in a confidential manner

Deliberation of the Committee will take place in private and remain confidential. Voting on decisions of whether misconduct has occurred will be by secret ballot and determined by a simple majority. If the Committee determines that the student was in violation of the Honor Code, it will consider and render an appropriate sanction included but not limited to:

- **Admonition:** This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student.
- **Ineligibility for election and/or removal from student office or organizational office for specified period of time.**
- **Withholding of official transcript, barring re-admission to ICOM, and/or blocking a student from enrolling for a specified period of time.**
- **Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of ICOM, student, staff, or faculty property.**
- **Academic Sanctions:** Writing a paper, reduction of grade on an examination, assignment, or course; repetition of a course(s); being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire academic year or semester or other appropriate penalties.
- **Conduct Probation:** A penalty levied for a specific time, the duration of which will be determined by the seriousness of the circumstances. It carries with it a warning that any further violations of ICOM regulations will result in more serious disciplinary action. Conduct probation will be removed from the student's longitudinal record in the Office of Student Services.

The PARC may also recommend to the Dean, Disciplinary Probation or Suspension of a student.

- *Disciplinary Probation:* A penalty for a definite period determined by the circumstances of the case. This is the most severe penalty under which a student may remain at ICOM. Disciplinary Probation may result in a warning that further violations may be cause for disciplinary suspension or expulsion. A record of the disciplinary probation remains a part of the student's longitudinal record in the Office of Student Services.
- *Suspension:* This penalty may be imposed for continued and/or flagrant violation of the disciplinary probation terms, or it may be imposed directly in first offense cases that warrant such action. In the case of suspension, the student will be barred from all campus and non-campus activities.

The PARC Chair will notify the student of the outcome of the PARC meeting and any sanctions if applicable. Upon notification, the student may accept the decision by signing the notification letter, or may appeal the decision in writing to the Dean within seven (7) calendar days of notification. The appeal should be based upon new and relevant information. The Dean will normally reply within 14 working days of receiving the written appeal. If the student does not appeal within seven (7) calendar days of notification, the PARC recommendation will be final.

The Dean will not meet with the student prior to receiving the written appeal material. In the case of an appeal, the student may appeal to the Dean based only upon new and meaningful information not available to the PARC. The Dean's decision will be final.

Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving ICOM, grades will be assigned in accordance with the ICOM grading policy.

- *Withdrawal:* Withdrawal is administrative removal of a student from a class or from ICOM and may be imposed in instances of unmet financial obligation to ICOM. The withdrawn student may also be barred from re-enrollment until such time as specific conditions have been met.
- *Dismissal:* Dismissal is permanent severance from ICOM.

- *Revocation of Degree:* The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, will be considered by the Dean.

All minutes and evidence will be maintained by the Office of Student Services and the Dean.

Special Meetings of the PARC

The Senior Associate Dean of Learner Outcomes and Assessment may call a meeting of the PARC to determine placement of a student who has taken an approved extended leave, or has been on suspension to determine where the student will pick up in the curriculum and to determine if any additional curriculum is needed.

Student Participation in Research

ICOM students are encouraged to pursue research projects during their undergraduate medical education. Before beginning a research project, students are encouraged to discuss potential benefits and challenges with their academic advisor. Students currently preparing to remediate a course are required to meet with and get approval from their academic advisor and the research mentor before pursuing a research project. During this meeting the student, research mentor, and academic advisor will discuss the students' academic needs, the potential benefits of research, and whether a research project will help the student reach his/her academic goals. In this situation, a research project for a remediating student will only be approved after careful evaluation of an appropriate time commitment, scope of project, and determination that such a project is in the best interests of the student doctor.

Withdrawals from Idaho College of Osteopathic Medicine

There are two types of withdrawal from Idaho College of Osteopathic Medicine — voluntary and involuntary. Institutional policy dictates that a grade of W (withdraw passing) or WF (withdraw failing) will be entered for each course or rotation that a student attempted but did not complete. The grade of W (withdraw passing) or WF (withdraw failing) is reflected on the transcript. Withdrawals from ICOM are not retroactive. Students may not apply for a withdrawal from ICOM for a semester or session which has ended. All semester charges remain in effect and are subject to the guidelines of the Tuition Refund Policy in the Student Handbook. ICOM reserves the right to impose any additional conditions upon a student seeking readmission after a

withdrawal from the college and/or to refuse consideration based on the relevant time limit on matriculation to graduation.

ICOM will recognize and utilize the date of determination of withdrawal from ICOM (date of last attendance or academic activity) as defined by the U.S. Department of Education in its Code of Federal Regulations. This date is used to determine the amount of federal aid the student has earned and was eligible to receive for the period of attendance in accordance with Federal Regulations and ICOM's Return to 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. Students are required to meet with the Director of Financial Aid to understand the implications of withdrawing from ICOM. Students are not eligible for financial aid during times of non-attendance.

Failure to follow all of the procedures to withdraw from ICOM will result in a grade of "F" assigned to all in progress courses.

Voluntary

- A voluntary withdrawal from ICOM must be requested in writing through the Office of the Assistant Dean for Student Services. The Assistant Dean will set up a meeting with the student to discuss the request and to determine whether alternatives are available.
- The Dean, however, makes the final decision regarding withdrawals from ICOM.
- A student may request a withdrawal from Idaho College of Osteopathic Medicine for non-medical reasons.
- Students who discontinue their education at ICOM, for any reason, will be required to complete a Withdrawal Form, secure all required signatures, and return the form with any designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable, other ICOM-supplied items) to the Office of the Registrar.
- The process for withdrawal from ICOM includes the clearing of all financial obligations of ICOM and a financial aid exit interview.
- Any courses that have not yet begun will be dropped from the student's record.
- Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).

Involuntary

- Students are placed on involuntary withdrawal from ICOM for academic or professionalism misconduct or if they pose a direct threat or high probability of substantial harm to themselves or others in the ICOM community by the Professionalism and Academic Review Committee (PARC) and Dean.

- A student who ceases to maintain adequate academic attendance as outlined in course syllabi or who has unexcused absences in excess of 10% of the total hours of instruction for a course will be considered an involuntary withdrawal from ICOM.
- Students who discontinue their education at ICOM, for any reason, will be required to complete a Withdrawal Form, secure all required signatures, and return the form with any designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable, other ICOM-supplied items) to the Office of the Registrar.
- The process for withdrawal from ICOM includes the clearing of all financial obligations of ICOM and a financial aid exit interview.
- Any courses that have not yet begun will be dropped from the student's record.
- Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).

Readmission following Withdrawal

- A student who has withdrawn from ICOM may only seek readmission to ICOM by reapplying using the standard AACOMAS admission process. Dismissed students are not offered readmission.
- Students who are readmitted will be required to follow the requirements of the most current Academic Bulletin, Student Handbook, and ICOM Policies and Procedures when they return.

Leave of Absences

Students who become temporarily unable to continue in their enrollment due to bereavement, jury duty, maternity leave, medical reasons, military duty, or other personal reasons may qualify for a voluntary Leave of Absence (LOA) pending approval of the Dean.

All Leaves of Absence are granted for specific periods of time. Typically, a single leave of absence and consecutive or multiple interrupted leaves of absence will not exceed 12 months. In the event of serious extenuating circumstances verified by signed and dated documentation, students may apply to extend an approved LOA by submitting new written notification and documentation to the Assistant Dean of Student Services or the Senior Associate Dean of Learner Outcomes and Assessment stating the reason to extend the Leave of Absence from ICOM. 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 leave.

At a minimum of no later than 30 days prior to the end of the leave period, the student is required to submit written notification to the Assistant Dean of Student Services his or her intention to return. The student will need to request and complete the re-admission form from the Registrar. ICOM reserves the right to impose any additional conditions upon a student seeking readmission after a leave of absence, and/or to refuse consideration based on the relevant time limit on matriculation to graduation. The request and final decision on readmission will be made by the Dean.

Institutional policy dictates that a grade of W (withdraw passing) or WF (withdraw failing) will be entered for each course or rotation that a student attempted but did not complete. The grade of W (withdraw passing) or WF (withdraw failing) is reflected on the transcript. Students may not apply for a Leave of Absence for a semester or session which has ended. All semester charges remain in effect and are subject to the guidelines of the Tuition Refund Policy in the Student Handbook.

ICOM will recognize and utilize the last date of attendance or academic activity as defined by the U.S. Department of Education in its Code of Federal Regulations. This date is used to determine the amount of federal aid the student has earned and was eligible to receive for the period of attendance in accordance with Federal Regulations and ICOM's Return to 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. Students are required to meet with the Director of Financial Aid to understand the implications of withdrawing. Students are not eligible for financial aid during times of non-attendance.

If an individual fails to return to ICOM at the agreed-upon date, the student is considered to have withdrawn from the college as of the last date of attendance and must reapply for admission using the standard AACOMAS admission process. Only academic services or facilities generally available to the public can be used during the LOA. Students on leaves of absence are ineligible to run for or hold student organizational or class offices and are not permitted to work for the college.

Failure to follow all of the procedures to request a Leave of Absence will result in a grade of "F" assigned to all in progress courses.

Voluntary

- Students requesting a Leave of Absence must make an appointment with the Assistant Dean of Student Services or the Senior Associate Dean of Learner Outcomes and Assessment regarding the procedures required and the consequences of this action.
- A student must provide written notification and documentation, if applicable, to the Assistant Dean of Student Services or the Senior Associate Dean of Learner Outcomes and Assessment stating the reason for the Leave of Absence from ICOM.
- If approved, the Dean will conditionally approve a Leave of Absence until all clearances are obtained.
- The student will be required to meet with the Director of Financial Aid, Business Office, and the Registrar's Office in order to process the leave of absence paperwork, prepare the required financial aid exit, and calculate the return of unearned Federal Title IV aid and all other aid, as appropriate. Clearance from all departments listed on this form is mandatory for the LOA to be considered official.
- Upon submission of all completed documentation and adherence to all Leave of Absence processes and clearance procedures, the Dean will provide an official letter granting a Leave of Absence to the student.
- Students who discontinue their education at ICOM, for any reason, will be required to complete a Leave of Absence Form, secure all required signatures, and return the form with any designated ICOM issued items (Identification Card, iPad and Apple Pencil,

Parking Decal, White Coat as applicable, other ICOM-supplied items) to the Office of the Registrar.

- The leave of absence process includes the clearing of all financial obligations of ICOM and a financial aid exit interview.
- Any courses that have not yet begun will be dropped from the student's record.
- Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).

Involuntary

- Students may be placed on involuntary Leave of Absence by the Professionalism and Academic Review Committee (PARC) and Dean.
- Students may be placed on mandatory Leave of Absence for administrative, academic or professionalism misconduct or if they pose a direct threat or high probability of substantial harm to themselves or others in the ICOM community.
- Students who discontinue their education at ICOM, for any reason, will be required to complete a Leave of Absence Form, secure all required signatures, and return the form with any designated ICOM issued items (Identification Card, iPad and Apple Pencil, Parking Decal, White Coat as applicable, other ICOM-supplied items) to the Office of the Registrar.
- The Leave of Absence process includes the clearing of all financial obligations of ICOM and a financial aid exit interview.
- Any courses that have not yet begun will be dropped from the student's record.
- Courses in progress will be given a grade of W (withdraw passing) or WF (withdraw failing).

Medical

- A medical Leave of Absence may be granted to students who are in good academic standing, who provide documentation and are deemed to have a valid medical reason requiring the leave.
- The request must be in writing and sent to the Assistant Dean of Student Services or the Senior Associate Dean of Learner Outcomes and Assessment; The Dean, however, makes the final decision regarding Medical Leave of Absence.
- Prior to officially requesting a medical leave the student will be asked to meet with the Senior Associate Dean of Learner Outcomes and Assessment to discuss how a leave will affect their progress in the academic program and to review options available to them. The amount of leave time depends on the severity of the illness.
- All medical leaves must be verified by signed and dated documentation from a treating physician/specialist physician, psychiatrist or psychologist, including a diagnosis and a statement as to why the student cannot continue with his/her coursework. Additional signed and dated documentation from the treating physician/specialist physician, psychiatrist or psychologist that the student is medically capable of returning to classes must be submitted to the Dean at least one month prior to the end of the leave of absence period. Approval for the medical leave of absence, as well as the ability to return to classes, is reached by the Dean after careful consideration is given to the supportive medical documentation and to personal and professional circumstances. Please note that

all costs associated with obtaining and providing the required professional documentation for the LOA and return from LOA are borne by the student.

Military

- ICOM is committed to supporting students called to active military duty and students whose military reserve obligations may require a period of absence from the academic program when they are called to extended active duty. Students called to such duty will be considered on military leave. Students called to active duty should immediately notify the Dean and provide their pertinent call-up orders.

Return from Leave Absence

In instances when the Dean extends an offer of readmission, that offer may be rescinded if the student fails to provide requested documentation and written acceptance of terms in a timely manner as defined in the offer. All students returning from a Leave of Absence must receive clearance from the Dean to return. This will be coordinated by the Registrar.

A student who has been on a leave of absence may seek readmission by submitting a request to the Assistant Dean of Student Services and the Registrar at least sixty (60) days prior to the return date requested.

Only academic services or facilities generally available to the public can be used during the LOA. Students on leaves of absence are ineligible to run for or hold student organizational or class offices and are not permitted to work for the college. Students who are readmitted will be required to follow the requirements of the most current Academic Bulletin, Student Handbook, and ICOM Policies and Procedures when they return.

Students who fail to return to ICOM by the agreed-upon date will be considered to have withdrawn from the college as of the last date of attendance and must reapply for admission using the standard AACOMAS admission process.

Voluntary

- A student who has been on a Leave of Absence may seek readmission by submitting a request to the Assistant Dean of Student Services and the Registrar at least sixty (60) days prior to the return date requested.
- A longer period of notification might be necessary if scheduling of Clinical rotations is involved. Acceptance for readmission 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 Leave of Absence will not be reserved.

Involuntary

- A student on a Leave of Absence for academic, professionalism or administrative reasons or a student who has academic or professionalism deficiencies at the time of the LOA must make the request in writing to the Assistant Dean of Student Services. The

student will be asked to complete the readmission form available from the Registrar. Dismissed students are not eligible for readmission.

- The final decision for readmission will be made by the Dean.

Medical

- If a Leave of Absence is granted for medical reasons, a signed and dated letter and any required signed and dated supporting documentation must be provided to the Dean from the treating physician, psychiatrist or psychologist verifying that the student is both physically and mentally capable of resuming the academic program prior to registering for classes. ICOM reserves the right to verify all professional documentation. Please note that all costs associated with obtaining and providing the required professional documentation for the LOA and return from LOA are borne by the student.
- For students who are in good academic standing and returning from a medical leave, the Senior Associate Dean of Learner Outcomes and Assessment, Associate Dean for Academic Affairs, and the Associate Dean for Clinical Affairs will determine the student's placement within the curriculum upon the student's return from the approved medical leave of absence with a physician release to return.

Military

- Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code. Students returning to ICOM from active duty will be eligible for reinstatement as full-time ICOM students once they have notified the Dean and have supplied any pertinent military orders requested by the Dean.
- If the student returns within five years, they will be placed in the curriculum as close to their current position as possible in order to provide them the appropriate continuum in the curriculum and the opportunity to be successful, competent, and able to sit for their board exams. In any case, the student will not be charged any additional tuition from their original obligation.
- The Senior Associate Dean of Learner Outcomes and Assessment and Associate Deans will meet with the individual student to determine the appropriate curriculum to be completed in the remainder of the degree program. Clinical students returning to ICOM will be reinstated as closely as possible to the previous point of progress in the clinical experience.

Suspension

Suspension is defined as a temporary separation from the institution. The duration of the suspension will be determined by the The Senior Associate Dean of Learner Outcomes and Assessment and may include recommendations from the PARC. Students may be assigned independent studies during suspension to remain current; however, these independent studies do not replace course attendance or rotation requirements. While on suspension, students are not eligible for financial aid and should not represent themselves as ICOM students. They should not participate in any 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 may be dismissed from ICOM.

Dismissal

Dismissal from ICOM will be based upon recommendations made by the PARC with final approval for dismissal by the Dean.

EDUCATIONAL RECORDS

Policy Statement on Student Information and Educational Records

It is the policy of Idaho College of Osteopathic Medicine and ICOM to release certain directory information of their students. In compliance with the Family Educational Rights and Privacy Act (FERPA; 42 USCA 1232 g, as amended), the Idaho College of Osteopathic Medicine will continue this policy of releasing the directory information, such information being defined by 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, yearbook pictures, dates of attendance, degrees, awards received, most recent or previous educational institution attended, electronic mail address, student's photograph, grade level, student's ID number, and enrollment status (undergraduate or graduate; full-time or part-time).

The ICOM Registrar's office will be responsible for the safekeeping of all ICOM student academic records. Where possible, ICOM will store student information digitally but should the need arise a secure locked room, with locked fireproof cabinets for student records will be contained in the ICOM Student Services suite.

In addition, ICOM will have a secure, confidential, and computerized record systems which is hosted offsite with secure backup. In the event of a disaster or closing of the school, all online student files will be available through web access to the offsite secure servers. The locally stored records will only be accessed when needed and all records will be secured with locks at night. All items entered are kept as a part of the permanent student record. The student's record contains his/her transcript from ICOM, transcripts and transcript evaluations from other educational agencies attended by the student, secondary school transcripts, Scholastic Aptitude and other standardized test scores, the student's application for admission, general correspondence with the student, and if applicable, letters concerning misconduct. Students may request to inspect records by completing the Request to Review Education Record form within the student information system or upon appointment with the Registrar. In line with FERPA rights the students can inspect and review education records within 45 days of the day ICOM receives a request to access.

Idaho College of Osteopathic Medicine guarantees each student certain rights in compliance with FERPA. These include the right to or protect from:

- "Inspect and review their education records".

- “Challenge in a 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 Assistant Dean of 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 Dean, and the Assistant Dean of 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 nonconsensual disclosures of education records under specific limited circumstances.
- “Request nondisclosure of directory information without prior consent.” (Source: The FERPA Answer Book for Higher Education, 2009 Wiley Periodicals, Inc.) 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 education 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: <http://ed.gov/policy/gen/guid/fpco/ferpa/students.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 desiring to grant their parents and/or spouse permission to view and/or have access to their academic record may do so by submitting a Release of Information Request form to the Office of the Registrar. The form is available in the Office of the Registrar.

Name Change

A student that needs a name change will be directed to the Office of the Registrar. The change will only be recorded when there is sufficient evidence supporting the name change. Students must fill out a Change of Name and Contract Information Request form and provide one of the following documents showing the change of name: marriage license, court order, passport, social security card, or driver's license.

Changing the Contact Information

ICOM students will be responsible for maintaining accurate and up-to-date contact information in their academic record. A student may update their current and permanent addresses and other contact information by submitting a Change of Name and Contact Information Request form to the Registrar. The form is available in the Office of the Registrar.

Enrollment Verification Request

Student (prospective or current requiring verification of enrollment letters for financial aid reasons may submit a written request to the Office of Financial Aid. Prospective and current students requiring a verification of enrollment letter for reasons other than Financial Aid may obtain and submit a Release of Information Request form to the Office of the Registrar.

Enrollment Status

Enrollment status is defined for the purposes of determining eligibility for financial assistance and reporting to various agencies and organizations which may include, but are not limited to:

- Insurance Companies
- U.S. Dept. of Veterans Affairs
- Federal Student Aid Lenders and Services
- Mortgage Lenders
- Scholarship Providers

The nature of the ICOM curriculum is such that all students will be enrolled as full-time students. Only in very special circumstances, and decided on a case-by-case basis, will any ICOM student be allowed to continue in the curriculum at a less than full course-load status.

Transcripts Request

Students requiring official transcripts may submitted a written request to the Office of the Registrar. Additional documents may also be included at the student's request.

ICOM reserves the right to change, delete, or modify any item in this document at any time. Proper notification concerning changes, deletions or modifications of said document will be sent to all students within four weeks.

ACADEMIC BULLETIN NOTICE AND DISCLAIMER

The official 2020-2021 Idaho College of Osteopathic Academic Bulletin (Bulletin) is provided for reference and general guidance of the ICOM community located in Idaho or any other designated locations where this Bulletin is applicable. The effective dates of this Bulletin are July 1, 2020 – June 30, 2021. This Bulletin does not constitute a contract or represent the terms and conditions of a contract between students and the faculty, institution or Board of Trustees. This Bulletin was prepared on the basis of the best information available at the time of publication. All information is subject to change without notice, obligation, or liability.

The information contained in this publication was deemed current at the time of publication. Although every effort has been made to assure the accuracy of the information in this Bulletin, ICOM reserves the right to change and amend the information contained herein from time to time without prior written notice and the Bulletin to which registered and accepted students as well as all newly admitted students agree to is at all times the then current version of that document.

Please note that it is not possible to include all rules, policies, procedures and other information of the college in a publication of this size. For the most complete information, which may supersede that listed here, please see the appropriate department, school or administrative office and other general ICOM policies that are published separately which are incorporated herein by reference as they may be modified from time to time. In the case of differences between the printed Bulletin and any on-line representations, the printed Bulletin will be considered the most complete. Nothing in this Bulletin is intended to be construed as contradicting local, state, or federal policies which may supersede those listed here.

At the conclusion of each academic year, ICOM's Academic Bulletin will be reviewed by the Academic Council and recommendations will be made to the ICOM Dean consistent with ICOM policy. Final approval rests with the Dean of ICOM.

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