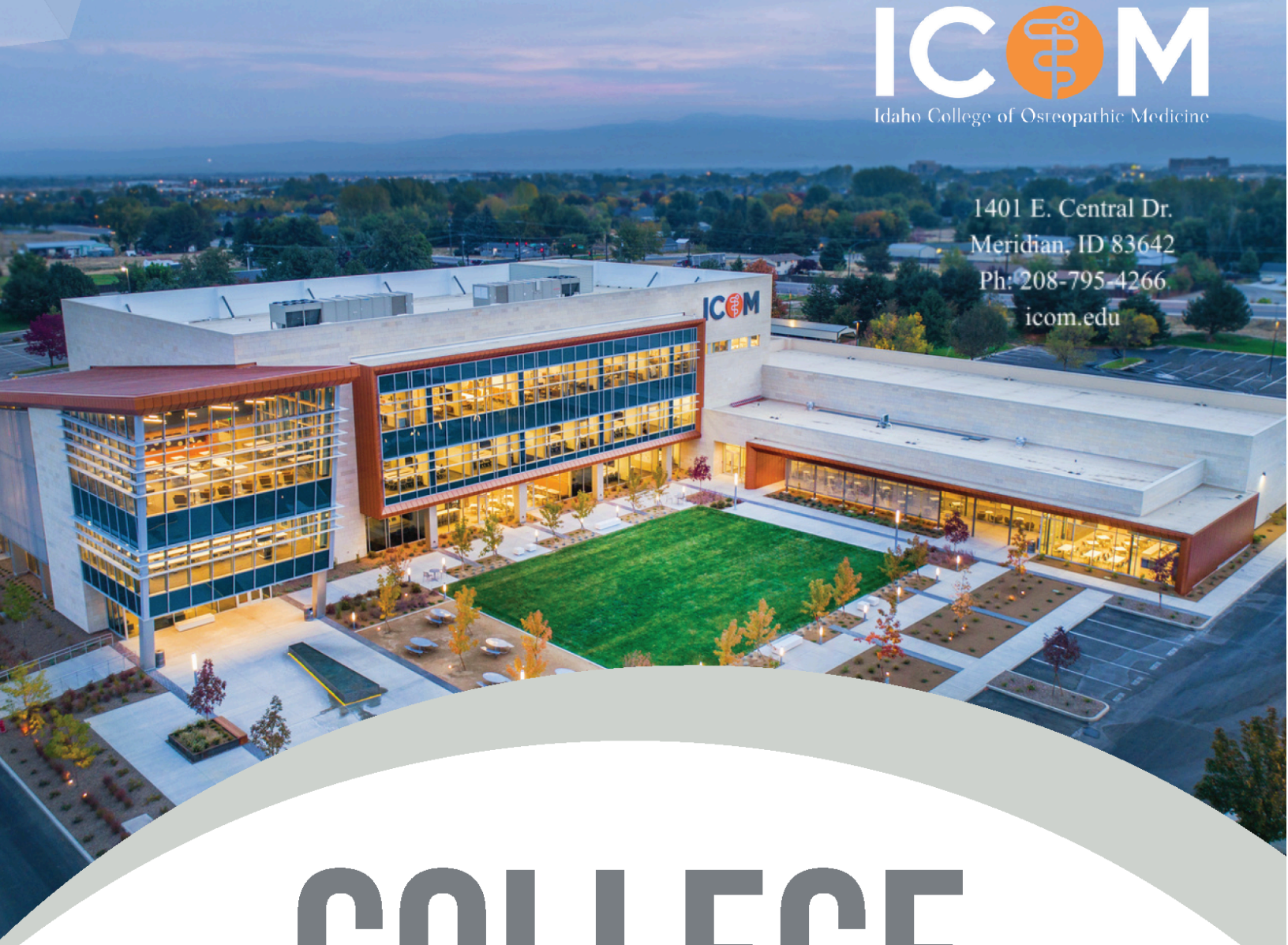

COLLEGE CATALOG

2026-2027

Volume 1 Version 4 – 9/28/2026

DOCTOR OF OSTEOPATHIC MEDICINE (DO) PROGRAM

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Changes to The Catalog

This catalog is published for the convenience of applicants and students at the Idaho College of Osteopathic Medicine (ICOM). It is intended to be an outline of ICOM policies and procedures effective as of July 1, 2026. ICOM reserves the right to make changes to this catalog at any time without obligation or liability. ICOM 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. Changes to rules and policies may occur at any time and could be applied to currently matriculated student physicians. Notification of such changes shall be made as required and/or appropriate. Student physicians are responsible for understanding all Catalog requirements as they may be modified and appended from time-to-time. This Catalog is intended as a guideline for student physicians and should not be construed as an offer or as a contract from ICOM or a warranty of any entitlements, programs, regulations, or benefits set forth herein. ICOM, its agents, officers and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This version of the Catalog supersedes all prior versions/editions of Catalogs, Academic Bulletins, and Student Handbooks.

Idaho College of Osteopathic Medicine

Campus Address: 1401 E. Central Dr., Meridian, ID 83642
School Website: icom.edu
Main Telephone Number: 1-208-795-4266
Email Address: info@icom.edu

ICOM Ownership and Board of Trustees

ICOM Investment Partners, LLS		O/S
William Marsh Rice University		45.24%
Redsands Investments, LLC		1.56%
TPG Growth Spectre Co-Invest, LP		45.14%
Unallocated Management Option Pool		2.05%
ICOMIP Management Interests Aggregator, LLC		6.01%
	Total	100.00%

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Dean and Chief Academic Officer

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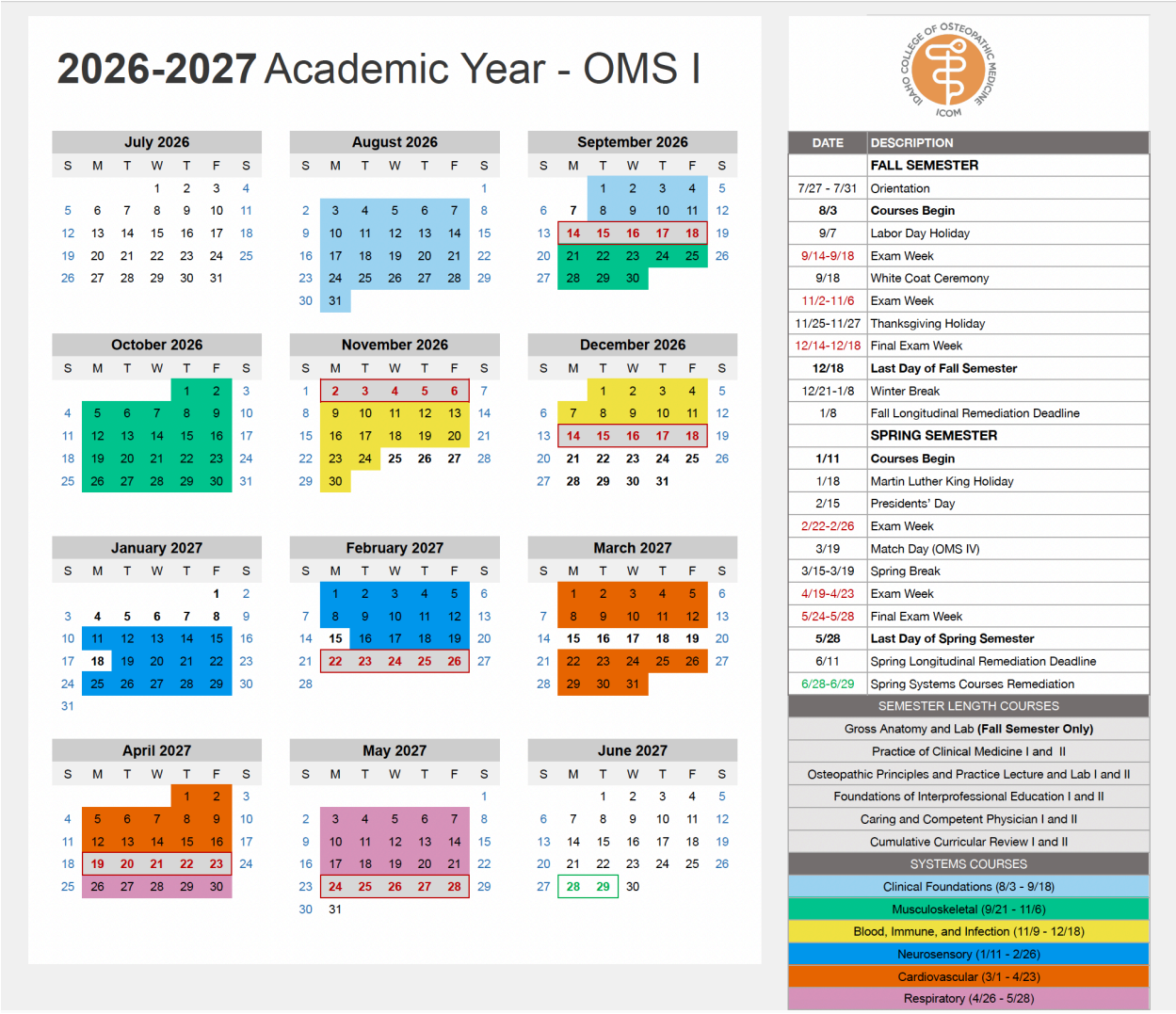
Academic Calendar and Hours of Operation

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

FALL SEMESTER 2026		
Preclinical (OMS I and II)		
	Orientation (OMS I)	July 27-31
	White Coat Ceremony (OMS I)	September 18
	Orientation (OMS II)	Aug 3
	First Day of Fall Semester Classes	Aug 3
	Labor Day	September 7
	Thanksgiving Break	November 25-27
	Final Exams Week	December 14-18
	Last Day of Fall Semester	December 18
	Winter Break	December 21-January 8
(OMS I/II)	Fall Longitudinal Course Remediation Deadline	January 8
(OMS II)	Fall Systems Courses Remediation	January 4-5
Clinical (OMS III and IV)		
	First Day of Fall Semester	July 1
	Last Day of Fall Semester	December 11
	Winter Break	None

SPRING SEMESTER 2027		
Preclinical (OMS I and II)		
	First Day of Spring Semester	January 11
	Martin Luther King Day	January 18
	Presidents' Day	February 15
	Spring Break	March 15-19
	Final Exams Week (OMS II)	April 12-16
	Last Day of Spring Semester (OMS II)	April 30
	COMSAE (OMS II)	1st Attempt - March 29 2nd Attempt - April 23 Remediation - June 4
(OMS II)	Spring Longitudinal Remediation Deadline Spring Systems Courses Remediation	April 30 May 17-18
	Final Exams Week (OMS I)	May 24-28
	Last Day of Spring Semester (OMS I)	May 28

(OMS I)	Spring Longitudinal Remediation Deadline Systems Courses Remediation	June 11 June 28-29
Clinical (OMS III and IV)		
	First Day of Spring Semester	December 14
	Match Friday (OMS IV)	March 19
	Last Day of Spring Semester (OMS IV)	April 2
	Graduation (OMS IV)	May 28
	Last Day of Spring Semester (OMS III)	June 25



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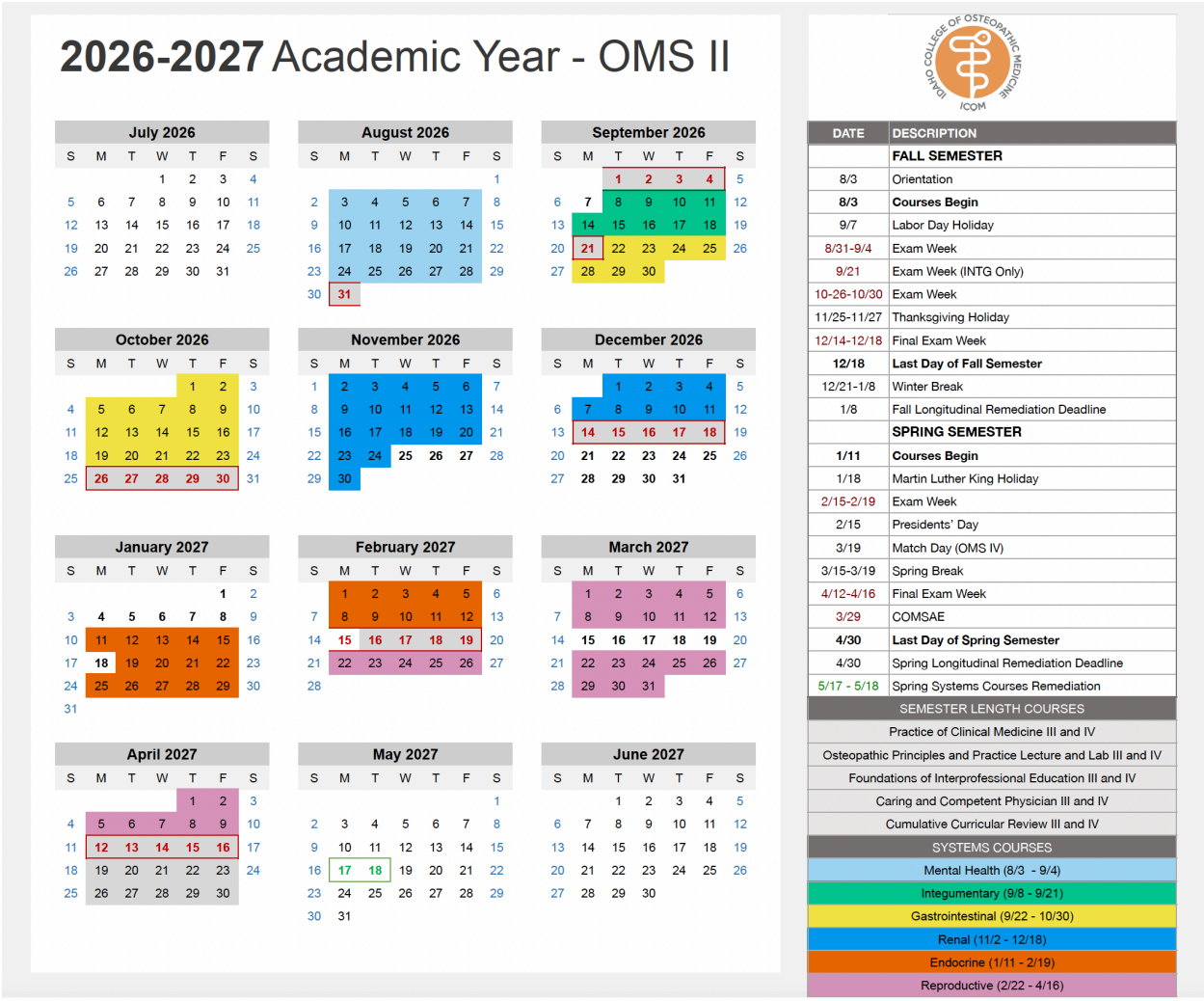


Actual weekly schedules for OMS I/II vary based on course content and educational needs. Lecture-discussions are complemented by labs and skills sessions, with embedded study time. OPP and other clinical skills are taught longitudinally throughout the two years in a progression designed to integrate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

OMS III & IV Course Schedule

Third-year student physicians will be required to complete 6 core rotations, 2 subspecialty rotations, an elective rotation, a research block, and both a Clinical and Residency Preparation block. The order of each rotation is set by the Clinical Affairs Department. Each of these third-year rotations, aside from Residency Preparation, must amount to a total of 4.0 credits, and 4 weeks in length.

Fourth-year student physicians must complete a total of 9 blocks of elective rotations. The elective rotations are often utilized for audition rotations at sites with residency programs, or to obtain additional experience in the student physician's areas of interest. At least one of these fourth-year rotations must be in a primary care specialty, such as family medicine, outpatient internal medicine, pediatrics, or obstetrics and gynecology. The Clinical Affairs Department will determine if a rotation meets the definition of a primary care elective. Emergency Medicine is a required rotation for graduation and is usually completed in the fourth year of study. Students may be offered opportunities to complete their required Emergency Medicine rotation in their third year during their elective block at the discretion of the Clinical Affairs Department. Critical care rotation may replace a required Emergency Medicine rotation at the discretion of Clinical Affairs.

Third and fourth year are also composed of 0.5 credit longitudinal OPP courses offered throughout each semester.

Third-year students will be required to return to campus to complete C3DO, a clinical capstone course consisting of standardized patient exams. This summative exam is a graduation requirement starting with the class of 2028. Students will be scheduled during their residency preparation block for this in-person clinical skills exam.

OMS-III Rotation - Sample Schedule

Blocks	Rotation block	Rotation
7/1/2026-7/24/2026	1	Clinical Preparation (at ICOM)
7/27/2026-8/23/2026	2	Family Medicine
8/24/2026-9/20/2026	3	General Surgery
9/21/2026-10/18/2026	4	Internal Medicine
10/19/2026-11/15/2026	5	Internal Medicine Subspecialty
11/16/2026-12/11/2026	6	Surgical Subspecialty
12/14/2026-1/10/2027	7	Psychiatry
1/11/2027-2/7/2027	8	OB/Gyn
2/8/2027-3/7/2027	9	Pediatrics
3/8/2027-4/4/2027	10	Elective

4/5/2027-5/2/2027	11	Scholarly Activity
5/3/2027-5/30/2027	12	Licensing Examination Review
5/31/2027-6/25/2027	13	Residency Preparation
7/1/2026-12/11/2026	Fall Semester	OPPC 3551 Longitudinal Course
12/14/2026-6/25/2027	Spring Semester	OPPC 3951 Longitudinal Course

OMS-IV Rotation – Sample Schedule

Blocks	Rotation block	Rotation
7/1/2026-7/26/2026	1	Elective I
7/27/2026-8/23/2026	2	Elective II (Primary Care Based)
8/24/2026-9/20/2026	3	Elective III
9/21/2026-10/18/2026	4	Elective IV
10/19/2026-11/15/2026	5	Emergency Medicine
11/16/2026-12/11/2026	6	Elective V
12/14/2026-1/10/2027	7	Elective VI
1/11/2027-2/7/2027	8	Licensing Examination Review
2/8/2027-3/7/2027	9	Elective VII
3/8/2027-4/2/2027	10	Elective VIII
7/1/2026-12/11/2026	Fall Semester	OPPC 4551 Longitudinal Course
12/14/2026-4/2/2027	Spring Semester	OPPC 4951 Longitudinal Course

ICOM's fourth-year osteopathic medical students will be required to complete all third-year and fourth-year clinical rotations in addition to the longitudinal OPP courses, in order to be eligible for graduation. Additionally, to become eligible for graduation, each fourth-year student must have passed COMLEX-USA Level 1 and Level 2CE examinations. Each rotation must consist of a minimum of 32 contact hours/week on average over the course of the rotation. The required rotations for fourth year are listed above. Osteopathic Principles and Practice is a semester-long (longitudinal) course required in the fall and spring semester, consisting of monthly clinical modules, quizzes and hands-on education and assessment in osteopathic principles and manual medicine.

Course Lists and Credit Hours

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

OMS I COURSES (alphabetized by semester)

FALL SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
ANAT1002	Gross Anatomy	7
BIIC1301	Blood, Infection, and Immune	3
CARE1001	Caring & Competent Physician I	1.5
CCRC1000A	Cumulative Curricular Review I	2.5
CIPE1000A	Foundations of Interprofessional Education I	0.5
CMED1501	Practice of Clinical Medicine I	2.5
FOUN1102	Clinical Foundations	4.5
MSKS1401	Musculoskeletal System	4.5
OPPC1501A	Osteopathic Principles and Practice I	1
OPPC1501B	Osteopathic Principles and Practice Lab I	1

SPRING SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARD1602	Cardiovascular System	5.5
CARE1002	Caring & Competent Physician II	2
CCRC1000B	Cumulative Curricular Review II	2.5
CIPE1000B	Foundations of Interprofessional Education II	0.5
CMED1702	Practice of Clinical Medicine II	2.5
NEUR1801	Neurosensory System	5.5
OPPC1951A	Osteopathic Principles and Practice II	1
OPPC1951B	Osteopathic Principles and Practice Lab II	1
RESP1701	Respiratory System	3.5

OMS II COURSES (Alphabetized by semester)

FALL SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARE2001	Caring & Competent Physician III	2
CCRC2001A	Cumulative Curricular Review III	2.5
CIPE2000A	Foundations of Interprofessional Education III	0.5
CMED2501	Practice of Clinical Medicine III	2.5
GAST2001	Gastrointestinal System	4.5
INTG2201	Integumentary System	2
MNTH2301	Mental Health System	4
OPPC2451A	Osteopathic Principles and Practice III	1
OPPC2451B	Osteopathic Principles and Practice Lab III	1
RENL2101	Renal System	4.5

SPRING SEMESTER		
COURSE CODE	COURSE NAME	COURSE CREDIT HOURS
CARE2002	Caring & Competent Physician IV	1
CCRC2001B	Cumulative Curricular Review IV	2
CIPE2000B	Foundations of Interprofessional Education IV	0.5
CMED2702	Practice of Clinical Medicine IV	2.5
ENDO2501	Endocrine System	4.5
OPPC2801A	Osteopathic Principles and Practice IV	0.5
OPPC2801B	Osteopathic Principles and Practice Lab IV	0.5
REPR2601	Reproductive System	5.5

Calculation of Credit Hours

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

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

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

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

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

Note: Examinations do not count toward contact hours.

Credit Review Process

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

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

About Idaho College of Osteopathic Medicine

History

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

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

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

Facilities and Library

Overview
ICOM is located at 1401 E. Central Dr. Meridian, ID 83642 (Phone: 1-208-795-4266). ICOM's facility houses more than 12,000 feet of classroom space, including: two lecture halls, each with 250 seats; a state-of-the-art clinical simulation center; a 3,500-square-foot medical library; and a 3,479-square-foot Osteopathic Manipulative Medicine (OMM) Lab. Additionally, 18 Objective Structured Clinical Examination (OSCE) rooms are located on the second floor — the largest OSCE suite in the State of Idaho.

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

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

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

The OMM Lab accommodates 60 hydraulic tables for students to learn the techniques of manipulation in a room with an abundance of bright, natural light from the floor-to-ceiling windows. Seven high-definition monitors and multiple cameras allow students to view instruction throughout the room.

Clinical Simulation Center
ICOM's Clinical Simulation Center is an interactive clinical skills education, testing and evaluation space. The center includes 12 patient exam rooms, six dual-purpose clinical simulation and patient exam rooms, and three control rooms. All 18 patient rooms are equipped with ceiling cameras and microphones. Additionally, the six simulation rooms have state-of-the-art patient monitors which show real-time vital signs. Any events in these rooms are recorded for interactive evaluation purposes. The clinical simulation center provides students the opportunity to practice core clinical skills, develop team communication and demonstrate that they have achieved clinical competence prior to starting clinical rotations.

Research Lab
ICOM's Biosafety Level 2 (BSL-2) Research Laboratory provides 1,674-square-feet of wet lab space for students and faculty to pursue biomedical research. ICOM's Research lab meets and exceeds the safety and engineering standards for a BSL-2 laboratory designation; research in this designation can include projects with pathogens and/or materials that can pose a moderate risk to human health such as recombinant DNA, *Salmonella enterica*, pathogenic *Escherichia coli,* Human Immunodeficiency Virus, and Hepatitis A, B, or C.

Research equipment includes two (2) Class II A2 Biosafety cabinets, CO_2 incubators, autoclave, chemical fume hood, -20ºC and -80º freezers and refrigerator space. Research instrumentation includes a laboratory imaging system, microplate reader, microplate washer, quantitative PCR instrument, inverted fluorescent microscopes, semi-microscale balance, Milli-Q water purification system and other standard instrumentation. Campus infrastructure and site utilities available in the lab include electrical service, plumbing, lab vacuum, lab air, natural gas, wireless access, data and telephone.

Library
The ICOM library is in a 3,500 square foot space that includes a variety of study spaces including four group study rooms, several tables, and 25 study carrels. There is a student-accessible work room that includes the printer/copier. The library houses approximately 800 print textbooks, including at least 2 copies of each required book for each course. The library's collection is primarily online with over 16,000 e-books, 9,000 e-journals, and nearly 40 databases. The library also owns anatomical models, flash cards, whiteboards, common chargers (iPads, iPhones, etc.), and even board games.

Our Mission

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

Our Vision

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

Our Values

Student Dedication

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

Collaboration

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

Osteopathic Identity

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

Professionalism

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

Excellence

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

Programmatic Level Educational Objectives

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

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

The Programmatic Level Educational Objectives are based on the Osteopathic Core Competencies.

Osteopathic Core Competencies for Medical Students

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

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

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

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

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

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

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

Statement on Non-Discrimination

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

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

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

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

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

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

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

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

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

Anti-Harassment

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

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

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

Title IX and Sexual Harassment

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

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

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

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

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

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

Retaliation

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

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

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

Complaint Process

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

The Title IX Team

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

Confidentiality

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

Hazing
ICOM is committed to maintaining a campus environment free from hazing. Through compliance with the Stop Campus Hazing Act, transparent reporting, and proactive prevention education, ICOM aims to protect the well-being of its community members and uphold the values of respect and integrity.

Prevention and Education - ICOM is dedicated to preventing hazing through education and awareness programs. These programs will be designed to inform students and staff about the dangers of hazing, how to recognize it, and the importance of reporting incidents. Prevention programs will be regularly reviewed and updated to ensure effectiveness.

Reporting Hazing -Students, faculty, and staff are encouraged to report hazing incidents promptly. Reports can be made through ICOM's campus safety office, the campus Title IX Coordinator, or the Dean for Student Services.

Accreditation

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

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

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

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

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

Complaints Regarding COCA Program Accreditation

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

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

Resolution and Adjudication Process
The grievance will be reviewed by the ICOM Dean and Chief Academic Officer (CAO) or ICOM President and Chief Executive Officer (CEO) within ten business days for investigation, review, and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding

their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the ICOM Dean and CAO or President and CEO.

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

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

Filing Confidential Complaints with the COCA and the Contact Information for COCA
The accreditation standards, policies and procedures for ICOM can be found at:
https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf

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

Northwest Commission on Colleges and Universities (NWCCU) Institutional Accreditation

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

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

Complaints Regarding NWCCU Institutional Accreditation

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

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

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

National Council for State Authorization Reciprocity Agreements (NC-SARA)

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.

In partnership with four regional compacts, NC-SARA helps states, institutions, policymakers, and students understand the purpose and benefits of participating in SARA. Today, more than 2,400 institutions in 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

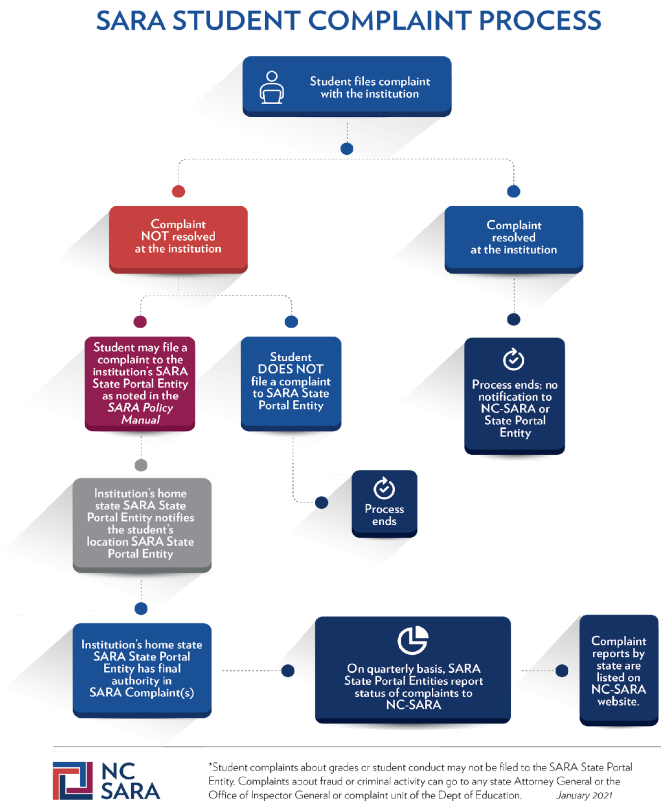
Complaints Regarding NC-SARA Agreements

Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal entity and other responsible agencies of the institution's home state.

SARA State Portal Entity Contacts can be found at:
https://nc-sara.org/state-portal-entity-contacts

Current Idaho SARA State Portal Entity Contact (11/11/2024):

Tamara Baysinger
State Authorization Manager
208.332.1587
tbaysinger@edu.idaho.gov
Idaho State Board of Education
PO Box 83720
Boise, ID 83720



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Institutional Data and Outcomes

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

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

https://www.icom.edu/outcomes/

Student Assumption of Risk

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

Department of Enrollment Management

The Department of Enrollment Management is dedicated to overseeing the recruitment and admissions processes with a strategic, data-driven approach. By leveraging advanced analytics and comprehensive data insights, the department ensures effective student outreach, engagement, and enrollment strategies. This meticulous approach allows for the identification of trends, optimization of recruitment efforts, and enhancement of the overall admissions experience.

Office of Admissions and Recruitment

Recruitment
The Office of Admissions and Recruitment is responsible for developing and coordinating all recruitment efforts. The office serves as the primary contact for students applying to ICOM. All recruitment efforts will be driven by the mission and the vision of ICOM. ICOM student recruitment strives to create and maintain a culture of belonging to support all applicants.

Goals of Recruitment

- Recruit students who are dedicated to delivering whole-person care in Idaho and other underserved communities.
- Establish local recruitment efforts at the K-12 level through onsite visits, service projects developed by ICOM students, and invitations to visit ICOM's campus.
- Develop and maintain close relationships with premedical advisors at local college campuses, as well as regional and national undergraduate institutions.
- Organize events on the ICOM campus for advisors and faculty who work with premedical students.
- Develop affiliation agreements with colleges and universities in Idaho, other underserved communities, as well as other strategically aligned educational institutions.
- Collaborate with affiliated institutions to promote the osteopathic profession.
- Develop programs aimed at recruiting a qualified student body that represents the populations served in medicine.
- Attend conferences and career fairs that focus on recruiting a qualified student body that represents the populations served in medicine.
- Increase ICOM's visibility and promote osteopathic medicine in Idaho and other areas of the United States.

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

- Hosting Open House events
- Visiting undergraduate colleges and universities and offering formal classroom presentations as well as sharing information at pre-med club, Alpha Epsilon Delta, Pre-SOMA, AMSA, MAPS (Minority Association of Premed Students) events.
- Attending Graduate Fairs

- Establishing and nurturing relationships with health profession advisors
- Attending professional association conferences and meetings (i.e. National Association of Advisors to the Health Professions, American Association of Colleges of Osteopathic Medicine, etc.)
- Focused Recruitment Events

Criteria and Technical Standards

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

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

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

The ICOM Admissions Committee considers an applicant's academic background, achievements, personal statement, Medical College Admissions Test (MCAT) scores, letters of recommendation, health-related work or research and volunteer experiences.

In addition to academic performance, the Admissions Committee places emphasis on the demonstration of personal merit, compassion, community involvement, communication skills, teamwork, leadership, professionalism, integrity, and a dedication to professional goals.

Through the evaluations provided after the candidates have been interviewed, the Admissions Committee will decide on whether to accept, deny acceptance, or waitlist interviewed candidates.

The requirements to succeed at ICOM will be those necessary to successfully complete the curriculum and to practice osteopathic medicine with full practice rights. Students must be able to function in a variety of learning and clinical settings, and to quickly, accurately, and consistently learn and process data. Osteopathic physicians utilize palpation (clinically appropriate touching) as part of the osteopathic approach to treatment. As part of the educational process, ICOM students must be able to tolerate being touched, examined, and receive osteopathic manipulation by members of all genders, and to touch others (of all genders) in order to acquire the skills necessary for palpation and examination. This palpation is performed in a professional and appropriate manner.

Acquiring the skills to palpate and examine patients requires a student to examine partially disrobed patients of all genders and is mandatory for successful completion of the curriculum at

ICOM. Students are required to participate fully as both the examiner and examinee in various clinical laboratory experiences. In clinical skills and osteopathic manipulative medicine laboratory experiences, as well as other clinical laboratories where skills are acquired, students are required to participate in the examination of fellow students of all genders who may be partially disrobed.

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

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

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

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

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

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

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

1. Observation
   The student must be able to visually observe laboratory demonstrations, microscopic tissue with the aid of the microscope, and computer-based pictures used in laboratory demonstrations. The student must be able to visually and accurately observe physical signs and symptoms of a patient used in diagnosis and management.

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

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

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

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

4. Intellectual
   Students must have the ability to reason, calculate, analyze, measure, and synthesize information delivered in a variety of formats, including, but not limited to electronic/digital sources, EKGs, medical images, and similar modalities. The student must be able to comprehend, memorize, synthesize, and recall a large amount of information without assistance, to successfully complete the curriculum. The student must be able to comprehend three-dimensional relationships and understand spatial relationships to successfully complete the curriculum and apply fundamental concepts to the provision of patient care. The student must be able to acquire and synthesize knowledge through all types of learning materials and formats utilized in the ICOM curriculum. In addition, students must be able to perform pattern recognition, memorization, recall information, identify, and discriminate important information, problem solve, calculate and make decisions in timed situations and in the presence of noise and distraction.

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

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

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

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

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

ICOM will determine the type of testing required based on the area(s) identified by the applicant. All testing must be performed by a licensed healthcare professional practicing at the highest level of their respective licensure. The applicant must provide ICOM a written statement by the

treating provider that the testing supports that the student is capable of meeting the technical standards and physical requirements of the curriculum. Please refer to the accommodation section of this catalog.

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

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

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

The Office of Admissions and Recruitment strictly adheres to this policy and will make every effort to recruit quality students from a variety of socio-economic backgrounds in support of our mission, goals, and objectives.

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

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

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

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

Applicants may be asked to sign an acknowledgement that they meet the minimum health requirements and technical standards for admission. However, if it is discovered after matriculation that the student knowing did not meet these minimum standards, then the student may receive sanctions up to and including dismissal from the program.

Minimum Requirements and Procedures for Admission
To be considered for admission, applicants must have completed a minimum of 75 percent of the required credits for a bachelor's degree in a college or university regionally accredited by an

agency recognized by the U.S. Department of Education. Prior to matriculation, all applicants must complete their baccalaureate degree*.

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

The required prerequisite undergraduate courses for entry are:

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

  **Prospective students from schools with 3+4-Year Program Affiliation Agreements are exempt from the requirement to complete a baccalaureate degree prior to matriculation.*

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

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

Applicants must submit scores from the Medical College Admission Test (MCAT). For the current admissions cycle, ICOM will accept MCAT scores from up to three years prior to the date of matriculation. However, the Vice President for Enrollment Services or Admissions Committee may grant exceptions to this timeline. ICOM recommends an MCAT score within the 50th percentile (considering the measure of standard error) and recommends that no subsections on the MCAT are lower than the 35th percentile. At ICOM the MCAT is considered in connection with grades, personal qualities, and the student interview.

Applicants are required to meet the Technical Standards for admission and continued enrollment and affirm that they meet the standards. Any falsification or misinformation regarding the ability to meet technical standards is a reason for rescinding the offer of admission, or after matriculation, dismissal from the program. Applicants must submit all required paperwork per deadlines. If paperwork is not submitted as required, an offer of admission may be retracted.

ICOM Application Procedures

Application Deadlines

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

Application Steps

Step 1: AACOMAS Application

ICOM will participate with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). An application may be submitted online at: https://aacomas.liaisoncas.com/applicant-ux/#/login

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

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

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

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

recommendation must be originals on professional letterhead, signed by the evaluator and sent directly to AACOMAS.

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

Selection Process

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

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

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

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

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

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

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

Transfer Applicants

The Idaho College of Osteopathic Medicine (ICOM) may accept transfer students or outside credit. ICOM will evaluate all prior credit and will award transfer credit as deemed appropriate. The academic credit awarded for any prior military training must be granted for training that is applicable to the student's current degree requirements.

For all other students, transfer coursework will only be accepted when the student demonstrates an extenuating circumstance, vacancies exist, and/or the transfer of credits is approved by the ICOM Dean.

Students applying to transfer to ICOM from another medical school, or those evaluated for transfer credit as indicated above, must meet the ICOM requirements for admission and must submit the documents required of all applicants, including official transcripts from any previously attended institution, as well as military service transcripts, where applicable.

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

Those accepted to ICOM as transfer students will not be assigned a GPA for years completed at another accredited medical school, and therefore will not be included in the class rank calculations for their graduating cohort.

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

International Student Applicants

ICOM does not currently accept applications from students requiring F-1 student visa status, until such time that approval is granted by the Department of Homeland Security (DHS) and US

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

ICOM Matriculation and Enrollment Information

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

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

Health, Vaccine, and Immunizations Requirements

All deposited ICOM students are required to provide the following:

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

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

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

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

ICOM does not waive student health requirements. Exceptions to the immunization requirement will be reviewed on a case-by-case basis. Requests should be submitted to the Director of Admissions.

ICOM's clinical partners may require student physicians to provide proof of immunization to train at their facility. Student physicians are guests in these facilities and ICOM has no control over the policies set in place by our clinical partners. ICOM does not have the capacity or resources to provide accommodations in the form of changes in clinical rotation schedules or clinical training sites for individuals who choose not to receive immunizations. ICOM cannot guarantee the ability to move students to different core sites regarding failure to meet the immunization requirements of an ICOM health system partner. ICOM students who are unable to meet the immunization requirements of our health system partners at their assigned core site may not be able to complete all core and required clinical rotations which may affect their ability to progress towards graduation.

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

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

Per Idaho Title 39 Health and Safety, Chapter 48: Any student of majority age who submits a signed statement to school officials stating the student's objections on religious or other grounds shall be exempt from any or all immunization requirements at every public, private, or parochial school in this state, including postsecondary, trade, college, university, or any other institute of primary, secondary, or higher learning (§39-4802.4).

Criminal Background Checks

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

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

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

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

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

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

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

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

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

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

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

ICOM retains the right to relinquish the seat of any current or former student returning from an extended absence if they have been criminally charged or convicted of a misdemeanor, felony, or traffic violation. Students who have already resumed classes following an extended absence, may be referred to the PAR Committee for sanctions up to, and including, dismissal from the

program. As future physicians, students are held to a high standard of professionalism, ethics, and honor. ICOM has a duty to protect the public from potential harm by its students.

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

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

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

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

If the test result is positive (i.e., evidence of a controlled substance) or shows other abnormalities including, but not limited to: excessively diluted urine, the ICOM Dean will appoint an ad hoc committee consisting of members of the ICOM PAR Committee and/or Admissions Committee to review the test results and the application for admission.

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

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

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

Post-Matriculation Drug Screening
Any substance-related incident which occurs after matriculation, including, but not limited to, charges/arrests for driving under the influence, must be reported by the student to the Dean for

Student Services within thirty (30) days of the occurrence. Following review, disciplinary action may be instituted, up to and including dismissal from the program.

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

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

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

Transcripts
All ICOM students are required to provide official transcripts from all colleges and universities attended if they have coursework that was not included on the transcripts initially submitted through AACOMAS. All transcripts are included in the student's application, so ICOM only requires official transcripts from coursework not verified on the AACOMAS application.

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

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

The necessary medical equipment includes the following:

- Stethoscope
- Reflex Hammer
- Otoscope and Ophthalmoscope
- Sphygmomanometer
- Tuning fork and monofilament

- Long white lab coat and scrubs (for Anatomy Lab)
- Short White Coat (provided by ICOM)

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

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

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

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

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

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

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

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

or IV) to determine eligibility to return. All applicants will receive written notification of the decision from the Dean for Student Services.

Readmission of Service Members to ICOM
Under the Higher Education Opportunity Act of 2008 (HEOA), institutions are required to readmit an individual who left school or did not accept an offer of admission in order to perform military service with the U.S. Armed Forces. The following sections explain the eligibility and re-admission requirements of this policy. Students are eligible for readmission under this provision if, during the leave, the student performed or will perform voluntary or involuntary active-duty service in the U.S. Armed Forces- including active-duty training and National Guard or Reserve service under federal (not state) authority. Students are not eligible if they received a dishonorable or bad conduct discharge.

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

Students must also provide written notice of the intent to return to ICOM to the Dean for Student Services. The notice must be submitted no later than 3 years after the completion of the period of service. If the student is recovering from a service related injury or illness, they must notify the school no later than 2 years after their recovery. A student who fails to apply for readmission within the designated time limits may not be eligible for readmission.

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

Tuition and Fees for Service Members (current and former)
For the first academic year after return from military service, the student will be readmitted at the same tuition and fees rate that the student was or would have been assessed for the academic year of departure. For subsequent academic years, the student will be charged the same tuition and fees as other students in the program.

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

school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.

Department of Student Services

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

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

Office of the Registrar

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

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

Census Dates
The Registrar will use the last day of the first week of each term as a census date for the reporting of enrollment. The census date is the last day a student may be added to enrollment in any course or program of study. The census date is utilized to determine official enrollment counts, financial aid eligibility, and tuition charges. Dropping courses after the census date may result in a grade of "W" or "WF" on the official transcript, per the ICOM withdrawal policy.

FERPA
It is the policy of Idaho College of Osteopathic Medicine (ICOM) to release certain directory information on our students. In compliance with the Family Educational Rights and Privacy Act (FERPA/PL 93-380), the Idaho College of Osteopathic Medicine will continue the policy of releasing directory information. Such information being defined within the Act in the following categories: the student's name, address, telephone listing, year of birth, major field of study, dates of attendance, degrees received,, electronic mail address, grade level, enrollment status (undergraduate or graduate; full-time or part-time),. Directory information is disclosed to students in the annual FERPA notification email notice, and the ability to opt-out is provided.

While FERPA allows for the dissemination of such directory information, release is still at the discretion of the institution.

The ICOM Registrar's office will be responsible for the safekeeping of all ICOM student academic records. ICOM stores student information digitally, and has a secure, confidential, and computerized record system which is hosted offsite with secure backup. In the event of a disaster or the closing of the school, all online student files will be available through web access from the offsite secure servers. All items entered are kept as a part of the permanent student record.

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

- Inspect and review their education records.
- Challenge, in hearing, the content of their education records, to ensure that they are not inaccurate, misleading, or in violation of their privacy rights.
- Be granted an opportunity to correct or delete any inaccurate, misleading, or inappropriate information contained in their education records. Students who are not provided full resolution sought by the request to correct or delete misleading or inappropriate information, should be referred to the Dean for Student Services, who will inform them of their right to a formal hearing. All requests for formal hearing must be made in writing to the ICOM Dean, and the Dean for Student Services.
- Nondisclosure without prior consent of their educational records, or of any information in those records that could reasonably reveal the eligible student's identity. (FERPA does allow non-consensual disclosures of education records under specific limited circumstances.)
- Request nondisclosure of directory information.

Idaho College of Osteopathic Medicine will receive and consider any eligible student's request to exercise these rights. Eligible students requesting hearings concerning amendments must make these requests in writing to the Registrar. Students may request to inspect records by completing the Request to Review Education Records Form upon appointment with the Registrar. In accordance with FERPA rights, students will be given access to inspect and review education records within 45 days of submitting a request to review.

Exceptions to FERPA regulations include but are not limited to:
The health and safety emergency exception states that the institution may disclose personally identifiable information from an educational record to appropriate parties, including parents, in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

More information can be found at:
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

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

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

Release of Information Request

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

Transcript Requests

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

Admissions, Enrollment, and Graduation Status Verifications

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

Due to the curriculum being cohort based, and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time for the entirety of each term, unless the student has a change in academic status in accordance with the policies and procedures of the College. ICOM students in years 1 and 2, enrolled in 6 or more credits are considered full time. Students in the clinical years will be considered full time when enrolled in 4.5 credits or more. The Registrar's Office is unable to certify enrollment for terms which have not yet commenced.

Student Information Changes

Legal Name Changes

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

Contact Information Changes

ICOM students will be responsible for maintaining accurate and up-to-date contact information. A student may update their current and permanent addresses, and other contact information through their student information system portal account (SONIS) or by contacting the Office of the Registrar to communicate a change.

Transferability of Credit

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

The Idaho College of Osteopathic Medicine (ICOM) will give reasonable consideration to transfer requests. Transfer coursework will be reviewed and may be accepted when the student demonstrates an extenuating circumstance, and the transfer is approved by the ICOM Dean. Students applying for transfer must meet the ICOM requirements for admission and submit documents required of all applicants.

ICOM Change of Status

Leave of Absence

A leave of absence only applies to student physicians in the clinical training years. Due to personal, medical, financial, or academic reasons, a temporary leave may be requested by the student or initiated by ICOM. Each request will be individually considered, and a determination will be made regarding the circumstances under which a student may return to the program. Consideration will be given to the length of student absence (no longer than 180 days in a calendar year), the coursework missed, the students' academic standing, and the underlying cause for which the leave was granted. The College, at its sole discretion, may place specific conditions for the students' return, may designate the earliest and latest date that re- enrollment may occur, and will determine what course credit was achieved prior to the leave commencing.

Withdrawal from Idaho College of Osteopathic Medicine

ICOM considers two types of withdrawals regardless of whether they are student-initiated or administratively-initiated: —"Permanent Withdrawal" and "Withdrawal with Intent to Return." Student physicians may not request a retroactive withdrawal from ICOM for a semester which has already ended. All semester charges remain in effect and are subject to the guidelines of the Tuition Refund Policy outlined in this catalog. ICOM reserves the right to impose any additional conditions upon a student physician seeking readmission, after a withdrawal from the college, and/or to refuse consideration based on the relevant time limit on matriculation to graduation of 6 years. Students using financial aid are strongly encouraged to reach out to the Office of Financial Aid prior to beginning the withdrawal process in order to understand the implications of withdrawing on their aid eligibility

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

Withdrawal with Intent to Return

A “Withdrawal with Intent to Return” may be student-initiated or administratively issued, and can be used for academic, financial, personal, or medical reasons. A Withdrawal with Intent to Return indicates that the student will be on an approved period of leave, with a tentative plan to resume their studies upon an established timeframe, typically within the next semester or academic year.

- A student-initiated “Withdrawal with Intent to Return” from ICOM should be first requested through the Office of the Registrar and Dean for Student Services. Upon initial notification, the Dean for Student Services will set-up a meeting with the student physician to discuss the request and to determine whether alternatives are available. A student-initiated “Withdrawal with Intent to Return” may require an appearance before the PAR Committee to determine eligibility and next steps of the request.
- An administratively issued “Withdrawal with Intent to Return,” issued by the PAR Committee, may be appealed to the ICOM Dean. The appeal must be received within 7 calendar days of withdrawal notification and submitted via email to the Dean and his executive assistant. A student must also notify the Registrar if they plan to appeal. Students in the process of an appeal may continue to participate in coursework until which time as an official appeal decision has been made. The appeal decision made by the ICOM Dean will be final.
- Student physicians on a “Withdrawal with Intent to Return” will be required to complete a Change of Status Form initiated by the Office of the Registrar. The Registrar will ensure that all required signatures are secured and that the completed form is uploaded into the students’ academic file.
- In the event of a Medical Withdrawal with Intent to Return, the student physician may be required to appear before the PAR Committee to discuss next steps and also may be asked to provide documentation, verified and signed by a treating physician/specialist physician, psychiatrist, or psychologist, including a diagnosis and a statement explaining why the student physician cannot continue with his/her coursework.
    - Additional signed and dated documentation from the treating physician/specialist physician, psychiatrist or psychologist stating that the student physician is medically capable of returning to classes must be submitted to the Registrar prior to return.
    - Please note that all costs associated with obtaining and providing the required professional documentation are borne by the student physician. If the documentation was required as part of a PAR Committee decision, documentation should also be sent to the Chair of the PAR Committee.
- Withdrawal with Intent to Return requests that push the date of program completion past the matriculation to completion time limit of 6 years will be referred directly to the ICOM Dean for review and consideration.
- Any student physicians on a Withdrawal with Intent to Return will be required to return their white coat and ICOM Identification Card (badge) to the Registrar. These student physicians may not represent themselves as an active student physician in any forum while on leave.
- Student physicians may continue to use online databases and may contact members of the faculty and staff in support of their future academic success.

- All other designated ICOM-issued items (iPad and Apple Pencil/Charger, Parking decal, and other ICOM-supplied items) may be kept in the student's possession, so long as they remain on an approved "Withdrawal with Intent to Return."
- The process for withdrawal (permanent or intent to return) from ICOM includes the clearing of all previously established financial obligations to ICOM.
- ICOM will recognize and utilize the last date of attendance or academic activity as defined by the U.S. Department of Education. This date is used to determine the amount of federal aid the student physician was eligible to receive for the period of attendance in accordance with Federal Regulations and ICOM's Return of Title IV Policy.
    - Eligibility for other aid received will be determined in accordance with the applicable policies and guidelines set forth by the source of funding.
- Student physicians on a Withdrawal with Intent to Return are required to meet with the Office of Financial Aid to understand the implications of a withdrawal on their eligibility for aid. Student physicians are not eligible for financial aid during times of non-attendance.
- At the time of withdrawal, the College will apply the following grading policy:
    - Any courses that have not yet begun will be dropped from the record without notation (no course recorded).
    - Courses in progress will be given a grade of "W" (withdraw passing) or "WF" (withdraw failing).
        - A student who withdraws from ICOM shall receive the designation "W" for each course in which they are actively attending and passing at the time of withdrawal. If a course is less than 50% complete at the time of withdrawal, a "W" will be automatically issued, regardless of current percentage in the course.
        - A student who withdraws from ICOM shall receive the designation "WF" for each course in which they are actively attending and failing at the time of withdrawal. If a course is less than 50% complete at the time of withdrawal, a "W" will be automatically issued, regardless of current percentage in the course.
    - A student who is withdrawn from the College will receive the course grades earned for courses already completed.
    - Any Withdrawal with Intent to Return that results in one or more WF grades may require a meeting with the PAR committee, which will evaluate the student's academic progress to date. Students who have not made sufficient academic progress, as determined by the PAR committee, are subject to dismissal. Students have the right to appeal such decisions to the Dean.
- Student physicians who are on a Withdrawal with Intent to Return are ineligible to run for or hold student physician organizational or class offices and are not permitted to work for the college.
- In the event of serious extenuating circumstances, with accompanying documentation, student physicians may apply to extend their return date.
    - 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 period.

- If an individual fails to return to ICOM by the agreed-upon date, and a request for extension is not submitted in writing to the Registrar, the student physician will be considered permanently administratively withdrawn from the college as of the last date of attendance.

Readmission following a Withdrawal with Intent to Return

A student physician returning from an approved "Withdrawal with Intent to Return" will be required to complete the following:

- Students are responsible for submitting a Petition for Readmission Form with the Registrar within 30 days of their scheduled return date, unless otherwise specified, and should inform the Dean for Student Services and the Registrar if a disruption to their return is imminent.
- The Office of the Registrar will coordinate with the student physician on the following readmission requirements:
    - A "Petition for Readmission" form must be completed and signed, then subsequently placed in the student's academic file.
    - Returning students will be required to submit a current drug screening, and a newly completed background check.
    - If applicable, returning students are also responsible for completing any conditions for re-entry specified in the PAR Committee Decision Letter provided to them upon withdrawal. This will be verified by the Office of the Registrar.

  ICOM reserves the right to impose any additional conditions upon a student physician seeking re-entry The request and final decision for re-entry will be made by the ICOM Dean.
- Acceptance for re-entry in years three and four will depend on availability of positions in clinical rotations. Clinical rotation assignment will be based on current availability and any placement assignments made prior to the Withdrawal with Intent to Return will not necessarily be reserved.
- Any medical withdrawal with intent to return must include signed and dated documentation from the treating physician/specialist physician, psychiatrist, or psychologist demonstrating that the student physician is medically capable of returning to classes. This should be submitted to the Registrar along with the Petition for Readmission.
    - Please note that all costs associated with obtaining and providing the required professional documentation are borne by the student physician. If the documentation was required as part of a PAR Committee decision, documentation should also be sent to the Chair of the PAR Committee.

Permanent Withdrawals

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

Permanent Student Initiated Withdrawal:

- Student physicians who are initiating a permanent withdrawal from ICOM should first notify the Office of the Registrar and the Dean for Student Services. Upon initial notification, the Dean for Student Services will set up a meeting with the student physician to discuss the request and to determine whether alternatives are available.
- Students using financial aid are strongly encouraged to reach out to the Office of Financial Aid prior to beginning the withdrawal process in order to understand the implications of withdrawing on their aid eligibility.

Dismissal:

- Dismissal from ICOM will be based upon recommendations made by the PAR Committee with the opportunity for the student physician to appeal to the ICOM Dean. The appeal must be received within 7 calendar days of dismissal notification. The appeal must be submitted via email by the established deadline to the Dean and the Executive Assistant to the Dean. A student must also notify the Registrar if they plan to appeal. Students in the process of an appeal may continue to participate in coursework until which time as an official appeal decision has been made. The appeal decision made by the ICOM Dean will be final.
    - Student physicians can be dismissed from ICOM by the PAR Committee and ICOM Dean, for academic deficiency or dishonesty, disciplinary action, or financial default.
    - A student physician who ceases to maintain adequate academic attendance as outlined in the course syllabi, or who has unexcused absences in excess of 10% of the total hours of instruction for a course may be considered for a dismissal from ICOM.
    - Dismissal from ICOM will be based upon recommendations made by the PAR Committee with the opportunity for the student physician to appeal to the ICOM Dean. The appeal must be received within 7 calendar days of dismissal notification. The appeal must be submitted via email by the established deadline to the Dean and the Executive Assistant to the Dean. A student must also notify the Registrar if they plan to appeal. Students in the process of an appeal may continue to participate in coursework until which time as an official appeal decision has been made. The appeal decision made by the ICOM Dean will be final.
    - A copy of the PAR Committee Decision letter will be provided to the Registrar's Office for upload into the students' academic record, and to support the change of status.

- Upon confirmation of permanent withdrawal or dismissal, a student physician will be required to complete a Change of Status Form, initiated by the Registrar. The Registrar will ensure that the Change of Status Form is routed to all necessary parties, will secure all required signatures, and will upload the completed form securely into the students' academic file.
    - If a dismissed or permanently withdrawn student chooses not to sign the Change of Status Form, the form will still be filed in the student's record and all financial

and material obligations will still be upheld, as outlined in the preceding bullet points.
    - All designated ICOM-issued items (i.e., Identification Card, iPad and Apple Pencil, Parking decal, White Coat as applicable and other ICOM-supplied items) must be returned to the Registrar prior to official separation.

  The process for withdrawal from ICOM includes the clearing of all financial obligations to ICOM and a financial aid exit interview with the Office of Financial Aid, if applicable.

- The College will apply the following grading policy at the time of permanent withdrawal:
    - Any courses that have not yet begun will be dropped from the record without notation (no course recorded).
    - Courses in progress will be given a grade of "W" (withdraw passing) or "WF" (withdraw failing).
    - A student who withdraws from ICOM shall receive the designation "W" for each course in which they are actively attending, and passing, at the time of withdrawal. If a course is less than 50% complete at the time of withdrawal, a "W" will be automatically issued, regardless of current percentage in the course.
    - A student who withdraws from ICOM shall receive the designation "WF" for each course in which they are actively attending, and failing, at the time of withdrawal. If a course is less than 50% complete at the time of withdrawal, a "W" will be automatically issued, regardless of current percentage in the course.
    - A student who is withdrawn from the College will receive the course grades earned for courses already completed.

Readmission following Permanent Withdrawal

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

Military Leave

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

- Readmission is guaranteed pending proof of compliance with the minimal technical standards and the Honor Code. Student physicians returning to ICOM from military duty will be eligible for reinstatement as a full-time ICOM student physician once they have notified the ICOM Dean and have supplied any pertinent military documentation.
- If the student physician returns within five years, they will be placed in the curriculum as close to their current position as possible to provide them the appropriate continuum in

the curriculum and the opportunity to be successful, competent, and able to sit for their licensing examinations.

- The Dean for Student Services and other appropriate Deans (Academic Affairs or Clinical Affairs) will meet with the individual student physician to determine the appropriate curriculum to be completed in the remainder of the degree program. Student physicians returning to ICOM will be reinstated as close as possible to the previous point of progress in the didactic or clinical experience.
- Student physicians called to active military service will be released from all institutional financial responsibilities for their current term of enrollment.

Suspension

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

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

Office of Financial Aid

The Office of Financial Aid administers all sources of funding (federal, state, institutional, outside, and private), in accordance with all applicable federal and state laws, regulatory provisions, and contractual agreements. Idaho College of Osteopathic Medicine's Office of Financial Aid establishes policies and procedures for the administration and management of various financial aid programs. Financial aid policies are available on the ICOM website and in the Office of Financial Aid. Information on all consumer information requirements can be found on the ICOM website. Students and employees are emailed about the items that require notification related to Consumer Information.

Applying for Financial Aid

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

ICOM is eligible to participate in Title IV (federal) aid programs. Students applying for federal financial aid should complete the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. The FAFSA opens October 1st prior to the year the loans will be received.

ICOM's Federal School Code is 043072. The FAFSA is year specific and is the application for federal student aid in that year.

Applications are reviewed in the order they are received. Once reviewed, the Office of Financial Aid will let the student know if clarification or additional documentation is required. After receiving the FAFSA and all required documentation, ICOM will determine the student's eligibility and send an aid notification via email, the student can then view their aid in the SONIS Student Portal. Students will need to log into the Sonis Student Portal to determine how to proceed with the financial aid offer. In the portal, navigate the side menu > Student Financials >Billing and Financial Aid and select the Pending Award box to view the offered loan amounts, the fees (origination), and the total amount of loan funds to be sent to the school. Students can accept, decline, or reduce the loan amounts offered and click submit to confirm their selections. Students accepting any offer of financial aid at ICOM agree to fulfill all of the terms and conditions set by federal, state, college, or external entities (if receiving outside aid). An aid notification is not a guarantee of aid eligibility, nor is it confirmation that all the necessary steps and requirements have been completed to receive aid.

The notification includes the Cost of Attendance (COA) and the types and amounts of financial aid that the student may be eligible for. Only courses that apply toward a student's degree can be covered by federal financial aid and students must meet eligibility requirements to receive aid. The loan amounts included in the aid notification are based on full-time enrollment in each semester. If a student's enrollment status changes, aid will be adjusted accordingly. The difference between the Total Cost of Attendance and Total Loans represents the origination fee amount that will be deducted from the loan before the funding is sent to the school.

As a new school, ICOM can only originate loans that have two disbursements, which is why the loans show two disbursements (typically one in the fall and one in the spring). Students with questions regarding this process or their financial aid notification, can make an appointment to discuss these questions with the Office of Financial Aid at ICOM or stop by offices (136 or 138) during business hours.

Types of Financial Aid Available

The primary source of financial aid for ICOM students is federal student loans. Students must be attending on at least a half-time basis (3 credits per semester), meeting the Standards of Academic Progress (SAP), and other requirements such as not being in default on prior federal student loans to be considered eligible for loans. The two types of federal loans available to graduate students are the Direct Unsubsidized Loan and the Direct Graduate PLUS Loan*. Graduate students are not eligible for federal need-based loans or grants and ICOM does not participate in the federal work study program.

*Starting July 1, 2026, Graduate Professional students are not eligible for the Direct Graduate PLUS Loan and will be subject to new annual and aggregate limits on the Direct Unsubsidized Loan. Some students that received federal student loans at ICOM in previous academic years, and maintained enrollment in the DO program, may be grandfathered in for eligibility for the Direct Graduate PLUS Loan and different limits on the Direct Unsubsidized Loan as outlined in the One Big Beautiful Bill Act.

For students that are grandfathered, the Direct Unsubsidized Loan amount varies by the length of the academic year and includes an additional amount for qualified health professions programs. The amount in the notification may vary from what the student sees on the FAFSA output due to this additional amount. All other eligible students can borrow up to $50,000 per academic year through this loan. This loan requires students complete **entrance counseling and a Master Promissory Note (MPN)** in order to receive these funds, both of which can be found at www.studentaid.gov.

For students that are grandfathered, the Direct Graduate PLUS Loan has a separate loan application. This loan application typically opens in May ahead of the fall academic year start date. This loan has its own **Master Promissory Note (MPN)** that must be completed to receive these funds which is also found at www.studentaid.gov. New students and students that had not borrowed federal loans at ICOM prior to July 1, 2026, are not eligible for this loan.

Student loans are borrowed funds that must be repaid with interest. By accepting and completing the requirements to receive a federal student loan, the student understands that loan information is submitted to the National Student Loan Data System (NSLDS) which is a system accessible by authorized users from guaranty agencies, lenders, and schools. Students are encouraged to use the resources available to them through AAMC FIRST program to better understand loan terms and conditions and the accrual of interest on the loans through repayment. ICOM is committed to helping students make sound financial decisions when it comes to borrowing student loans. Information on debt management and repayment can be found on ICOM's website or in the Office of Financial Aid.

The next most common type of aid is a scholarship that comes from the military's Health Professions Scholarship Program (HPSP). ICOM has also contracted with the ISU Foundation for management of a scholarship for Idaho students. In years where funding is available, students that meet the eligibility criteria are identified and sent the scholarship information and application. Incoming students are selected first and if funding remains, continuing students that meet the eligibility requirements may receive a scholarship. Per the agreement with the ISU Foundation, a joint ISU/ICOM committee reviews the applications to determine the scholarship recipients and amounts.

There are additional types of outside aid that a student may be eligible for including external scholarships, private student loans, and more. ICOM emails students about open applications and deadlines on several local and national scholarships. Students must meet a lender's eligibility criteria to be eligible for private student loans. The amount of financial aid borrowed or received cannot exceed the cost of attendance. Private student loan interest rates and repayment terms vary and may be more or less favorable than those provided through the federal direct lending program. Students are encouraged to explore the types of aid available and reach out to the Office of Financial Aid with any questions.

Cost of Attendance

The Cost of Attendance (COA) is an estimate of the total cost to attend ICOM and includes both direct (institutional) and indirect (student) costs. COA includes specific categories such as

tuition, fees, books, supplies, federal loan fees, and living expenses (housing, food, transportation, and personal expenses). The COA figures listed on our website are estimated and subject to change at any time without notice.

The categories that may be included as allowable costs for Cost of Attendance are outlined in federal law (Higher Education Act, Sec. 472). The institution determines how to set the corresponding amounts and how often it will review these amounts. At ICOM, the Cost of Attendance is reviewed and established annually for each class and will vary as the length of the academic year varies (see noted number of weeks for each year on the cost page of our website) and may also vary based upon the assigned core rotation site in the third and fourth year. ICOM uses national statistics and data from sources such as the US Census Bureau, USDA, US Bureau of Labor Statistics, and others to set an average cost for each category. The Cost of Attendance is federally regulated and includes expenses the student is expected to encounter due to their attendance at the institution (education related expenses). Costs waived or paid by other sources offset the COA components they are intended to cover. Examples of costs not included in COA are:

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

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

Financial Aid Counseling and Resources

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

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

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

Special Circumstances
In some cases, the FAFSA does not adequately reflect a student's current situation due to special circumstances such as death, divorce or separation, disability, unusually high medical expenses paid out of pocket, reduction of income, change in living situation, loss of employment, etc. If a student has experienced any of these situations, they can reach out to the Office of Financial Aid to discuss additional options.

Financial Aid Disbursement
Students are encouraged to complete the FAFSA and/or the private student loan application and all associated requirements two-to-four months prior to the fall semester start date. Students receiving other sources of aid need to provide documentation of that aid (scholarships) to the Office of Financial Aid. The documentation should include the source of aid, amount, and any other pertinent information to help expedite the receipt of funds for the student.

At ICOM, the amount charged for tuition is split between each semester in an academic year. Therefore, student loans and other aid are also split across the semesters for an academic year. Accepted financial aid for which all requirements have been met will be set to disburse on the first day of each semester. ICOM confirms a student has begun attendance in the semester prior to disbursing aid on the first day of each semester to pay for the charges on the student account (tuition and other allowable charges). If the financial aid exceeds the charges for the semester, a refund will be issued soon after (typically by the end of the first week). If the financial aid is less than the charges for the semester, payment or satisfactory arrangements are expected by the semester payment due date. More information about disbursements, refunds, and disbursement dates can be found on the ICOM website.

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

Returning unwanted/unused financial aid funds to ICOM
A student has the right to cancel all or a portion of their accepted federal student loans at any time before disbursement or within 120 days following the disbursement date. If a student would like to return loan funds after 120 days from disbursement, contact the Office of Financial Aid to discuss options and determine next best steps. While students have the right to cancel all or a portion of their loan(s), this does not release the student from their financial obligation to ICOM

to pay for the charges on the student account as outlined in the catalog and the accepted student signed statement. If a student has already received a refund, they may return funding to the ICOM Student Account Office in order for the loan funds to be returned to the lender. Students cannot receive student loans in semesters they are not in attendance. If a student does not begin attendance in a semester, the student loans for that semester will be cancelled or returned. The return of any other type of aid will be handled based on the guidelines from the aid source. The allowable return timeframe on private student loans can vary by lender.

Withdrawals

Federal regulations outline the conditions under which students that receive federal aid may be required to repay all or a portion of the aid received if they withdraw, fail to earn a passing grade in all of their courses, or fail to complete the enrollment period for which the aid was received.

If a student withdraws or fails to complete the semester, the student may be required to repay all or some of the financial aid received. Funds may need to be paid to ICOM, the U.S. Department of Education, or both. A student will receive notification once the withdrawal process and evaluation of earned aid for the semester have been completed. If a student fails to officially withdraw, ICOM will determine the student's last date of attendance and may use that date to calculate the amount of earned aid for the semester. Students that withdraw or fail to complete the semester may not meet the Standards of Satisfactory Academic Progress and may be placed in an ineligible status for future federal aid. Please refer to the Return of Title IV aid (R2T4) and Standards of Satisfactory Progress (SAP) below for more information. Students should contact the Office of Financial Aid prior to withdrawal to understand how withdrawal will impact their eligibility for financial aid.

Return of Federal Title IV Funds (R2T4)

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

The degree program offered at ICOM is offered in modules. Modular programs are subject to certain exemptions that do not require a return of Title IV aid if they are met. Examples of exemptions where a return to Title IV aid is not required include: students who have successfully completed a class or classes that comprise at least half-time enrollment, students who have completed all of the requirements for graduation, or students who have successfully completed a class or classes that comprise at least 49 percent of the days in the semester.

ICOM determines the earned and unearned amounts of Title IV aid by performing a calculation using the date the student is considered to have withdrawn, as well as the days in the enrollment

period (less any breaks of 5 days or more). This calculation provides the amount of aid earned through the date of withdrawal and the amount of unearned aid that is required to be returned. If a student did not receive all of the funds they earned, they may be eligible for a post-withdrawal disbursement. If eligible for a post-withdrawal disbursement of a loan, ICOM is required to obtain a student's permission before disbursing loan funds.

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

1. **Official Withdrawal** — An official withdrawal is one where the student has provided notice or stated their intent to cease attending school either through beginning the official withdrawal process (submits a signed and completed withdrawal form) or through official notification of their intent to withdraw provided to any ICOM representative. A student is also considered to be an official withdrawal if they have dropped or withdrawn from all current and future classes in a specified period of enrollment. The date the student starts the withdrawal process or withdraws from all courses is the official withdrawal date. The withdrawal date is used to determine the earned and unearned portions of Title IV aid. If a student drops or withdraws from some of their courses, creating a lapse in attendance between modules, the student must inform ICOM in writing (prior to or at the time of withdrawal/drop) of their intention to return to a later module in the same payment period/period of enrollment, in order to not be considered an official withdrawal. If ICOM has written confirmation of future attendance and the student fails to return, the student will be considered officially withdrawn. The dates used in the R2T4 calculation are the same as if the student had not provided written notice of future attendance.

2. **Unofficial Withdrawal** — An unofficial withdrawal is one where the student has not provided notice of their intent to cease attending school. Students are unofficially withdrawn if they cease attending at any point in the period of enrollment without providing notice to ICOM, if they receive unsatisfactory grades in all of their courses, or otherwise did not attend to the end of the enrollment period. If ICOM determines that a student did not provide official notice due to circumstances beyond their control (such as serious illness, accident, grievous personal loss, etc.), ICOM uses the date associated with the circumstance or the last date of academic activity, whichever is later. For all other students who unofficially withdraw, the withdrawal date is the last date the student participated in an academically related activity (as reported by their instructors).

When ICOM determines that a student has either officially or unofficially withdrawn, federal law/regulation outlines the required steps to determine the amount of aid that has been earned and not earned. The amount of aid earned is determined on a pro rata basis. For example, if a student completed 40% of the payment period, they earned 40% of the aid they were eligible to receive. When returning Title IV funds to the U.S. Department of Education, ICOM follows the specific requirements, process, and order of aid to return. These tenets are outlined within federal regulation. The order of aid requires a return of the Unsubsidized Direct Loan funds determined

by the calculation first, then reviews and returns any unearned portion of the Direct Graduate PLUS Loan.

Important Notes:

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

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

* If the student owes an amount beyond the amount returned by ICOM to the U.S. Department of Education, the student must repay the loan funds in accordance with the terms of their promissory note. The student is not required to repay any loan funds immediately but should make scheduled payments to the holder of the loan.

This policy and the federal law/regulation they are based upon are subject to change without notice.

ICOM's Standards of Satisfactory Academic Progress (SAP)

All students enrolled at Idaho College of Osteopathic Medicine (ICOM) pursuing the Doctor of Osteopathic Medicine degree (DO) must meet the following standards in order to establish and maintain eligibility for federal financial aid. Students in ICOM's DO program are enrolled full-time in every semester. The Standards of Satisfactory Academic Progress are measured for all students in all academic years. Please be aware that the academic standards and eligibility requirements may differ from these standards (refer to information on grading and graduation requirements found in this Catalog).

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

If a student's grade changes at any point in the academic year, it is the student's responsibility to contact the Office of Financial Aid and inform them of the grade change for SAP to be re-evaluated. Students not meeting the standards will be placed on SAP suspension and can

appeal to receive future financial aid except as noted below*. Please refer to "Appeals" to review the steps required to complete and submit an appeal.

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

STANDARDS

1) GPA Requirement (Qualitative measure)

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

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

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

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

2) Pace of Completion Requirement (Quantitative measure)

Students must progress toward completion of their Doctor of Osteopathic Medicine (DO) degree while maintaining a minimum cumulative 67% completion rate at each evaluation. *** The completion rate is calculated by dividing the cumulative number of credit hours a student has successfully completed by the cumulative number of credit hours a student has attempted (see "Terms and Definitions"). Both attempts of a repeated course count toward the cumulative number of credits attempted. All students, including transfer students, must meet the pace of completion requirement.

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

3) Maximum Timeframe Requirement

Students must be able to complete all of the requirements of the DO program within 150% of the published length of the program (four years) which is the equivalent of six

years of attendance. **** If a student cannot complete the program within 6 years, they may be academically dismissed from the school. Transfer credit hours are reviewed by the college to determine their equivalency to ICOM's credit. All attempts of a course count as attempted credits; only the most recent completed course counts as credits completed. All credits on the student record are included in the maximum timeframe calculation.

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

NOTIFICATIONS AND SAP STANDINGS

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

"GOOD STANDING"

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

"ACADEMIC PLAN" (PROBATION)

Students on "Suspension" who have had an appeal approved are placed on an "Academic Plan" (Probation). Students on an "Academic Plan" with an approved appeal are eligible for financial aid. The academic plan is developed to ensure that the student is able to meet ALL of the Standards of Satisfactory Academic Progress again by a specific point in time. Students remain eligible for aid as long as they adhere to the terms outlined in their plan. A student is held to the standards outlined in the academic plan and their progress is reviewed at the end of each payment period. Incomplete "I" and In Progress "IP" grades that have not been remediated due to annual remediation timeframes, are not considered in the semester evaluation for students that are on an Academic Plan.

Students who fail to adhere to the requirements specified within their academic plan or who fail to achieve the minimum SAP eligibility requirements by the end of their academic plan timeframe, are considered ineligible to receive financial aid. Students who once again meet all of the standards while on an "Academic Plan" will be placed in "Good Standing" at the next evaluation at the end of a payment period. Students who do not adhere to the plan as outlined and who do not meet SAP standards are placed on "Suspension" at the next evaluation at the end of a payment period and may appeal again.

"SUSPENSION"

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

APPEALS

Students placed on "Suspension" may appeal if there are extenuating circumstances which led to the difficulties in their academic progress. The SAP appeal form is available from the Office of Financial Aid at ICOM and is sent with the SAP standing email for students that are in suspension status. Incomplete appeals will not be accepted or reviewed.
Extenuating circumstances are circumstances that the student does not have control over. Examples of extenuating circumstances include, but are not limited to, a death in the student's immediate family, hospitalization, accidents, or illness. The SAP appeal form and additional supporting documentation are required to be submitted. SAP Appeals are reviewed by a designated committee which consists of ICOM faculty and staff.

SAP Appeals must include:

- A SAP appeal form.
    - SAP Appeal Form which includes a detailed statement describing the student's extenuating circumstances and why they failed to meet the satisfactory academic standards.
    - The statement should also address what has changed in the students' circumstances to allow them to improve their academic performance and meet the Satisfactory Progress Standards by the next evaluation.
    - Supporting documentation related to the extenuating circumstances.

Once a SAP appeal is submitted, ICOM's Registrar will map out an academic plan showing how many semesters it will take for the student to get back to good standing and email with the remaining steps of the appeal process. One of these steps is for the student to meet with a learning specialist. Once all of the steps of the appeal process are complete, the student's appeal packet will be sent to the SAP Committee for review and determination. The student will be notified via their student email of the outcome of the appeal. If the appeal is approved, the student will regain eligibility for financial aid and have a SAP status of "Academic Plan". If the appeal is denied, the student will remain ineligible for financial aid and the student is responsible for finding their own assistance to cover costs until they can once again meet the SAP requirement. Their SAP standing remains as "Suspension". A student who has become ineligible to receive financial aid and denied by appeal, can regain eligibility once they meet both the pace (quantitative) and GPA (qualitative) SAP standards outlined in this policy. Appeal decisions are final.

TERMS AND DEFINITIONS

GRADING SCALE

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

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

GPA

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

REPEAT, WITHDRAWAL AND INCOMPLETE GRADES

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

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

NON-CREDIT COURSES

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

REMEDIAL CREDIT AND PROGRAM CHANGES

ICOM does not offer any remedial courses. ICOM currently only offers the Doctor of Osteopathic Medicine program, so a student cannot change programs while at this institution.

ICOM's SAP Policy is based upon the institutional definitions of credits, grading scale and GPA and is subject to change if these definitions change without advance notice.

Office of Student Affairs

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

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

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

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

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

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

Student Health and Prevention
Health Requirements
As stated previously, all deposited ICOM students are required to provide the following:

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

Students must obtain all ICOM required immunizations and corresponding titers, prior to matriculation, and remain compliant with all immunization requirements through graduation. Students must maintain all immunizations as required by ICOM and any clinical site when completing required supervised clinical practice experiences in the osteopathic medical program

curriculum. A complete description of all immunization requirements is available in the Office of Student Affairs for year one and year two students and in the Clinical Affairs Department for all year three and year four students

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

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

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

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

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

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

Additional physical health resources are available on the ICOM website.

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

Non-Academic Health Professionals/Faculty Providing Health Care
Students may receive health care services from faculty members and resident physicians due to proximity, convenience, comfort, confidence, and the size of the local medical community. This applies to students both on-campus and off-campus. Such services may involve a therapeutic relationship and include provision of sensitive health services. For the purposes of this policy

"provision of health care services" is defined as a licensed clinician assuming clinical responsibility for the evaluation, diagnosis, treatment and/or management of a student. "Therapeutic relationship" is defined as either ongoing provision of healthcare services (more than two interactions) or any health care services involving "sensitive health services". "Sensitive health services" include but are not limited to: psychiatric/psychological counseling, to substance abuse.

If a student elects to establish a therapeutic relationship with a faculty member or resident or seeks to obtain health services which involve sensitive health services, that health care provider is precluded from any evaluation role for that student (irrespective of the wishes of the medical student) because of dual-relationship and conflict of interest issues. Faculty members and resident physicians who provide sensitive health care services to or are engaged in therapeutic relationships with students will not participate in performing academic assessments for grading purposes nor in decisions regarding promotions for such students, although they may continue to instruct and train such students according to the normal expectations of the curriculum.

Clinicians are strongly discouraged from entering into therapeutic relationships with students. In instances of pre-existing provider/student relationships, therapeutic relationships or sensitive health care services the clinician must discuss with the student the potential for a dual relationship and inform the student that they will recuse themself from any situation in which an evaluation is required if the provision of sensitive health services has occurred.

While the focus of this policy relates to conflicts of interest resulting from therapeutic relationships and/or the provision of sensitive health services to medical students, other types of conflicts of interest may exist. In such situations, faculty members will also recuse themselves from participating in performing academic assessments for grading purposes and in decisions regarding promotions for such students.

All faculty and residents engaged in an established provider-patient relationship with a student or having other conflicts of interest pertaining to a student must identify themselves and recuse themselves from all assessment, grading, or promotional activities concerning that student. These faculty must declare their conflict of interest prior to or at the beginning of the meeting and may be asked to not attend or participate in Professionalism and Academic Review Committee, Student Appeals, or other student affairs type meetings.

Exercise and Fitness

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

Substance Abuse Screening Protocol

Controlled substance screening is mandatory at many healthcare facilities prior to participating in patient care, either as a learner or as a staff member. A controlled substance screening test showing no evidence of alcohol, illicit substances, prescription medications without a valid prescription, or substances, which are illegal in the state of Idaho, is required before

matriculation into ICOM and again before advancement to year three. Additional screening and/or confirmatory tests may be required as determined by ICOM or the clinical training sites.

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

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

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

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

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

Procedure for Incoming Students

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

Procedure Prior to Starting Year 3 Clinical Rotations

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

Affairs, Clinical Coordinators, the Dean for Student Services, the ICOM Dean, and the Idaho College of Osteopathic Medicine legal representative.

- The cost of the test is the responsibility of the student.

Infection Control

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

Standard Precautions

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

Hand washing (or using an antiseptic hand rub)

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

Gloves

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

Masks, goggles, face masks

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

Gowns

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

Linen

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

Patient care equipment

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

Environmental cleaning

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

Sharps

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

Patient resuscitation

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

Patient placement

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

Needle sticks

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

Incident Reporting

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

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

Professional Liability Insurance

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

OSHA and HIPAA Training

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

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

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

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

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

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

ICOM has in place the following:

- Biological Waste Disposal Plan
- Biological Materials Spill Mitigation Plan

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

Student Clubs, Organizations, and Institutional Committees

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

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

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

- ACOFP (American College of Osteopathic Family Practitioners)
- ACOS-MSS (American College of Osteopathic Surgeons – Medical Student Section)

- AIG (Anesthesiology Interest Group)
- AMMSA (American Muslim Medical Student Association)
- AMSSM (Sports Medicine Student Organization)
- AMWA (American Medical Women's Association)
- APAMSA (Asian Pacific American Medical Student Association)
- CIG (Cardiology Interest Group)
- Chess Club
- CMDA (Christian Medical and Dental Association)
- DIG (Dermatology Interest Group)
- Emergency Medicine Club
- GHIG (Global Health Interest Group)
- HOMS (History of Medicine Society)
- ISCCH (Idaho Student Clinicians for Climate and Health)
- Infectious Disease Group
- Journal Club
- Latino Medical Student Association
- LDSSA (Latter-Day Saint Student Association)
- LGBTQ + Students and Allies
- Lifestyle Medicine Interest Group
- Neurosurgery Club
- Nordic Club
- OB/GYN Club
- Ophthalmology Club
- Path-Rad Club (Pathology – Radiology)
- PIG (Pediatric Interest Group ACOP (American College of Osteopathic Pediatricians)
- PM&R (Physical Medicine and Rehabilitation Organization)
- SAA (Student Advocate Association)
- SAAO (Student American Academy of Osteopathy)
- SAOAO (Student American Osteopathic Academy of Orthopedics)
- SAMOPS (Student Association of Military Osteopathic Physicians and Surgeons)
- SGA (Student Government Association)
- SIGN-PSYCH (Student Interest Group in Neurology + Psychiatry)
- SNMA (Student National Medical Association)
- SOIMA (Student Osteopathic Internal Medicine Association)
- SOMA (Student Osteopathic Medical Association)
- Ultrasound Group
- Urology Club
- Wilderness Club

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

Eligibility for Extracurricular and Leadership Positions / Travel

To participate in extracurricular activities or hold appointed and elected positions, students must maintain good academic and disciplinary standing. The Director of Student Affairs may require a student to step down from a role or restrict their participation or related travel if these

commitments impede the student's academic progress or if the student demonstrates unprofessional conduct. Additional restrictions or removals may be enacted at the discretion of the Dean of Student Services.

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

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

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

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

Use of College Logo
Student clubs or organizations requesting the use of the ICOM logo for correspondence or other purposes must have approval from the Director of Student Affairs and Vice President of Marketing and Communications. The request to use the school logo for any merchandise must be submitted to the Director of Student Affairs with final approval of the design from the Communications department.

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

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

Student Lockers
Lockers are available for all first- and second-year students. ICOM issues locks to all students at orientation. At the end of the second academic year, students will be given time to remove items from their locker. Any items left behind will be removed and discarded.

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

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

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

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

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

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

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

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

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

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

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

Each student has the following rights and responsibilities:

- To enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, nation or ethnic origin, or disability.

- To attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources; to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of ICOM and the laws of the City of Meridian, ADA County, the State of Idaho, and the United States of America.
- To have access to one's financial, academic and/or disciplinary files while being cognizant of ones' financial, academic and disciplinary status with the College.
- To meet one's financial obligations to the College by paying tuition fees in a timely manner.
- To participate in the structured evaluation of instructors each year by honestly completing evaluations during designated times.
- To interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
- To expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
- To receive a College Catalog each Academic year to better one's understanding of the rules and regulations of ICOM.
- To drive and park on the campus by registering one's vehicle and understanding the traffic policies.
- To receive proper notice and due process in judicial situations as designated in the judicial procedures by checking in one's mail and answering all summonses.
- To expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
- To be represented in the Student Government Association by voicing opinions and ideas to SGA members and voting in elections.
- To join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
- To participate in student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities; to benefit from all services provided by ICOM to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.
- To maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.
- To maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

Non-Academic Grievances

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

Harassment or Discrimination Grievances

Students who feel they are being discriminated against on the basis of race, ethnicity, color, sex, gender, religion, national origin, age or disabilities have the right to exercise the Grievance Procedure. Retaliation against any individual who files a grievance or participates in the grievance process is prohibited. In the event a student or anyone who participated in the

grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures listed below.

Step One: The Resolution Process

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

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

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

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

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

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

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

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

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

Step Two: The Grievance Hearing Process

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

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

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

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

- The ICOM Dean will designate the Dean of Learner Outcomes, Assessment, and Community Engagement to review the case within seven calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the ICOM Dean will appoint a Grievance Hearing Board at the end of the seven days.
- The Grievance Hearing Board will be appointed by the ICOM Dean who will notify the Grievance Hearing Board, in writing, of their appointment and inform them of the date of the hearing. The date of the hearing will be within 14 calendar days of the notice. The ICOM Dean will ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board will consist of two Assistant/Associate Deans, two faculty members, one staff member, and one student. The ICOM Dean will chair the Grievance Hearing Board and will vote only in case of a tie.
- The Grievance Hearing Board will hear the denial of accommodations grievance and/or the allegations of discrimination by the student. The person filing the grievance as well as the person against whom the grievance is alleged will at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will also review documentation, including the final report from the Dean for Student Services relating to the grievance, and, as necessary, will interview the Director as a witness in the grievance.
- Prior to convening the grievance hearing meeting, the Grievance Hearing Board will be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than two weeks. The Grievance Hearing Board, or the Dean for Student Services at the request of the Grievance Hearing Board, will conduct further investigation of the alleged grievances. The Grievance Hearing Board may during this time meet with the ICOM's

legal counsel who has further expertise in the law regarding disability and discrimination.

- The second meeting of the Grievance Hearing Board, which will occur within a two-week period, will be to further discuss the grievance, the investigation, the educational materials provided, and the legal counsel advice. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board will make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter will be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

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

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

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

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

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

1. Mailing the grievance or complaint to the U.S. Department of Education, Office for Civil Rights (OCR), Lyndon Baines Johnson Department of Education Bldg,400 Maryland Avenue, SW, Washington, DC 20202-1100; or
2. Faxing it to (202) 453-6012; or
3. Emailing to: orc@ed.gov

For more information students can contact the Office for Civil Rights via phone: (800) 421-3481 (voice) and (800) 877-8339 (TDD) or via email at: orc@ed.gov

Behavioral Health and Counseling Services

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

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

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

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

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

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

- The SAP provides a toll-free number (833-4-TIMELY) of which students can call at any time, day or night, and be connected directly to a trained counselor who triages the situation. The number provided for ICOM is specific to ICOM students. The SAP also provides a mobile app (TimelyCare) with additional resources.
- The SAP provides unlimited on-demand 24/7 mental health support through TalkNow and 12 scheduled counseling appointments per student.
- Standard protocols govern the interaction and enable counselors to assess the student and determine if emergency intervention is needed.

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

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

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

- Call the ISU-Meridian's Counseling Clinic phone number (208) 373-1719 or confidentially email meridianclinic@isu.edu

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

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

Additional Behavioral Health Resources
Additional behavioral services can be found through the following:

- Idaho Suicide Prevention Hotline -Idaho Suicide Prevention Hotline is the statewide 24/7 behavioral health crisis line in Idaho. Trained crisis responders will offer emotional support, and crisis intervention to those in need. Call **1-208-398-4357.**
- Suicide and Crisis Lifeline- The Lifeline provides nationwide, 24/7, free and confidential support for people in distress, as well as prevention and crisis resources for callers or their loved ones. Available nationwide by dialing **988**.
- Veterans Crisis Line- The Veteran Crisis Line connects Veterans in crisis and their families and friends with qualified responders through a confidential hotline. The crisis hotline is available 24 hours a day, 7 days a week. Send Text to **741741** or Call: **1-800-273-8255**
- Physicians Support Line - Psychiatrist help US physician and medical student colleagues navigate the intersections of their personal and professional lives. Call: 1-888-409-0141

Learning Specialist Services

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

- Creating a study plan for an exam
- Offer test-taking strategies and ways to deal with test anxiety

- Discuss best practices for group work
- Model better reading and memory retention strategies
- Discuss learning and study strategies, critical thinking, and problem solving
- Prioritizing tasks and reducing stress
- Be an outside perspective, offering insight into how you can be a better student

Please see the ICOM Student Intranet to learn more about academic coaching, study strategies, professional writing, and schedule an appointment with a learning specialist. To access the intranet, log in using your ICOM email account.

ADA and Accommodations

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

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

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

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

Matriculating or Current ICOM Students with Disabilities
Students with documented disabilities who desire modifications or accommodations must contact the Learning Specialists learningspecialist@icom.edu as soon as possible.

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

The general process of requesting accommodations is as follows:

Step 1: To initiate an accommodation request, students should schedule a meeting with a Learning Specialist (*learningspecialist@icom.edu*) as soon as possible to discuss their request and obtain access to the electronic student request for accommodation form.

All documentation and forms must be completed in full for the request to be reviewed. Learning Specialists require a minimum of 7 business days to process accommodation requests (maximum of 30 business days), and this timeline begins once all required documentation has been submitted.

ICOM does not proactively identify students with disabilities and is unable to provide accommodations unless a formal request has been submitted and reviewed in accordance with institutional procedures.

Step 2: The student's request and supporting documentation is reviewed by the Learning Specialists and members of the accommodations team. The process of review depends in part on the nature of the student's disability. Decisions regarding accommodations are made on a case-by-case basis. There is no standard accommodation for any particular disability. ICOM will make reasonable modifications to its policies, practices, and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

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

Step 3: If the request for accommodations is approved, the Learning Specialist generates a letter of accommodation documenting the student's individual, approved accommodations. The Learning Specialists coordinate the dissemination of the letter. Any student whose requested accommodations are not approved is encouraged to meet with the Dean for Student Services to discuss the reasons for the denial. The Dean for Student Services may discuss the grievance procedure with the student at this time.

Additional Information Regarding Documentation and Accommodations

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

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

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

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

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

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

If at any time the student feels the accommodation is not being adequately met the student should inform the Learning Specialist immediately.

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

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

- a clear diagnostic statement of the disability prepared by a licensed physician,
    - must come from an appropriately licensed professional, depending on the condition: MD, DO, PhD, PsyD, NP, PA, Licensed Psychologist, Psychiatrist, Neuropsychologist, etc.
- a description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation(s).

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

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

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

Guidelines for Documenting to Support Accommodation Requests

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

- *Evaluator Information*: The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- Recent Assessment: The report should clearly describe the student's current level of functioning. If this information is not included or is outdated, the student may be asked to submit a more recent or complete assessment.
  Documentation Timelines:
  - Psychiatric conditions (depression, anxiety): Assessments and documentation should be completed no more than 1 year from the request date.
  - Learning and cognitive assessments: Must be completed within the past 3 years.
  - Medical or physical condition assessments: Must be completed within the past 3 years.
- *Testing*: There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of his/her test scores (i.e., domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

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

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

Accommodation Appeal Process

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

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

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

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

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

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

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

A student must give written authorization to release information when they wish to share it with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release may be handwritten, or a form from ICOM Registrar may be used.
By matriculating at ICOM, a student agrees that ICOM may share their Match data. A student has the right to review his/her own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

Service Animal Information
According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, and alerting individuals who are hearing impaired to intruders, or pulling a wheelchair and fetching dropped items".

Providing comfort or support does not qualify an animal as a service animal. If there are any questions as to whether an animal qualifies as a service animal, a determination is made by the Dean for Student Services.

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

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

Responsibilities of a Student Approved for Handicapped Parking

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

Veterans Under Chapter 31 (Veterans' Readiness and Employment), Chapter 35 (Survivors and Dependents Educational Assistance), and Chapter 33 (Post 9/11 GI Bill® Benefits) GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

More information about education benefits offered by the VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Covered Individuals
Any individual who is entitled to educational assistance under Chapter 31, Veterans' Readiness and Employment, or Chapter 33, Post 9/11 GI Bill® benefits.

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

Program Participation for Covered Individuals
Covered individuals are permitted to attend or participate in the course of education during the period beginning on the date of which the individual provides ICOM a Certificate of Eligibility (COE) for entitlement to educational assistance under Chapter 35 or 33 and ending on the earlier of the following dates:

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

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

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

Tuition and Fees

ANNUAL PROGRAM COST

Acceptance Fee (Seat Deposit)
The deposit system will be explained fully in the acceptance letter and during the interview day.

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

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

Tuition
The tuition rate for the 2026-2027 academic year is **$35,045 per semester.** The Dean of the Idaho College of Osteopathic Medicine (ICOM) reserves the right to change the schedule of tuition and fees without advanced notice, and to make such changes applicable to present, as well as future, students of ICOM. The ICOM Dean may also establish additional fees or charges for special services whenever, in the ICOM Dean's opinion, such actions are deemed advisable.

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

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

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

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

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

Annual Program Costs

Expense	Cost
Acceptance and Deposit Fee ****This one-time fee is mandatory, and is credited towards tuition, upon matriculation. This deposit/fee is forfeited if a student withdraws prior to their first day of class for the first term of enrollment. Only applicable to incoming OMS I and transfer students. A deposit is not charged to students receiving benefits under Chapter 31 (Veterans' Readiness and Employment), Chapter 35 (Survivors and Dependents Educational Assistance), and Chapter 33 (Post 9/11 GI Bill® Benefits) GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).***	*$1,000.00
Tuition (equally split over two semesters)- *Based on tuition rate for the 2024-25 academic year	$70,090
Health Insurance (equally split over 2 semesters)- *Can be waived if covered under eligible program.	$6,340
TOTAL (OMS I, II, III, and IV)	**$76,430**

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

For more information on tuition and fees, visit the ICOM website under Student Billing.

2026/2027 Semester Dates

	Fall Start Date	Fall End Date	Spring Start Date	Spring End Date
OMS1	August 3, 2026	December 18, 2026	January 11, 2027	May 28, 2027
OMS2	August 3, 2026	December 18, 2026	January 11, 2027	April 30, 2027
OMS3	July 1, 2026	December 11, 2026	December 14, 2026	June 25, 2027
OMS4	July 1, 2026	December 11, 2026	December 14, 2026	April 2, 2027

Tuition Proration

Any ICOM student who has matriculated, and who subsequently cancels, withdraws (voluntarily or involuntarily), is suspended, placed on leave, or dismissed, may receive a refund of tuition and annual fees charged for the current term-through the first three weeks of classes ONLY. This is based on the "Withdrawal Tuition Refund Schedule" set forth below. The percentage of tuition and fees refunded to the student depends upon the time of the withdrawal and is outlined in more detail below.

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

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

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

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

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

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

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

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

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

Withdrawal Process and Tuition Impact

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

The Change of Status Form is available from the Office of the Registrar. This form must be completed with proper signatures and will be routed by the Registrar. For completeness a copy is placed in the student's permanent file. If a student does not follow the withdrawal process outlined within this catalog, their charges will not be prorated based on the process and schedule below.

Students using financial aid are strongly encouraged to reach out to the Office of Financial Aid prior to beginning a change of status in order to understand the implications on their aid eligibility and any potential refund.

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

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

(Note: A Week refers to an instructional week)

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

Mobilization/Deployment Refunds:

Members of the military who receive orders which transfer them out of the area for a prolonged period or members of the National Guard or Reserves who are called to active duty, when such transfer interferes with class attendance, may request a full refund of tuition at any time during

the semester. Documentation of orders for transfer must be provided prior to refund being granted.

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

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

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

Non-Payment of Tuition

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

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

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

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

- Identification Card
- Parking Decal
- White Coat

- iPad/Charger/Pen
- Any other ICOM supplied items

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

Curriculum

Pre-Clinical Education (Years 1 & 2)

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

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

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

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

Clinical Education (Years 3 & 4)

Student physicians will be assigned to their third-year core regional clinical site via a site selection process that takes place in the Spring Term of their OMS-II year. Student physicians will relocate to their assigned core site after the third year Clinical Prep block. While the majority of the third-year clinical rotations will take place at that site, student physicians may be required to travel to other locations if a required rotation is not available locally. Elective rotations during the OMS-III year will occur at the student's core site. Students are not permitted to set up or schedule their elective rotations in the OMS-III 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 physician with an education in the general areas of family medicine, surgery, surgical subspecialties, pediatrics, women's health, behavioral health, internal medicine, internal medicine subspecialties, and emergency medicine. All clerkships will be organized to permit the greatest degree of educational exposure in a practical, clinical environment, and to develop expertise in the area of patient diagnosis and management.

Academic Opportunities

Research

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

Research Courses

Scholarly Rotation (SCRO 3751 and SCRO 4751)

During the clinical years, student physicians complete a mandatory scholarly activity rotation (SCRO 3751) during their third year. SCRO 3751 is designed to teach student physicians to apply evidence-based medicine principles to medical decision-making, formulate answerable research questions, perform effective literature searches, identify common medical research study types, interpret common statistical tests, identify research and publication biases, describe ethical considerations related to medical research, and interpret common diagnostic and screening tests using evidence-based principles. The SCRO 4751 rotation rotation is reserved for fourth-year students who may need to complete their required scholarly rotation.

Internal & External Research Opportunities

ICOM offers several research and scholarly activity opportunities, both internal to ICOM and in partnership with regional and extended community partners. Internal funding for research and scholarly activities are provided through faculty principal investigator led research projects. External research opportunities with our partners vary each academic year.

OPP Scholars Program

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

Up to two scholars are selected each year from the OMS-2 student population following completion of an application process. The OPP Scholars Program effectively converts the traditional medical school curriculum to a 5-year plan utilizing an alternating schedule between scholar responsibilities, with the ICOM OPP department, and clinical rotations for the duration of the OMS-3 academic year that is split into two years. OPP scholars will have 6 months (in approx. 3-month blocks) of the OPP scholars program training along with clinical rotations during each of two years that encompass the OMS-3 year (3rd and 4th years of study). The 5th year of study is a traditional year reserved for electives and audition rotations in preparation for

residency. This alternating schedule will allow for the scholar to learn about theories and applications of osteopathic manipulative medicine and allow them to incorporate this new information into the practice of medicine while on rotations. At the same time, the experience gained by the scholar while on clinical rotations will help to advance their understanding of how conventional medicine is incorporated into the philosophies of OPP/OMT.

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

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

Anatomy Tutoring Program

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

Approximately 20 anatomy lab tutors are selected among applicants each year. Eligibility for consideration includes a student physician in good academic standing with a recommended final grade of 90% or higher in the anatomy course. Anatomy tutors will be compensated for their time at a competitive rate.

Tutoring for Systems and OPP Courses

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

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

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

Concurrent Enrollment at Another College or University

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

Please note that while a student physician can receive financial aid at more than one school, provisions under the One Big Beautiful Bill Act limit students to federal student aid from one school. Additionally, the schools the student physician is attending cannot duplicate non-institutional costs when determining the cost of attendance. This means that the student physician can only receive costs to cover living expenses at one of the schools. Student physicians are advised to contact ICOM's Office of Financial Aid for additional information and to ensure they understand the details of their financial aid eligibility and availability.

DO + MHA Concurrent Program

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

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

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

- Provide a high-quality educational experience for MHA and other health professions students.
- Promote an environment that supports learning and discovery through various forms of scholarship.
- Develop and mature an understanding of professionalism in healthcare administration.

- Engage expertly with faculty, other health professionals, and the public to create effective and functional interdisciplinary and interprofessional environments dedicated to healthcare administration.
- Prepare for a significant role in healthcare administration through applied and integrated learning experiences.
- Develop competency and skills in providing service and consultation to healthcare agencies and organizations at the local, state, national and international level toward the improvement of population health.

DO + MPH Concurrent Program

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

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

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

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

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

- Participate in a safe academic environment, climate, and culture to determine future integrated roles to advance research and practice in the arena of public health and clinical practice.
- Develop and mature an understanding of professionalism in public health.
- Engage expertly with faculty, other health professionals, and the public to create effective and functional interdisciplinary and interprofessional environments dedicated to public health.
- Prepare for a significant role in the public health workforce through applied and integrated learning experiences.

- Become competent in the knowledge and values of population health while identifying and maintaining mindfulness of their own personal and professional health care goals.
- Develop competency and skills in providing service and consultation to public health agencies and organizations at the local, state, national and international level toward the improvement of population health.

For more information on this concurrent program and the others listed above, please visit ICOM's website for the most current information or schedule a meeting with the Dean of Learner Outcomes, Assessment and Community Engagement.

Offices of Academic Affairs and Clinical Affairs

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

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

Student Attendance

Year 1 and 2 Preclinical Courses
All OMS-I and OMS-II student physicians are required to attend the curricular activities as determined by the Course Director and identified in the course schedule in the Learning Management System, LEO or Canvas)

Mandatory activities generally include the following:

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

Individual courses may set their own attendance policies and absence limits. For example, OPP labs and CMED courses may cap the total number of allowed absences (excused or unexcused). Exceeding this limit may result in mandatory remediation. Student physicians should consult individual course syllabi for specific policies and procedures regarding absences.

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

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

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

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

Grades and Grading

ICOM has developed a system, in keeping with the ICOM mission and objectives, to assess the progress of each student physician toward acquiring the competencies essential to effective performance as an osteopathic physician. Throughout all four years, student physicians will be required to complete all required coursework and clinical rotations with passing grades. Student physicians who fail any part of the curriculum may be offered an opportunity to remediate or retake courses. Under certain circumstances, student physicians

may be brought before the PAR Committee for review of the circumstances and possible disciplinary action.

Additionally, ICOM will maintain longitudinal records marking achievements of graduates in a comprehensive assessment system. This assessment will include: COMLEX-USA Level 1, COMLEX-USA Level 2-CE and COMLEX-USA Level 3 passage rates; licensure; geographic area of practice; attainment and completion of a graduate medical education program; and AOA or ABMS board certification. ICOM publishes outcomes of student physician performance in annual reports to the faculty and Board of Trustees. ICOM has adopted the following schema to determine grading.

For the first two years, most courses have a traditional letter grade (A, B, C, or F, with no plus or minus grades) and are calculated into the GPA using the standard 4.0 grading scale.

Year 1 and 2 Preclinical Courses

Letter Grading
The grade a student physician receives in a graded course is determined by their total points in accordance with the ICOM College Catalog. The student physician's final grade will be determined as a percentage of total points possible, as described in the table below.

Letter Grade	Final Course Percentage (%)
A	89.50 - 100.00
B	79.50 - 89.49
C	69.50 - 79.49
C*	Passed by remediation Final course percentage will be updated to 69.50
F	Remediation unsuccessful. Initial percentage stands.
I	Final grade of 69.49 and below and awaiting remediation; or for students who have an approved Incomplete Contract on file
IP	Course "In Progress"
W	Withdrawal (Passing)
WF	Withdrawal Failing

Student physicians who have less than 69.50% at the conclusion of the course will receive an "I" (Incomplete) grade until they successfully or unsuccessfully complete remediation for the course. Student physicians who successfully pass the remediation as described in the course syllabus, will receive a "C*" grade. The final overall percentage will be adjusted to 69.50% upon successful completion of a remediated course. Alternatively, student physicians who fail the remediation will receive an "F" grade and their percentage will default to what was initially submitted by the Course Director.

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

A student physician who withdraws from ICOM shall receive the designation "W" (withdrawal passing) for each active course in which they were enrolled, and were currently passing, at the time of withdrawal. A student physician who withdraws from ICOM shall receive the designation "WF" (withdrawal failing) for each active course in which they were enrolled, and were currently failing, at the time of withdrawal. However, if a course was less than 50% complete at the time of withdrawal, in progress courses will default to a "W," regardless of percentage.

"In progress" (IP) courses that had not yet begun (short term) will be removed in totality from the academic record.

Pass/Fail Grading

The grade a student physician receives in a pass/fail course will be determined from their total points in accordance with the ICOM College Catalog. The student physician's final grade will be determined as a percentage of total points possible, as described in the table below.

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

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

Grade	Final Course Percentage (%)
F	Course remediation unsuccessful, or clinical rotation failed. Initial percentage stands.

I	69.49 and below and awaiting remediation; or for students who have an approved Incomplete Contract on file
IP	Course "In Progress"
P	69.50 - 100.00
P*	Remediation or clinical retake successful. Final course percentage will be updated to 69.50.
W	Withdrawal Passing
WF	Withdrawal Failing

A student physician who withdraws from ICOM shall receive the designation "W" (withdrawal passing) for each active course in which they were enrolled, and were currently passing, at the time of withdrawal. A student physician who withdraws from ICOM shall receive the designation "WF" (withdrawal failing) for each active course in which they were enrolled, and were currently failing, at the time of withdrawal. However, if a course was less than 50% complete at the time of withdrawal, in progress courses will default to a "W," regardless of percentage.

"In progress" (IP) courses that had not yet begun (short term) will be removed in totality from the academic record

Year 3 and 4 Clinical Courses

Student physicians do not receive traditional letter grades for clinical courses. All courses are graded on a Pass/Fail basis; however, for core clinical rotations which have an associated end-of-rotation COMAT examination, student physicians can receive either an "H" (Honors), "HP" (High Pass), "P" (Pass), "P*" (Pass upon Retake), or "F" (Failure) grade based on their performance on the COMAT and during the clinical rotation, as evaluated by their preceptor(s). Because all grades in the clinical years are Pass/Fail, there will be no impact to the grade point average (GPA) with third and fourth year courses.

Grades	Key
F	Clinical rotation failed based on preceptor evaluation (or) Clinical rotation failed based on two failed COMAT attempts for a single core rotation.

H	Honors; based on COMAT score and preceptor evaluation. Highest grade that can be earned.
HP	High Pass; based on COMAT score and preceptor evaluation
I	Incomplete. Used for students who have an approved Incomplete Contract with a Course Director and the Clinical Affairs Department on file.
IP	Course "In Progress"
P	Passing grade
P*	Assigned when a clinical retake of a failed rotation is successful (or) Assigned when the second attempt of a COMAT exam is passed after a failed first attempt.
W	Withdrawal Passing
WF	Withdrawal Failing

For core clinical rotations that include an end-of-rotation exam (COMAT), student physicians are offered an opportunity to repeat the exam only once if it is failed on the first attempt. Student physicians who are successful in passing the repeated (2nd attempt) COMAT exam will receive a "P*" on their transcript for that rotation. Student physicians who fail their second attempt at an end-of-rotation exam (COMAT) will receive a Failure (F) for the rotation. Failure of any clinical rotation will result in the student physician being referred to the PAR Committee. Student physicians who fail a clinical rotation in years 3 and 4 may be offered the chance to repeat the clinical rotation again, as outlined by the Clinical Clerkship Guide and/or the rotation syllabus. If the student physician successfully passes a repeated attempt at a failed rotation, the student physician cannot receive a grade other than a "P*" for the repeated rotation. If the student physician does not successfully repeat the rotation, another grade of "F" is awarded, and the student physician must appear before the PAR Committee again. The details of how courses are graded during years 3 and 4 can be found in the annually updated Clinical Clerkship Guide.

Special Topics Courses

Special Topics courses are non-credit-bearing enrichment courses, and do not contribute to a student's GPA. Upon successful completion of a special topics course, the student will have the course listed on their transcript with a grade of "P" and with zero credit hours earned. A student who does not fulfill the requirements for completing a special topics course will be permitted to drop the course without penalty (i.e., no "I," "W," or "WF" grades will be applied). The course will be removed from their transcript.

Global Assessment/Academic Promotion
A student physician in their didactic years must satisfactorily complete all courses required within the current level of study in order to progress to the next level/class year and be considered as making satisfactory academic progress (SAP). A class year of study is defined by the required courses for that level of study (e.g., a student physician will be considered in the OMS-I year until all OMS-I required courses are passed).

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

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

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

Use of AI Technologies

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

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

- OpenAI. (2024). ChatGPT (Mar 14 version) [Large language model]. https://chat.openai.com/[uniquechatGPTlink]

- Google (2024). Gemini (version 1.5 Pro) https://gemini.google.com/[uniquechatGeminilink]

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

Copyright Compliance
It is strictly forbidden to upload or incorporate copyrighted information or intellectual property, including that of ICOM faculty or staff, into any open AI system, where uploaded data may be used to train the AI system or could become publicly available.

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

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

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

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

Standards of Behavior for Examinations

Exams will be administered as specified in the course schedule. Student physicians 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 a separate exam room. Any student physician with accommodations will be notified of the exam start time and location by the Educational Course Coordinator. Examinations, closed-book quizzes, and assessments at ICOM may be administered in written format including, but not limited to, paper hard copy, Scantron, essay, short answer, or electronic format including fully online delivery formats, that

may include online proctoring and monitoring. Student physicians must have access to an electronic device and a stable, secure internet connection that meets the requirements for assigned assessments. ICOM is not responsible for inconveniences or psychological impacts to students associated with the failure of any communications network, Internet connection, hardware, or software, whether or not provided by ICOM, that prevents or delays the administration of any examination, quiz or assessment.

For all forms of examination and assessment, student physicians will be expected to display the highest standards of professional and ethical behavior to support academic integrity, avoid cheating, passing exam-related content or other exam information to another student physician, or otherwise gaining an unfair advantage over their classmates.

Student physician expectations are as follows:

1. Student physicians are expected to arrive prior to the start of the exam and with the exam downloaded onto their iPad.
2. Student physicians are expected to have their iPad with them with the appropriate software installed which will allow the examination to be completed.
3. No bags, purses, or electronic devices EXCEPT the student physician's iPad and Apple Pencil are allowed in the exam room. The use of headphones or earbuds are prohibited during exams. Earplugs will be provided and made available at the beginning of all exams.
4. Once the exam begins, there are to be no student-to-student conversations. This no-talking policy is in effect in, and around, the testing location and across the first and third floors.
5. Student physicians are expected to ensure there is adequate battery power to last the entire examination and/or have a power source that will plug into the outlets provided on the lecture hall desktops. Not all exam spaces may have power availability.
6. Student physicians are expected to enter the code provided to begin their exam when so instructed.

Student physicians must arrive on time. Exam room doors close at the start of the exam. Students who arrive late will not be granted additional, compensatory time for lateness. Students arriving late must check in with the Dean of Academic Affairs (DAA), and will sit for the exam at the discretion of the DAA. It is incumbent upon the late or tardy student physician to contact the DAA; the DAA will determine if the failure to appear at the appropriate time is excused. Lack of preparation or planning is not an excuse for missing the exam time. Multiple instances of non-emergent excuses for lateness is a professionalism concern and may result in a conversation with the DAA, their designee. Frequent (more than once per semester) excuses to take an exam late will be reviewed by the PAR committee, and further documentation could be required. Repeated exam extension requests, or tardiness, may result in a discussion about the student's ability to continue with the curriculum. 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 physician will receive a score of zero (0) for the exam.

When completing the exam, student physicians are expected to thoroughly read each question and select the best answer. Student physicians are expected to appropriately pace themselves to complete the exam in the allotted time; student physicians 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. Should an issue arise during an exam, student physicians are expected to raise their hand to speak to a proctor. Please note, proctors will not answer questions related to the exam content. Any concerns about exam questions must be submitted during the exam as described below. The exam proctors are the final arbiters of the exam time. When it is announced that time is up, student physicians are expected to submit their exam.

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

Exam proctors will have final say regarding restroom access during an exam. In general, only one male and one female student may use the restroom at any time. Any student physician caught cheating during a restroom break (i.e., looking up answers in a textbook or other source) will be remanded to the PAR Committee.

Student physicians are not allowed to wear hats or hoods during the exam. An exception will be made for religious headwear. In addition, all watches, phones, wearable smart/AR 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 physician's locker or car.

Food is not allowed in the exam room; drinks are allowed only when in closed containers.

"Hacking" or otherwise gaining unauthorized early access, into any examinations prior to the designated exam date and time will result in an automatic failure of the examination and referral to the PAR committee for appropriate disciplinary action.

Once a student physician 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 and/or medical emergency that takes place immediately prior to, or during an exam, student physicians may appeal to the DAA, in consultation with the Course Director, to be awarded a make-up exam.

Student Physician Concerns About Exam Questions

Student physicians who have a concern about an exam question's clarity and validity must comment on the question at the time of the exam by entering their comments in the notes feature of the testing platform. To access the notes feature in Examplify/ExamSoft, student physicians should click on the "Tool Kit" menu, then the "Notes" option. Student physicians must click the "Request Feedback" option to submit their comments. If, upon self-reflection after grades are released several days after the exam, a student requires further guidance addressing a knowledge

gap, they should coordinate a meeting time via email with a content expert, including the Course Director in those email communications regarding a meeting. Impromptu meetings should be documented by the student with a follow-up email to the faculty member and the Course Director restating the conclusions from these discussions. Following completion of the exam, the Course Director will review the exam statistics, and comments submitted by student physicians will be reviewed by the appropriate faculty and the Course Director. Following review of the exam 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. The Difficulty Calculator evaluation is conducted after exam review by the faculty and Course Director, and any exam difficulty adjustments deemed appropriate will be made at this time. After posting of the final grades, no further exam grading adjustments will be made.

Missed Exams

If a student physician must miss an exam due to illness or unexpected emergency, they are expected to contact the Academic Affairs Team by submitting an excused absence request in the LMS and following up with an email to excusedabsence@icom.edu as soon as possible and preferably prior to the start of the exam. At the discretion of the Course Director, and in consultation with the Dean of Academic Affairs, student physicians 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 physician must follow the procedures specified in the College Catalog. A student physician 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 work with Academic Affairs to schedule make-up exams for student physicians 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 Educational Course Coordinator to ensure the make-up exam is scheduled and proctored.

Course Audit

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

Course Grade Appeal

Faculty members have the responsibility and authority to observe and judge all aspects of a student physician's academic performance. Based on their qualifications as experts in a particular area of study, faculty are empowered to assess student physicians' academic performance using their professional judgment, in alignment with college policies.

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

1. Clerical or calculation errors on the part of individuals who participate in the process of submitting the grade, or
2. Clear or apparent major inconsistency or an injustice due to prejudiced, arbitrary, or capricious grading on the part of the instructor in assigning the grade.

In the event of a simple instructor-acknowledged clerical or calculation error, a "Grade Change Form" should be routed from the Course Director to the Dean of Academic Affairs (for Year 1 and 2 courses) or the Dean of Clinical Affairs (for Year 3 and 4 courses) for signature, and then to the Dean/CAO for signature, and then be sent to the Registrar for processing. The grade change will then be updated in SONIS, and additionally, changes will be notated in the LMS by the respective LMS administrator. Forms without the Dean/CAO signature will not be accepted. No further action is required in such circumstances.

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

PROCEDURE (Year 1 and 2 Preclinical Courses)
The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal Resolution:
Any student who contests a final course grade for extraordinary situations as outlined in the Grade Appeal Policy shall first attempt to resolve the matter with the Course Director within ten (10) calendar days from the posting of the course grade. The student must explain their position to the Course Director, so that the Course Director and the student can discuss the grading. The purpose of the meeting is to reach a mutual understanding of the student's situation and the Course Director's actions, and to resolve differences in an informal and cooperative manner.

Step 2, Formal Appeal:
If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal in writing, using the "Final Course Grade Appeal Form". This form can be obtained through the Office of the Registrar. The student should obtain the Course Director's signature, as shown on the "Final Course Grade Appeal Form", before moving forward. The completed form must then be submitted to the Dean of Academic Affairs, or the Dean of Osteopathic Integration (for OPP courses), within five (5) calendar days after meeting with the Course Director. Forms without the Course Director's signature will not be accepted.

A decision will be rendered by the Dean of Academic Affairs or Dean of Osteopathic Integration through email to all involved parties within five (5) calendar days following the filing of the appeal. If the student disagrees with the decision of the Dean of Academic Affairs or Dean of Osteopathic Integration, they have the right to appeal to the ICOM College Dean. Requests to the ICOM College Dean must be made in writing within five (5) calendar days of receipt of the initial decision email. The decision of the ICOM College Dean will be made in writing to the student and respective Dean within five (5) business days after receiving the appeal from the student. The decision of the ICOM College Dean is final and cannot be appealed.

Once the appeal process is complete, a final completed copy of the "Grade Appeal Form" will be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the grade appeal is approved at any stage of the process, a "Grade Change Form" must be submitted along with the "Course Grade Appeal Form" so that the grade change can be officially documented and adjusted in the student information system. This form can be obtained and submitted through the Office of the Registrar.

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

If students feel they have been discriminated against based on race, color, national origin, religion, sex, sexual orientation, marital status, age, disability, citizenship, legal immigration status, or veteran status, then they will be directed to the Title IX Coordinator of Idaho College of Osteopathic Medicine.

PROCEDURE (Year 3 and 4 Clinical Courses)
The processes outlined below are used in instances where there is a dispute between the Course Director, and the student to whom the grade was assigned. This should not be used for simple and agreed upon errors or adjustments.

Step 1, Informal resolution:
Any student who contests a final course grade for extenuating situations as outlined in the Grade Appeal Policy shall first attempt to resolve the matter with the Course Director within fourteen (14) calendar days from the posting of the course grade in e-Value. The student must explain their position to the Course Director and attempt to understand the Course Director's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation and the Course Director's decision, and to resolve differences in an informal and cooperative manner.

Step 2, Formal Appeal:
If the student fails to reach a satisfactory solution in consultation with the Course Director, then the student must present an appeal, in writing, using the " Grade Appeal Form". The student should obtain the Course Director's signature, as shown on the "Grade Appeal Form", before moving forward. The completed form must then be submitted to the Dean of Osteopathic Integration (for OPP courses), or the Dean of

Clinical Affairs (for all other clinical rotations) within 7 calendar days after meeting with the Course Director. For third and fourth year electives, the clinical dean may also serve as the course director. In situations where the Dean also serves as the course director, the "Grade Appeal Form" should instead be submitted to the Dean of Learner Outcomes, Assessment, and Community Engagement for adjudication. Forms without a Dean's signature will not be accepted.

A decision will be rendered by the appropriate respective Dean through email to all involved parties within three (3) calendar days following the filing of the appeal. If the student disagrees with the decision of the Dean, then they have the right to appeal to the ICOM College Dean. Requests to the ICOM College Dean must be made in writing within three (3) calendar days of receipt of the initial decision email. The decision of the ICOM College Dean will be made in writing to the student and all relevant parties within (5) business days after receiving the appeal from the student. The decision of the ICOM Dean will be final.

Once the appeal process is complete, a final completed copy of the "Grade Appeal Form" will be routed to the Registrar and the LMS administrator for processing in SONIS and in the LMS, respectively. If the grade appeal is approved at any stage of the process, a "Grade Change Form" must be submitted along with the "Course Grade Appeal Form" so that the grade change can be officially documented and adjusted in the student information system. This form can be obtained and submitted through the Office of the Registrar.

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

If students feel they have been discriminated against based on race, color, national origin, religion, sex, sexual orientation, marital status, age, disability, citizenship, legal immigration status, or veteran status, then they will be directed to the Title IX Coordinator of Idaho College of Osteopathic Medicine.

Course Remediation

Throughout all four years, student physicians must complete all required coursework and clinical rotations with passing grades as published in the College Catalog. Student physicians who are unable to achieve a passing grade in a course or clinical rotation may be offered a remediation opportunity for that course or rotation.

For any student physician who is offered the opportunity to remediate, the grade for the course or rotation will be marked as "incomplete" until the remediation is completed. To prepare for the remediation exam or session, student physicians are encouraged to meet with Learning Specialists, Course Directors, and Faculty. Learning Specialists will work with the student physician to create a student physician success plan. Student physicians 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 and the Course Director.

Year 1 and 2 Preclinical Courses
Remediation exams will be held as scheduled in the learning management system or as described in the course syllabi. If a student physician successfully completes a remediation, they are considered to have passed the course and a grade of "C*" (for graded courses) and "P*" (for pass/fail courses) will be entered as a final grade. A student physician who does not successfully complete remediation will receive a grade of "F" for the course and will be remanded to the PAR Committee. Student physicians will be allowed no more than 3 remediations in an academic year.

Year 1:
For OMS-I student physicians, permission to remediate incomplete courses follows this schedule: system courses and spring longitudinal courses will be remediated at the end of the academic year, while the fall longitudinal courses (**including the Anatomy course**) will be remediated prior to the start of the spring semester. Student physicians are allowed a maximum of **three course remediations per academic year**, with no more than two organ systems courses and no more than two longitudinal course remediations per academic year. Student physicians who unsuccessfully remediate any incomplete course will be remanded to the PAR committee for next steps. Furthermore, having three or more courses to remediate in a semester or four or more in an academic year will result in the student physician being remanded to the PAR committee for next steps, including the possibility of repeating the academic year or dismissal.

Year 2:
For OMS-II student physicians, permission to remediate incomplete courses follows this schedule; fall system and longitudinal courses must be remediated prior to the start of the spring semester, while spring system and longitudinal courses must be remediated at the end of the academic year. Student physicians are allowed a maximum of **three course remediations per academic year**, with no more than two organ systems courses and no more than two longitudinal course remediations per academic year. Student physicians who unsuccessfully remediate any incomplete course will be remanded to the PAR committee for next steps. Student physicians having three or more courses to remediate in a semester or four or more in an academic year will result in the student physician being remanded to the PAR committee for next steps, including the possibility of repeating the academic year or dismissal.

Year 3 and 4 Clinical Courses
If a student physician successfully retakes a failed rotation or successfully passes a second attempt at a failed end-of-rotation COMAT examination, the student physician will receive a "P*" A student physician who does not successfully pass the second attempt of a COMAT examination will receive a grade of "F" for the rotation and will be remanded to the PAR Committee. Please refer to the clinical clerkship guide for additional information regarding failures and incompletes.

Incomplete Grades
In addition to the temporary assignment of an "I" grade during the remediation process, a student may also receive a grade of Incomplete (I) in a course if the student's work is unfinished, due to an extenuating circumstance. In this instance, an Incomplete Grade Form must be completed by

both the student and the Course Director of record and should be forwarded to the Registrar's Office for processing, and for assignment of a temporary (I) grade on the academic record.

The form will act as a contract, and should specify the work required for course completion, as well as a deadline for the submission of outlined coursework. Incomplete grades should generally not exceed 90 days but may be extended on a case-by-case basis (never to exceed 12 months). Requests will not be permitted if it pushes the date of program completion past the matriculation to completion time limit of 6 years. Any other potential complications should be weighed during conversations with the Course Director and ICOM Dean, if appropriate. Upon fulfillment of all outstanding coursework, or at the conclusion of the established timeframe, a Grade Change Form must be submitted to the Registrar, with a final grade issued. A student who fails to complete all required coursework specified within this contract, by the established deadline, may be assigned a substandard grade or may be referred to the PAR Committee for further action.

Student Performance and Academic Standing

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

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

The PAR Committee is responsible for the review of academic performance achieved by student physicians throughout the academic program and to adjudicate those student physicians who fail to achieve minimum academic standards.

Procedures for Academic Performance Concerns

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

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

All discussions and deliberations of the PAR Committee will remain confidential. The student physician will be given up to ten minutes to address their academic performance and will be offered the opportunity to answer questions posed by the committee members. The student

physician will then be excused, and the committee members will deliberate the appropriate course of action. All final decisions by the PAR Committee are achieved by individual voting and typically adhere to the Academic Rubric. The final decision reached by the Committee will be made available to the student physician in writing as expeditiously as possible, generally within 48 - 72 hours (no later than 3 business days). Upon notification, the student physician may accept the decision by responding to the email with the decision or may appeal the decision in writing to the ICOM Dean within seven calendar days, or the deadline date as indicated in the PAR letter (see process for appeal below). If the student physician does not appeal within the established deadline notification, then the PAR Committee's decision is final.

Statement on Student Standing

A student is in good academic standing if they are enrolled or eligible for enrollment and are making satisfactory progress toward graduation. Students may not be suspended, dismissed, under consideration for dismissal, or currently on academic probation. All attempted coursework or clerkships must be successfully passed, and any previously failed coursework must have been satisfactorily retaken.

Students with pending remediations—defined as those who received a failing grade in a didactic course for which they have not yet remediated—will remain in good academic standing on a provisional basis until such remediations are complete and a final grade outcome is determined. Until remediation results are finalized, the Professionalism and Academic Review Committee (PARC) will place such students on an academic warning; however, this designation will not affect the student's academic standing or be recorded on their permanent academic record.

Students in the clinical years who fail their first attempt at any required board examination (COMLEX Level 1/ COMLEX Level 2CE) will be placed on academic warning. Any subsequent failed attempts will result in academic probation until the examination is successfully passed.

Likewise, students in good disciplinary standing must fully comply with all established professionalism standards and must not be subject to any active disciplinary actions.

Please note that a student is considered in general "good standing" when they consistently demonstrate both satisfactory academic progress and uphold the institution's standards of conduct. Academic standing is determined by performance metrics such as grades and progress toward completion, while disciplinary standing reflects adherence to the student code of conduct. Students who fall short in either area may lose their general "good standing" status, which may cause the institution to decline issuing or affirming certifications, verifications, or other official communications indicating the student is in overall good standing. All official standing actions, such as academic or disciplinary probation, will be reflected on the student's permanent academic record.

Professionalism Misconduct

Undergraduate medical student physicians, as junior colleagues and members of the medical profession are expected to adhere to the same professional standards as medical professionals and will be held accountable for their behavior and conduct. It is incumbent upon ICOM

employees and fellow student physicians to identify student physicians who may need guidance in their professional development and implement appropriate strategies to enhance positive behaviors, and when necessary, correct violations of professional standards outlined in ICOM's Honor Code.

Procedures for Professionalism Concerns

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

If a student physician is called before the PAR Committee, the student physician is given up to ten minutes to present their perspective of the reported event(s) followed by the opportunity to answer questions posed by the committee members. The student physician is then excused from the meeting, and the Committee will deliberate the appropriate course of action. All final decisions are achieved by independent voting and typically adhere to a professionalism rubric. The final decision reached by the Committee is made available to the student physician in writing as expeditiously as possible, generally within 48 - 72 hours (no later than 3 business days). The course of action may range from formative redirection or admonishment to conduct probation, suspension, or dismissal, based on the severity, pervasiveness, and repetitiveness of the infraction(s). Upon notification, the student physician may accept the decision by responding to the email with the decision or may appeal the decision in writing to the ICOM Dean within seven calendar days (see process for appeal below). If the student physician does not appeal within seven calendar days of the notification, the PAR Committee's decision is final.

Guiding Principles and Considerations for Professionalism Concerns

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

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

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

Examples of Violations of Professional Standards

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

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

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

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

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

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

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

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

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

The process is as follows:

1) The student physician should respond to the PAR Committee decision email indicating that they plan to appeal. Student physicians must also include the Registrar on this email.
2) An email to the College Dean and the Executive Assistant to the Dean, with a statement of intent, and any attached documentation, should be sent typically within 7 calendar days of the emailed decision, or the date deadline as indicated in their PAR letter.
3) After review of the appeal, the ICOM Dean will notify the student physician, the PAR Committee Chairs, and the Registrar of the decision as expeditiously as possible. The decision of the ICOM Dean is final.

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

Academic Support Services

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

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

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

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

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

Please see the ICOM Student Intranet to learn more about academic coaching, study strategies, professional writing, and schedule an appointment with a learning specialist.

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

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

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

Medical Student Physician Shadowing

Many student physicians will choose to engage in clinical shadowing experiences during breaks in their formal medical school curriculum such as during summer break or weekends. Shadowing experiences can be extremely valuable, and student physicians may choose to include these experiences in their resume or personal statement. Shadowing experiences can occur with ICOM-appointed clinical faculty members or physicians not affiliated with ICOM.
It is essential that student physicians choosing to engage in shadowing experiences understand the differences between shadowing and the clinical rotations student physicians participate in as part of their medical school curriculum. Clinical rotations that occur in conjunction with the ICOM clinical curriculum (International Medical Missions and OMS-III and OMS-IV scheduled

rotations) are done with clinically appointed ICOM faculty and follow very specific guidelines in regard to student physician'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 physician's required medical school curriculum, and may lack the defined structure, supervision, feedback mechanisms, and medical-legal protections provided by formal clinical rotations.

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

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

Shadowing with ICOM Clinical faculty Members

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

Shadowing with Non-ICOM Physicians

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

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

COMLEX-USA® Licensing Examinations

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

Level 1

Level 1 is taken at the end of the successful completion of OMS-II coursework, typically May to mid-June. ICOM student physicians must sit for the COMLEX-USA Level 1 by a date determined by the Dean for Learner Outcomes, Assessment, and Community Engagement in discussion and agreement with the Clinical Affairs Department. This date will be based on the score reporting dates set by the NBOME with the intention of having the Level 1 scores reported prior to the start of Block 2 in the OMS III year. In order to sit for COMLEX-USA Level 1 and/or USMLE Step 1, the student physician must successfully complete all required coursework and achieve a minimum score of 400 as determined by ICOM for the NBOME COMSAE. Student physicians not meeting the minimum score on their first attempt at COMSAE will meet with their advisor and be required to take a second COMSAE as part of their CCRC course. The costs of required COMSAE's are paid for by ICOM. Students not meeting the minimum score of 400 on their second COMSAE attempt will be automatically enrolled in a licensing exam preparation course as determined by ICOM. Costs of this course will be covered by ICOM. All students must sit for COMLEX-USA Level I by the date identified by the Dean of Learner Outcomes, Assessment, and Community Engagement and the Clinical Affairs Department. Students must report all national licensing/board exam results to ICOM, including both COMLEX and USMLE results.

The student physician must have a passing score on the Level 1 prior to beginning OMS III rotations. If a student physician fails the first attempt of the Level 1, they will be removed from the next scheduled rotation in order to prepare for the retake. Students who fail Level 1 will be required to enroll in a licensing examination preparatory course (approved by ICOM administration) and have their rotation schedule adjusted to accommodate this licensing examination preparation course. ICOM will cover the costs of the approved licensing

examination preparatory course. The student physician will meet with the Dean for Clinical Affairs, the Dean of Learner Outcomes, Assessment, and Community Engagement and their advisor to discuss changes to their rotation schedule, required timelines for the retake and their study plan for the retake. The student physician may return to rotations while waiting for the score after the second attempt if allowed by the core rotation site. Any student physician who fails to earn a passing score on their second attempt at COMLEX-USA Level 1 will be pulled off of their current clinical rotation and will not be permitted to continue with clinical rotations. They will be required to appear before the PAR Committee and if granted a third attempt, will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They may not return to clinical rotations until a passing score is received. Student physicians in this situation may not be on schedule to graduate with their class and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student physicians who are unsuccessful on the third attempt of the COMLEX-USA Level 1 will be dismissed from ICOM.

Any student who fails a licensing examination (COMLEX-USA Level 1 or COMLEX-USA Level 2-CE) will be required, pending approval by *ICOM*, to retake the examination within six weeks of receiving official notification of the failing score from the NBOME. Failure to complete the subsequent examination attempt within the required timeframe may result in a referral to the PAR Committee.

COMLEX-USA Level 2-CE

The COMLEX-USA Level 2-CE examination is taken at the end of the successful completion of OMS III coursework, typically from mid-June to mid-August, and prior to beginning Block 2 of the OMS-IV year. In order to sit for COMLEX-USA Level 2-CE and/or USMLE Step 2, the student physician must achieve a minimum score of 425, as determined by ICOM, for the NBOME COMSAE Phase 2 Examination. Student physicians will be required to register for COMLEX-USA Level 2-CE prior to taking the COMSAE.

Students will take Phase 2 of COMSAE during the first week of their Residency Preparation rotation (date determined by the Clinical Affairs department). If the student earns the minimum required score of 425 or greater they will be permitted to sit for the COMLEX-USA Level 2-CE examination. If a student fails to earn the minimum required score on the first attempt of the COMSAE Phase 2 examination, they will not be permitted to sit for the COMLEX-USA Level 2-CE examination and will be required to take the COMSAE Phase 2 examination again during the last week of the Residency Preparation rotation (date determined by the Clinical Affairs department). If the student earns the minimum required score or greater on their second attempt, they will be permitted to sit for the COMLEX-USA Level 2-CE examination. If a student fails to earn the minimum required score on the second attempt of the COMSAE Phase 2 examination, they will not be permitted to sit for the COMLEX-USA Level 2-CE examination, they will fail the Residency Preparation rotation and will be required to meet with the PAR Committee for next steps. If the PAR Committee permits the student to retake the Residency Preparation rotation, the student will be required to retake the rotation during the first block of the fourth year.

The student must then fulfill all requirements of the Residency Preparation rotation during the retake of the course; as part of these requirements, the student physician must achieve a

minimum score, as determined by ICOM, for the NBOME COMSAE Phase 2 Examination. Students will take Phase 2 of COMSAE during the first week of their Residency Preparation rotation retake (date determined by the Clinical Affairs department). If the student earns the minimum required score or greater then they will be permitted to sit for the COMLEX-USA Level 2-CE examination. If a student fails to earn the minimum required score on the third attempt of the COMSAE Phase 2 examination, then they will not be permitted to sit for the COMLEX-USA Level 2-CE examination and will be required to take this examination again during the last week of the Residency Preparation rotation (date determined by the Clinical Affairs department). If the student earns the minimum required score or greater on their fourth attempt, then they will be permitted to sit for the COMLEX-USA Level 2-CE examination. If a student fails to earn the minimum required score on the fourth attempt of the COMSAE Phase 2 examination, then they will not be permitted to sit for the COMLEX-USA Level 2-CE examination, they will fail the Residency Preparation rotation retake, and will be required to meet with the PAR Committee for next steps.

If all OMS III coursework has been passed and the student physician has taken or is registered to take the COMLEX-USA Level 2-CE exam within the ICOM designated timeframe, they may begin OMS IV rotations while waiting for the score. Students who fail to earn a passing score on their first attempt at COMLEX-USA Level 2-CE will be pulled off of their current clinical rotation and will not be permitted to continue with clinical rotations. The student must then enroll in and pay for a licensing examination review course (WolfPACC, Kaplan, PASS Program, etc.) and must sit for their retake within a timeframe determined by the Deans of Clinical Affairs. Students will be permitted to begin clinical rotations after their second attempt at the COMLEX-USA Level 2-CE exam while they await their official score by the NBOME. Any student physician who fails to earn a passing score on the COMLEX-USA Level 2-CE a second time will be pulled off of their current clinical rotation and will not be permitted to continue with clinical rotations and will be required to meet with the PAR Committee. Should the PAR Committee permit the student a third attempt at the COMLEX-USA Level 2-CE exam, they will be placed on an academic leave of absence, defined per policy as a withdrawal with intent to return. They will be encouraged to take a formal licensing examination preparation program and may not return to clinical rotations until a passing score is reported by the NBOME and received by ICOM. Student physicians in this situation may not be on schedule to graduate with their class and must be able to accomplish all COMLEX-USA requirements and courses within the six-year timeframe. Student physicians who are unsuccessful on the third attempt of the COMLEX-USA Level 2-CE will be dismissed.

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

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

Any student who fails a licensing examination (COMLEX-USA Level 1 or COMLEX-USA Level 2-CE) will be required, pending approval by *ICOM*, to retake the examination within six

weeks of receiving official notification of the failing score from the NBOME. Failure to complete the subsequent examination attempt within the required timeframe may result in a referral to the PAR Committee.

Accommodations on COMLEX-USA Exams

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

Licensing Examinations COMLEX and USMLE

ICOM students are required to release scores to ICOM's Dean of Learner Outcomes, Assessment, and Community Engagement for any and all licensing exams a student has sat for including COMLEX-USA Level 1, COMLEX-USA Level 2-CE, USMLE STEP 1, and USMLE STEP 2 CK.

Facilities and Campus

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

Campus Safety and Emergency Services

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

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

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

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

Weapons

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

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

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

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

Animals on Campus

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

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

A hearing dog that has been specially trained to assist someone who is hearing impaired, or
A service dog that has been specially trained to assist someone with another type of physical disability.

Smoke-Free Campus

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

Alcohol and Drugs Abuse and Prevention

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

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

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

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

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

Health Risks

There are serious physical and psychological health implications associated with the use and/or abuse of drugs and alcohol that vary based on the frequency, extent, and intensity of consumption. When consumed in excess, drugs and alcohol can also lead to overdose or death. Drug use can cause changes in the brain that result in memory and cognition problems or lead to severe consequences such as seizures, stroke, and possible brain damage. Alcohol use can impair

brain function and motor skills; excessive use can increase the risk of certain cancers, stroke, and liver disease. Drug and alcohol use while pregnant may result in a number of health complications for the fetus such as premature birth, miscarriage, and low birth weight.
For a comprehensive guide regarding the harms and consequences of a drug's effects on the body and mind, overdose potential, and other key factors, see the Drugs of Abuse DEA Resource Guide found at: https://www.dea.gov/sites/default/files/2018-06/drug_of_abuse.pdf.

For additional information on alcohol's effect on the body, visit the National Institute on Alcohol Abuse and Alcoholism at: https://www.niaaa.nih.gov/alcohols-effects-health

Prevention
While there is no one way or guaranteed way to prevent someone from abusing drugs and alcohol, there are things that everyone can do to prevent substance abuse. Here are the top five ways to prevent substance abuse:

1. *Understand how substance abuse develops*
   Substance abuse starts by:
   1. Using addictive drugs (illicit or prescribed) for recreational purposes
   2. Seeking out intoxication every time you use
   3. Abusing prescription medication

2. *Avoid Temptation and Peer Pressure*
   Develop healthy friendships and relationships by avoiding friends or family members who pressure you to use substances. It's often said "we become most like those we surround ourselves by," meaning if you surround yourself with people who abuse drugs and alcohol you are more likely to as well. Peer pressure is a major part of life for teens and adults. If you are looking to stay drug free develop a good way to just say no, prepare a good excuse or plan ahead of time to keep from giving into peer pressure.

3. *Seek help for mental illness*
   Mental illness and substance abuse often go hand in hand. If you are dealing with a mental illness such as anxiety, depression or post-traumatic stress disorder you should seek professional help from a licensed therapist or counselor. A professional will provide you with healthy coping skills to alleviate your symptoms without turning to drugs and alcohol.

4. *Examine the risk factors*
   Look at your family history of mental illness and addiction, several studies have shown that this disease tends to run in the family, but can be prevented. The more you are aware of your biological, environmental and physical risk factors the more likely you are to overcome them.

5. *Keep a well-balanced life*

People often turn to drugs and alcohol when something in their life is missing or not working. Practicing stress management skills can help you overcome these life stressors and will help you live a balanced and healthy life.

Develop goals and dreams for your future. These will help you focus on what you want and help you realize that drugs and alcohol will simply get in the way and hinder you from achieving your goals.

**Information adapted from the American Addiction Centers*
https://americanaddictioncenters.org/blog/five-tips-help-prevent-substance-abuse

Treatment Options
Various treatment options are available to students. ICOM urges individuals experiencing symptoms associated with their own or someone else's alcohol or drug use to seek assistance and support.

Student Assistant Program
ICOM students have access to the Student Assistance Program (SAP), TimelyCare, which provides confidential and professional support, guidance, and resources 24 hours a day, seven days a week. Access is available by calling 833-484-6359 or by visiting TimelyCare Login and entering your school-issued email address.

Additional Treatment Options
Students are encouraged to seek help through available national and community resources, if needed. Some available resources are identified in the following chart. Additional resources may be available beyond these.

Resource	**Web Page**	**Phone Number**
Local Resources:		
Trivium Life Services	https://www.triviumlifeservices.org/	208-376-7083
NorthPoint Recovery	www.northpointrecovery.com	855-801-0836
Ashwood Recovery at NorthPoint	www.ashwoodrecovery.com	208-918-4613
Ascent Behavioral Health Services	www.ascentbhs.org	208-898-9755
Brickhouse Recovery	https://brickhouserecovery.com	208-650-7359
Intermountain Hospital	https://intermountainhospital.com	208-377-8400
National Resources:		
National Drug and Alcohol Helpline	www.drughelpline.org	888-633-3239
SAMHSA (Substance Abuse and Mental Health Services Administration)	www.samhsa.gov	800-662-4357

National Institute on Drug Abuse	www.drugabuse.gov	N/A
National Council on Alcoholism and Drug Dependence	www.ncadd.org	667-262-2869
Alcoholics Anonymous	www.aa.org	208-344-6611
Narcotics Anonymous	https://na.org/	208-391-3823
Self-Screening – Alcohol	www.alcoholscreening.org	N/A

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

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

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

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

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

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

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

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

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

Drug and Alcohol Abuse and Prevention Program

The Idaho College of Osteopathic Medicine (ICOM) has developed a program designed to educate students and employees of the health risks of alcohol and drug abuse and available resources for addiction.

This program complies with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act of 1989, and the guidelines provided by the Educational Department General Administrative Regulations Part 86. The guidelines establish three primary areas of compliance: Annual notification, method of distribution and biennial review.

ICOM must certify that it has adopted and implemented a program "to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees" both on the institution's premises and as part of any of its activities.

Details of the Drug Alcohol Abuse and Prevention Program can be obtained from the Dean for Student Services.

Information Technology and Educational Resources

The Acceptable Use Policy for Information Technology (IT) and Network Resources at ICOM provides, promotes, and establishes the secure, ethical and legal use of data, devices, and electronic communications for all constituents of the institution. This includes staff, faculty, students, alumni, and guests. It is governed by institutional policies, as well as local, state, and federal laws relating to security, copyrights, and other statutes regarding electronic media.

References to ICOM's Network and Network services includes all instances of Cloud based applications.

Information Technology Resources and Computer Information

E-mail and Internet
ICOM will provide email and internet access to faculty, staff, and students for educational and research purposes. ICOM's Network Security Policy and Email Accounts Policy outline the expectations and restrictions of using these and other forms of electronic communication while on the ICOM Network or Cloud hosted applications.

Prohibited uses of the system include commercial (for-profit) activities; the unauthorized acquisition, reproduction, or use of computer software; to disrupt or interfere with network operations; or to gain unauthorized access to network segments through "hacking." Attempting to engage in software piracy, copyright infringement, email abuse, or for-profit ventures may be investigated by law enforcement officials.

ICOM monitors traffic on its network and digital communication systems. Vulgarity, obscenity and lewdness, profanity and threatening or abusive language are all matters of concern. Such behavior is unprofessional and may constitute a violation of the Honor Code.

Students should avoid representing themselves in any way as agents of ICOM or using ICOM's name in a manner that would imply an endorsement of their personal views or activities.

Intranet
The Intranet is a portal for information and engagement for the ICOM community. When you access the intranet, you have access to useful tools and information, including but (not limited to): calendars, policies, forms, links to resources, and many other tools to assist you in optimizing your daily activities.

Information Technology
The Internet connection is provided as a privilege, not a right. It is the student's responsibility to adhere to all ICOM's policies. Network and cloud resources are for the use of ICOM students, faculty and staff and are limited to educational, academic, research and business purposes of the college only. ICOM reserves the right to alter access, and availability of access, at any time and for any reason.

Students may not use any software or hardware designed to disrupt or bypass the security of the campus network or any devices attached to the network. Likewise, students may not engage in any activities designed to interrupt or intercept the network traffic of other users.

Students may not:

- Use ICOM resources to support personal business interest(s).
- Sell or provide access to ICOM networks to outside sources.
- Use ICOM's connections to engage in software piracy, copyright infringement, email abuse, other illegal activities and/or for-profit ventures. Any violation of these regulations may be investigated by law enforcement officials.
- Activate any type of shared file service or access to their personal computer by anyone other than themselves.

In General:

- Students must respect the priority of academic use of ICOM's network.
- Students are personally responsible for any activities originating from their network connection.
- Students are responsible for their personal computer's hardware and software.
- Students must maintain updated virus protection.
- All computers, regardless of OS must be set to receive Automatic Updates from the OS manufacturer.

ICOM assumes no liability for data loss or equipment damage pursuant to a student's use of the wireless connection. Precautions for natural disasters are the student's responsibility.

The use of the ICOM's information resources on campus is governed by the policies and regulations as outlined in this document, on ICOM's website, and those regarding student conduct found in the College Catalog. Violations of these policies will be reported to the appropriate dean and/or department with appropriate disciplinary action to be taken.

If a student has reason to believe another user or group of users is interfering with access to the ICOM's network, they must report the problem to the Office of Student Affairs. ICOM will investigate and, if necessary, take corrective action.

ICOM reserves the right to monitor traffic through any data connection for the purpose of checking compliance with IT policies and procedures.

Wireless broadcasting devices of any kind may not be used in any ICOM building. Such devices including but not limited to wired or wireless routers and access points will be confiscated, and the student may lose his/her network privileges if found in violation of this policy.

Information Access and User Responsibilities

Private Machines Connected to ICOM's Network

Electronic mail and other information passing over the ICOM network, including information stored in user accounts and computers are considered to be private and confidential.

Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions will not be viewed, monitored, or altered without the express permission of the user except in the following circumstances:

- ICOM has reason to believe that an account or system has been breached and is being used by someone other than the authorized user.
- ICOM has received a complaint that an account or system is being used to gain unauthorized access or to attempt to gain unauthorized access to another network site.
- ICOM has reason to believe that an account or system is being used in violation of ICOM policy or federal or state laws.

Under these circumstances, ICOM administration may authorize system support personnel to monitor the activities of a specified account or computer systems and to search electronic information stored in that account. The authority for this search must be requested on an account-by-account basis, and monitoring will be restricted to the specified account. If this search provides evidence of violation, the account will be disabled, and action taken with appropriate authorities.

It will become increasingly possible for computer systems owned by students, staff, or faculty to be attached directly to ICOM's network and cloud hosted applications, both on and off campus. The owner of a personal machine may use that machine at their discretion; however, the use of these ICOM services is subject to all of the policies stated in this document and on ICOM's policy website.

The owner of a machine connected to ICOM's network is responsible for the behavior of all users of that machine and for all network traffic to and from the machine. ICOM maintains no responsibility or liability for loss of data or hardware corruption on personal computer systems.

A private machine connected to ICOM's network may not be used to provide network access to individuals who would not otherwise have access through official ICOM channels. The private machine may not be used to redirect data to other networks, nor may it serve in any way as an electronic gateway to non-University affiliated systems. Private machines may not use the ICOM network for commercial gain or profit. Neither ICOM owned nor private computers may be used to serve files through any protocol (http, ftp, email, file sharing, IM, etc.) without application to Information Technology (IT) for an exception for scholarly use unless the computers are designated servers by IT. Unless otherwise approved in writing, provisions for interactive login services for non-ICOM affiliated users are prohibited.

Should ICOM have reason to believe that a privately-owned system is using the network inappropriately, network traffic to and from that system will be monitored and, if justified, the system will be disconnected, and appropriate punitive action will be taken.

Technology Usage
Computer systems and networks allow for a free exchange of scholarly ideas and information. This exchange serves to enhance learning, teaching, critical thinking, and research, as well as to promote the sharing of moral standards.

ICOM's computer and network services are available as a privilege to all students, full-time and adjunct faculty, and staff. To ensure access and service for all, eligible users must refrain from any action that interferes with normal system operation, such as:

- Using computer or network services for commercial purposes or personal profit
- Sending excessive email locally or over the network such as chain letters, advertisements, or solicitations.
- Knowingly installing or running a program that will damage or place an undue burden on the system.
- Knowingly acting in a manner that will disrupt normal operations of computers or the network.
- Using computer or network services in a way that violates copyrights, patent protections or license agreements.
- Gaining unauthorized access to information that is private or protected or attempting to do so.
- Attempting to gain system and/or network privileges to which you are not entitled.
- Using ICOM's computer system to disseminate materials that are not in keeping with the purposes of the institution.

ICOM reserves the right to monitor the use of institutionally owned resources. Alleged inappropriate use of technology resources will be investigated. In instances of misuse, appropriate disciplinary actions, to include legal action, will be taken.

Eligible Users
Only the following properly authorized persons may access ICOM's computing facilities:

- ICOM faculty (full and adjunct), staff, and administration
- Official guests of ICOM
- Individuals formally associated with ICOM, upon verification of the appropriate dean and/or administrator.

Original Work by students who use ICOM Resources
Original works created by students using ICOM's technological resources are the property of the creator. With the notable exceptions of the processes normally associated with grading, critique, assessment, and lecture or classroom illustrations, no other student, faculty, and/or staff member may make any use of another's work without the expressed consent of the creator. However, ICOM retains the right to display, copy, replicate, and/or distribute any work created through the use of the Department's production facilities for the purposes of promotion, representation, artistic display, publication, illustration, and recruiting, on the condition that the creator is given full, appropriately disclosed credit. No one, including the creator, may use the Department's production facilities for any commercial purpose.

Pornographic or Obscene Material
Users are encouraged to use institutional resources in a responsible and respectful manner. Pornographic, obscene, and/or offensive material is prohibited on ICOM computers and network system.

ICOM's department of information technology is to be notified of the transmission of questionable or offensive materials via the institutional computer and network system. Treated as inappropriate use, these allegations will be investigated, and if warranted, appropriate disciplinary actions taken.

Electronic Communication
ICOM provides Internet access to all eligible users through its campus computing facilities. Electronic mail (email) is also provided to all eligible users. These services are provided only for ICOM related purposes.

Class Recordings and Lecture Materials
Class recordings and lecture materials are distributed for the exclusive use of students in that ICOM course. Student access to and use of class recordings and/or other lecture materials are based on the conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such recordings.

Any student accessing class recordings and/or lecture materials:

- Acknowledges the faculty members' intellectual property rights in recorded lectures and lecture materials and understands that distribution of these violates the ICOM Copyright and Fair Use Policy.
- Recognizes the privacy rights of fellow students who speak in class.
- Accepts that distributing, posting, or uploading class recordings and/or lecture materials to students not authorized to receive them or to those outside ICOM is an Honor Code violation.
- Agrees that recordings materials are to be accessed and used only as directed by the faculty member(s) teaching the course.

Records Retention

ICOM retains vital records of the history of the College to guide current and future operations and to comply with its legal obligations. Two important categories of material that must be retained and disposed of with particular care are records of historic value and those governed by regulation. They should be retained for a period consistent with their purpose and as may be required by law.

The Registrar shall be official steward of student records. Student grades and transcripts are maintained in perpetuity. If the institutions should close or cease to exist, arrangements will be made to ensure that graduates continue to have access to their grade and transcript records.

All Institutional Records are the property of ICOM, regardless of their physical location, even

when they are in the possession of individuals, and, as such, shall not be permanently removed from the Institution nor destroyed except in accordance with this Policy.

Any ICOM business conducted, or Institutional Records stored on institutional or outsourced IT services are subject to the provisions of the ICOM Data Security and Acceptable Use policies; may be subject to a litigation discovery request, subpoena, or court order; and may constitute a public document subject to disclosure under applicable Federal and State laws. Record retention is applied across Departments, regardless of type of Institutional Record. Email and other electronic communications relating to ICOM business are part of the Institution's records and shall be retained depending on the nature of the document, consistent with the retention requirements for that type of document.

If ICOM is a party to a lawsuit, faculty and/or staff must preserve such records until ICOM's legal counsel determines that the records are no longer needed. The Office of the President will notify department heads to preserve paper and electronic records in the event of litigation or investigation.

Employees who become aware of the possible omission, falsification, or inaccuracy of information entered into Institutional Records, or become aware of the improper destruction of records, shall report this knowledge to the Chief Information Officer and/or Director of Compliance.

Non-records, as defined, are maintained for as long as administratively necessary and retention schedules do not apply. Non-records may be discarded when business use is terminated, unless there is a legal matter prohibiting destruction.
Official records stored on-site may be stored as hard copies with digitized backups or in a media suitable for the storage of the record.
Official records shall be duplicated onto an appropriate media and stored in designated off-site storage facilities, for reconstructive use in the event of a natural or man-made disaster.
Off-site storage facilities are secure locations that safeguard the records from ordinary hazards such as water, mildew, rodents; man-made hazards such as theft, accidental loss, sabotage; disasters such as fire, flood, earthquakes, wind; and unauthorized use, disclosure, and destruction.

Compliance with record retention shall be reviewed periodically and modified as mandated by changing legal requirements and Institutional policy.
Failure to comply with this Policy may result in punitive action against the violating faculty or staff member, including suspension or termination.

Honor Code

The Idaho College of Osteopathic Medicine Honor Code of Conduct (ICOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between ICOM and the student body. It is the highest expression of the values shared by ICOM and Idaho College of Osteopathic Medicine communities. The ICOM Honor Code is based on the fundamental belief that every student physician is worthy of trust and bears personal responsibility to engender that trust. The ICOM Honor Code is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

Students at ICOM are expected to conduct themselves in a professional and ethical manner befitting the honorable profession that they are entering. Students have an obligation to maintain the highest standards of integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of an ICOM student. The following serves as a guideline to students.

In general, the founding principles of the ICOM Honor Code are the established rules and regulations of the ICOM community. The ICOM community includes ICOM, affiliated hospitals, and any institution where ICOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the ICOM Honor Code. In addition, specific examples of behavior that may constitute a violation of the ICOM Honor Code include, but are not limited to the following:

- *Cheating:* Providing or receiving any unauthorized assistance or unfair advantage on any form of academic work or attempt thereof. Sharing information from testing/exams is also considered a form of cheating.
- *Plagiarism:* Copying the language, structure, ideas, algorithms, or computer code of another and representing it as one's own work on any form of academic work or attempt thereof.
- *Falsification:* Fabrication of information on any form of academic work or attempt thereof; including but not limited to the following:
    - Clinical requirements,
    - Internships,
    - Assignments such as: histories, physicals, laboratory tests, rotation records, etc.
- *Disruptive Behavior:* Any inappropriate etiquette or inappropriate disturbance repeated often enough to establish a disrespectful trend. Inappropriate disturbances include but are not limited to the following:
    - Arriving late for class, or leaving class while in progress,
    - Disrupting class with cellular phones, or any electronic devices
    - Disrupting class with computers or computer games,
    - Disrupting class with loud talking, or other activities that create a distraction,
    - Leaving trash in classrooms or academic areas,
    - Bringing food into unauthorized areas or hosting food functions without permission,
    - Posting unapproved materials or approved posting in inappropriate areas,

    - Unauthorized building access called piggybacking, tailgating, shadowing or badge surfing which allows someone to enter the building without using their own badge,
    - Parking in inappropriate or reserved spaces.
- *Unacceptable use of technology*: Any violation of the acceptable use guidelines as published by the ICOM IT department. In addition, unacceptable uses of technology include but are not limited to the following:
    - Using computers for purposes that are considered unprofessional or immoral,
    - Accessing pornographic material at any time while on any campus of the ICOM community or using any equipment of the ICOM community to access such material,
    - Unauthorized Distribution: Sharing, uploading, or distributing lecture recordings, slide decks, syllabi, or any other course materials outside of ICOM. This includes posting materials to third-party study sites, public repositories, or social media platforms. These materials contain confidential and proprietary information protected by intellectual property laws; you do not have permission to share them beyond the official ICOM learning management system or file distribution system.
- *Unprofessional or unethical behavior*: Behavior on or off the ICOM campus that would or could cause a loss of respect or confidence in the offending student or in the ICOM community by the public, faculty, staff, colleagues, or the-community-at-large. Suspected violations in this category are referred, at the ICOM Dean's discretion, to the PAR Committee. If agreeable to the ICOM Dean, a student may request to waive a hearing by the PAR Committee for suspected violations in this category and have their case heard by the ICOM Dean only. In such cases, the ICOM Dean must agree to hear the case, and must accept the student's waiving of a hearing; the ICOM Dean's decision is final and cannot be appealed. Unprofessional or unethical behavior may include but is not limited to the following:
    - Entering or using the facilities of the ICOM community without appropriate authorization or during inappropriate times.
    - Knowingly and purposely disrupting teaching, research, administrative, or student functions of the ICOM community.
    - Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients, or visitors of the ICOM community.
    - Disclosure of privileged information from campus activities or patient care.
    - Improper relationships or activities involving persons entrusted to a student as part of educational requirements, which extend beyond those educational requirements. Entrusted persons may include but are not limited to the following: patients or other students under supervision.
    - Breach of the Osteopathic Oath
    - Breach of Integrity: Any behavior at any time that is considered a severe lapse in judgment and damages the professional, ethical, or moral integrity of the ICOM community. Suspected violations in this category are referred, at the ICOM Dean's discretion, to the PAR Committee. If agreeable to the ICOM Dean, a student may request to waive a hearing by the PAR Committee for suspected

violations in this category and have their case heard by the ICOM Dean only. In such cases, the ICOM Dean must agree to hear the case, and must accept the student's waiving of a hearing; the ICOM Dean's decision is final and cannot be appealed. A Breach of Integrity may include, but is not limited to:

- Harassment, harm, abuse, or damage to any person or property in the ICOM community. This includes knowingly or purposely causing damage to or vandalizing ICOM community property.
- Conviction of a criminal offense (other than a minor traffic offense).
- Participating in academic or clinical endeavors in the ICOM community while under the influence of alcohol, or controlled substances.
- Use, possession, or distribution of illegal drugs on or off the ICOM community campus at any time. This also includes the verbal or written discussion of the personal use of illegal drugs by an ICOM student, the verbal or written promotion, or encouragement of illegal drug use by an ICOM student, or similar types of activities.
- Communicating or posting of information or images in a public arena (including written or electronic/Internet communications) which would result in a loss of respect by patients or other members of the public toward the offending student or toward ICOM.
- A violation of any policy of ICOM, including but not limited to the American Osteopathic Association Code of Ethics.

Osteopathic Oath

The following version of the Osteopathic Oath was adopted by the osteopathic medical profession in 1954.

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

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

Dress Code

General
Student physicians should maintain a clean, well-cared and professional appearance at all times during curricular activities. This includes having at least one short white consultation jacket in a clean and presentable condition. All attire should be professional, neat, and clean. Recommended professional attire includes dress pants, appropriate shoes and socks, dress shirts and blouses. Jeans, T-shirts, hats/head coverings (other than for religious or medical purposes), and sunglasses are not permitted during learning sessions or examinations, except as noted below. Hair and facial hair must be clean, dry, and controlled so as not to interfere with patient contact. Students with long hair may wish to tie hair back so it does not fall onto or brush against patients during physical exams. While in ICOM buildings, student physicians must wear and visibly display, at all times, their ICOM issued ID badge.

Osteopathic Principles and Practices (OPP) and Preclinical Skills Training
The dress requirement in the clinical skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment. Appropriate attire must be clean and includes:

- Shorts which are several inches above the knee (mid-thigh). No jean shorts, cut-offs, thick-seamed shorts, spandex, short shorts or knee length shorts.
- T-shirts and tops should be plain. No offensive words, emblems, or decorations of any kind. All students will be asked to remove t-shirts while acting as patients.
- Sports bras or bathing suit tops that expose the spine and ribs (not wide T-back styles) should be worn if applicable.
- Student physicians 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 or medical purposes) are not permitted in the OMM lab.
- Personal showering and use of deodorant prior to lab is expected. Fingernails must remain short, so they will not scratch or stab your fellow students during hands-on exercises.
- Religious or medical head coverings will need to be removed when they obscure the immediate area to be examined or treated (e.g., head, neck, and upper back). They may be immediately replaced after this portion of clinical skills training.

Anatomy Laboratory
In the anatomy lab, long white lab coats should be worn over scrub tops and bottoms. Closed-toe shoes with rubber soles are required. No flip-flops or open-toed shoes are permitted.

Clinical Rotations
Student physicians on clinical rotations should wear clean, pressed short white coats with appropriate professional attire underneath, such as dress shirts, ties, slacks, blouses, skirts, and dresses. Clerkship rotation sites may have their own appropriate dress standards. It is the responsibility of the student physician to be aware of and comply with these standards. For

specific courses and rotations, student physicians should check the course syllabi for specific dress code requirements.

Public Events
When representing the institution at any type of public event, the required attire is business casual, although some events may require more formal attire. It is the responsibility of the student physician to be aware of and comply with the appropriate attire expectations.

Repeated violations of the dress code may result in a review by the PAR Committee. Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Affairs, whose decision will be final.

Grievances

ICOM recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. ICOM also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades, promotion, professionalism issues, financial concerns or issues related to COCA accreditation standards and procedures. The grievance shall not be used to appeal or review violations of the Honor Code or an appeal from the PAR Committee final decision by the ICOM Dean or the PAR Committee. Students, typically upon completion of ICOM's grievance process, may escalate their grievance to agencies outside of ICOM. A list of some of these external agencies is provided below in the section titled: "Grievances to External Entities."

All grievances must be filed in writing to the Office of the ICOM Dean. All grievance documentation will be securely maintained on file in the Office of the ICOM Dean and the specific student/employee/faculty file as appropriate to the grievance.

Each step of the Grievance and Resolution Procedures may take up to two weeks to complete, unless otherwise noted. Extensions or waivers to this timeframe may be granted on a case-by-case basis. Notice of a request for an extension from a student must be submitted within ten calendar days prior to the deadline.

Decisions about granting or denying the request for extension will be communicated to the student via letter within two business days of receipt of the request for extension. Likewise, if ICOM needs to extend a deadline, the Office of the ICOM Dean will provide said notice ten days before the due date.

Retaliation against any individual who files a grievance or participates in the grievance process is strictly prohibited. Individuals who engage in retaliation are subject to disciplinary action.

Grievance Procedure for Academic Concerns

An individual concern that is academic in nature should be first discussed with the immediate instructor or preceptor and must be done in a professional manner. This concern generally includes those that arise from personal conflicts or actions taken against a student individually. For individual concerns, if resolution cannot be reached, the student may, within 14 calendar days of the failed resolution, appeal, in writing, to the appropriate respective area Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the student may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

A concern over general course procedures or grading policies should be addressed through the Class President. The Class President may delegate any issue to the Class Curriculum Committee Representative to take to the Curriculum Committee. If through the normal processes for an

acceptable and reasonable request, a resolution cannot be reached, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the appropriate respective area Dean for the academic year involved.

If resolution cannot be reached from the prior appeals, the Class President may, within 14 calendar days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant issues and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

Reminder: Course Assessment policies and test question challenges are not covered under student grievances. See syllabi for each course.

A concern over ICOM policies and procedures should be addressed through the SGA President and the Dean for Student Services. If through the normal processes for an acceptable and reasonable request, a resolution cannot be reached, the SGA President may, within 14 days of the failed resolution, appeal in writing to the ICOM Dean who will review the relevant concerns and will decide, in his sole discretion, if a meeting with the student is warranted prior to issuing a response. The ICOM Dean's decision will constitute the final resolution with no further options for appeal.

If the concern is financial or in other areas of ICOM, the student should follow the appropriate chain of command as defined by the ICOM organizational chart found in this Catalog or by request to the Dean for Student Services.

Grievance Procedure for Perceived Discrimination or Harassment
Students who feel they are being discriminated against have the right to exercise the Grievance Procedure. In the event a student or anyone who participates in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures outlined below.

Step One: The Resolution Process
Students who meet the Technical Standards for admission to ICOM, as described in the Student Catalog, and feel they are being discriminated against shall first meet with the Dean for Student Services to explain their grievance.

The student must schedule a meeting with the Dean for Student Services within 14 calendar days from the date of the action being grieved or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person completing it. The Dean for Student Services must investigate the grievance within 7 calendar days. In the case where the discrimination is in any way threatening, the Dean for Student Services must bring it to the attention of the ICOM Dean immediately for intervention.

After the investigation period of 7 calendar days, the student filing the grievance, and the person against whom the grievance is filed will meet with the Dean for Student Services to discuss an

informal resolution. This meeting must be scheduled within 14 calendar days of the initial filing of the grievance. A letter confirming the mutual decisions of the resolution will be distributed, within 10 calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future concerns that may arise with the resolution. The Dean for Student Services will keep a record of the grievance investigation, including all supporting documentation and a report of the findings. All material shall be filed as previously stated in this procedure.

If the Dean for Student Services determines the evidence is insufficient to support the allegations, they may close the grievance and notify the student within 14 calendar days of his/her findings and inform the student of their right to request a grievance hearing.

Step Two: The Grievance Hearing Process

If the student feels the informal resolution has not been successful, or disagrees with the informal resolution, they may request the Dean for Student Services and the ICOM Dean to call a Grievance Hearing. The student has 30 calendar days after receiving written notice of denial of the grievance to request such a hearing.

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

- A clear and precise statement of the grievance,
- A statement explaining how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation,
- The name the respondent parties (the person(s) against whom the grievance is filed)
- An explanation of each respondent responsible for the action or decision,
- The requested remedy,
- Any request to bring a non-participating observer to the hearing.

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

- The ICOM Dean shall designate an Assistant/Associate Dean to review the case within 7 calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the ICOM Dean shall appoint a Grievance Hearing Board, including naming a Chair, at the end of the 7 days.
- The Grievance Hearing Board, appointed by the ICOM Dean, will be notified in writing of their appointment and informed of the date of the hearing. The date of the hearing must be within 14 calendar days of the notice. The ICOM Dean shall ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board shall consist of a Chair, two Assistant/Associate Deans, two faculty members, one staff member, and one student.
- Prior to convening the grievance hearing meeting, the Grievance Hearing Board shall be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.
- The person(s) against whom the grievance is alleged shall receive a written copy of the grievance at least 7 calendar days in advance of the hearing.

- The Grievance Hearing Board shall hear the grievance by the student. The person filing the grievance, as well as the person against whom the grievance is alleged shall at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board will convene privately to her testimony and review documentation, including the final report from the Dean for Student Services relating to the grievance. As necessary, the Dean for Student Services may be called to testify as a witness in the grievance. No individuals appearing before the Grievance Hearing Board is entitled to have an attorney represent them at the hearing. Only the Chair shall be entitled to question any witness and decide upon the relevancy of any evidence presented.
- Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than 14 calendar days. The Grievance Hearing Board, or the Dean for Student Services at the request of the Grievance Hearing Board, shall conduct further investigation of the alleged grievances. The Grievance Hearing Board may, during this time, meet with ICOM's legal counsel who has further expertise in the law regarding disability and discrimination.
- The second meeting of the Grievance Hearing Board, which shall occur within 14 calendar days, shall be to further discuss the grievance, the investigation, the educational materials provided, and the advice of legal counsel. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board shall make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter shall be sent to the student within 14 calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to the ICOM Dean. The student has 30 calendar days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail or delivered with signature of receipt directly to the Office of the ICOM Dean. The ICOM Dean shall have a period of not greater than 14 calendar days to respond to the appeal. The ICOM Dean shall have the final determination of the outcome with no further options for appeal.

Improper Relationships

Relationships between a student and an ICOM faculty/staff member, including clinical preceptors entrusted to oversee the student, which extend beyond the educational requirements or beyond ICOM activities, are not permitted. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are strictly prohibited.

Harassment and discrimination Inquiries that fall under Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., should be directed to the ICOM Title IX Coordinator:

Heidi Powers, MBA
208-795-4378
hpowers@icom.edu
Office #352

Please see additional guiding information here with regards to Title IX:
https://www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination

Grievances to External Entities

Students, typically upon completion of ICOM's grievance process, may escalate their grievance to agencies outside of ICOM. A list of some of these external agencies is provided below. If a student needs help identifying the appropriate entity to escalate a grievance, they may reach out to the Dean for Student Services.

COCA Accreditation Standard Complaint Process

ICOM is committed to maintaining the Commission on Osteopathic College Accreditation standards. A copy of the standards is accessible at the AOA COCA's website: https://osteopathic.org/accreditation/standards/

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

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

Resolution and Adjudication Process

The grievance will be reviewed by the Dean of Learner Outcomes, Assessment, and Community Engagement and referred to the ICOM Dean and Chief Academic Officer or ICOM President and Chief Executive Officer within ten business days for investigation, review and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken within 15 business days of the complaint being received by the ICOM Dean and CAO or President and CEO.

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

The accreditation standards, policies and procedures for ICOM can be found at: https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf

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

NWCCU Institutional Accreditation Complaint Process

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

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

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

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

US Department of Education Section 504 Complaint Process
Students with grievances or complaints against ICOM based upon violations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 as Amended (2008) also have the right to file a complaint with the Office for Civil Rights by mailing the grievance or complaint to:

> U.S. Department of Education
> Office of Civil Rights
> 400 Maryland Avenue SW, Washington, DC 20202-1100; or
> Faxing it to the Director at (202) 453-6012; or filing it electronically

For more information, students can contact the Office for Civil Rights:
1-800-421-3481
OCR@ed.gov

Federal Student Aid, US Department of Education Complaint Process
Your complaints are important to us. You can submit a complaint (about an issue, suspicious activity, or scam) or review an already-submitted case. If your complaint isn't resolved, reach out to the Ombudsman Group by logging in, adding information to your existing case, and requesting to escalate to the Ombudsman Group (https://studentaid.gov/feedback-center/).

Inspector General, US Department of Education Complaint Process
The Office of the Inspector General (OIG) encourages you to use its online form to file your complaint. You can also download the OIG Hotline Form and mail or fax it to our office. Please note that it will take longer to process your complaint if submitted by mail or fax (https://oighotlineportal.ed.gov/eCasePortal/InvestigationsCaptcha.aspx).

U.S. Department of Education
Office of Inspector General Hotline
400 Maryland Avenue, S.W.
Washington D.C. 20202-1500
Fax: (202) 245-7047

Idaho approved SARA Institutions Complaint Process
Student grievances must exhaust the institution's dispute resolution process. All complaints regarding student grades or conduct violations are governed by the institution and the laws of the institution's home state.

If a student is not satisfied with the outcome of the institutional process, or if the issue is not resolved at the institutional level, the student may appeal to the Office of the State Board of Education.

Students who wish to appeal a SARA institution's decision, must submit a formal student complaint form, and submit all appeals documentation to the Office of the State Board of Education at the address provided on complaint form (https://nc-sara.org/wp-content/uploads/2025/06/Idaho-SARA-Student-Complaints-Process.pdf).

Contact Name: Tamara Baysinger
Title: State Authorization Program Manager
Agency: Idaho State Board of Education
Address: 27257 Conway Road
Email: tbaysinger@edu.idaho.gov
Phone: (208) 332-1587

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

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

Graduation Requirements and Time to Degree

Satisfactory completion of the program thereby resulting in the awarding of the earned degree, Doctor of Osteopathic Medicine, requires each candidate to satisfy the following requirements:

- To graduate, 4th year students in the Class of 2027 must successfully complete 177.50 credits. This is subject to change for future academic years and graduating cohorts.
- ICOM offers an Educational Scholars Program in Osteopathic Principles and Practice (OPP). The OPP Scholars Program effectively converts the traditional medical school curriculum from a 4-year to a 5-year plan utilizing an alternating schedule between scholar responsibilities, with the ICOM OPP department, and "outside" clinical rotations for the duration of the OMS-3 and OMS-4 academic years. For this reason, the overall credit total for graduating OPP Educational Scholars, will include an additional 39 credits
- Satisfactory completion of all required courses and credit hours within six (6) years of initial matriculation with attainment of at least the minimum passing grade, as determined by the faculty, for each course.
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME.
- Attainment of passing scores for COMLEX-USA® Level 2-CE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME.
- Successful completion of the Core Competency Capstone requirement (C3DO)
- Have no outstanding financial obligation to the College.
- Have no unresolved disciplinary violations.
- Receive approval for graduation from the faculty of the College.
- Complete the formal Application for Graduation, and all compulsory graduation activities such as the degree audit exit meeting with the Registrar and loan exit counseling through the Office of Financial Aid, if applicable.

Candidates for the degree are encouraged to attend the College's annual graduation ceremony. Students whose graduation date is delayed are able to participate in the graduation ceremony provided all graduation requirements and coursework can be reasonably completed prior to June 30th of the same calendar year. These students will also be asked to fill out a "Petition to Walk in Commencement Form" with the Office of the Registrar. Students unable to complete graduation requirements and coursework by the deadline shall have their graduation delayed until the following academic year.

To become eligible for graduation, each student physician in a four-year single degree DO program must have successfully completed all requirements for graduation within 150% of the standard time (six years following matriculation). The six years allow for the student physician to have been in a delayed program due to medical, academic, and/or personal leaves of absence, termed Withdrawal with intent to return.

The chair of the PAR Committee in conjunction with the Office of the Registrar, will track student progress toward graduation, and counsel student physicians who exceed five years of ICOM enrollment.

The Dean and Chief Academic Officer may permit exceptions to the six-year (150%) rule. Exceptions to this rule will be documented and recorded with the Registrar's Office as part of the students permanent record.

ICOM allows additional time for students participating in dual degree programs. Additionally, ICOM may allow additional time toward a degree for members of the United States military called to active duty during their term of enrollment as required by the United Stated Department of Veterans Affairs for administration of GI Bill®, Post-9/11 GI Bill® and other related benefits. If exceptions to the six-year rule are made for any single degree DO student, ICOM will provide a list of these students to the Commission on Osteopathic College Accreditation (COCA) with a detailed explanation as to the reason for allowing the student(s) to graduate past the six-year (150%) time frame.

Delayed Graduation
If a student physician in years 3 or 4 is required to retake courses in the curriculum as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling clinical rotations may occur and the student physician's graduation may be delayed. Voluntary course withdrawals, temporary leaves, or suspensions as a result of failure to pass COMLEX-USA Levels 1 or 2-CE (consistent with ICOM policy) may also cause a delay in scheduling clinical rotations and a delay in graduation. Any alteration in the normal curricular progression may affect a student physician's financial aid status or qualification for education-based financial aid.

Licensure Upon Completion of the DO Degree

The DO degree offered at ICOM is one step in the licensure process. The DO degree from ICOM is accepted for licensure in all 50 states and US territories.

In the United States, medicine is a licensed profession regulated by the individual states. One of the most important functions of the nation's state medical boards is issuing licenses to physicians. Through licensing, state medical boards ensure that all practicing physicians have appropriate education and training, and that they abide by recognized standards of professional conduct while serving their patients.

Obtaining a license to practice medicine in the U.S. is a rigorous process. Those entering the profession must meet predetermined qualifications that include medical school graduation, postgraduate training, and passage of a comprehensive national medical licensing examination that tests their knowledge of health and disease management and effective patient care.

Applicants must submit proof of their education and training and provide details about their work history. They also must reveal information that may affect their ability to practice, such as health

status, malpractice judgments/settlements and criminal convictions. Only those who meet a state's qualifications are granted permission to practice medicine in that state.

After physicians are licensed, they must renew their license periodically, usually every one or two years, to continue their active status. During this license renewal process, physicians must demonstrate that they have maintained acceptable standards of ethics and medical practice and have not engaged in improper conduct. In nearly all states, physicians must also show that they have participated in a program of continuing medical education.

While the specific requirements for obtaining a medical license vary somewhat between jurisdictions, state medical boards review the credentials of applicants and look closely at a number of factors, including:

- Medical education
- Medical training (i.e., residency training)
- Performance on a national licensing examination
- Mental, moral, and physical fitness to safely practice medicine

Medical Education: All jurisdictions require that candidates for physician licensure have obtained an MD or DO degree. For most medical education programs in the United States, the MD or DO degree involves a post-baccalaureate four-year program of education. Graduates of international medical schools (IMGs) may present the equivalent of the MD degree (e.g., MBBS).

There are allopathic and osteopathic medical schools in the United States. All of these medical school programs are accredited by either the Liaison Committee on Medical Education (LCME) or the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA COCA).

It should be noted that acquisition of an MD or DO degree does not automatically confer a license to practice medicine in the United States. The medical practice act in most jurisdictions restricts individuals holding a physician credential from publicly representing themselves as physicians unless they hold a medical license in that jurisdiction.

Medical Training: After graduation from medical school, physicians routinely enter into postgraduate training – usually a residency training program. At one time it was common for physicians to spend their first year of postgraduate training (PGY-1) in an internship exposing them to a broad array of clinical scenarios. After this intern year, the physician then moved into the more specialized training of their chosen residency training program. Most physicians today do not experience a true rotating internship during PGY-1 but instead move directly into the specialized training of their residency program.

All state medical boards require licensure candidates to complete at least one year of postgraduate training in order to be eligible for a full and unrestricted medical license. In some jurisdictions, the requirement is higher — the physician must complete two or three years of residency training to obtain a license. In more than a dozen jurisdictions, progress through postgraduate training requires a physician to successfully complete the licensing examination sequence and obtain a full, unrestricted license prior to reaching a designated point in their postgraduate training. For example, some jurisdictions require physicians in training to complete the licensing examination sequence prior to entering PGY-2 or PGY-3.

The postgraduate training period often marks the first formal interaction of prospective physicians with a state medical board, as most boards issue a resident or training permit for physicians to practice within the limited, supervised context of their residency program.

For many years, state medical boards required that the training be completed in a residency program accredited by either the Accreditation Council for Graduate Medical Education (ACGME) or the American Osteopathic Association (AOA). In 2014, the AOA, ACGME, and the American Association of Colleges of Osteopathic Medicine (AACOM) agreed to a single accreditation system for graduate medical education programs in the United States, which was implemented in 2020 and now unifies the various programs.
These programs are approximately three to seven years in duration, depending upon the specialty.

Some state medical boards recognize training in the accredited programs conducted in other countries – for example, residency programs accredited by the Royal College of Physicians and Surgeons of Canada.

Licensing Examination: All state medical boards require completion of either the United States Medical Licensing Examination (USMLE®) or the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA). The USMLE is open to physicians holding an MD or DO degree. Physicians with a DO degree usually complete the COMLEX-USA sequence. These are national multi-part examinations taken at various points in a prospective physician's career and designed to assess the physician's knowledge, clinical and communication skills. Students in U.S. medical schools routinely take the first two steps of the licensing examination prior to graduation from medical school. The final step of the examination sequence is usually taken during residency training.

Many boards limit the number of attempts a physician can make to pass the USMLE or COMLEX-USA. Additional attempts are often allowed, but only after physicians have been redirected for additional training prior to taking the exam again. Most boards also place

restrictions on the time period for completing the examination sequence. These time- and attempt-limits are designed to ensure the currency and adequacy of knowledge of newly licensed physicians.

More detailed information on **State-Specific Requirements for Initial Medical Licensure** is available at the FSMB website.

Fitness to practice: All state medical boards are concerned with the physical, mental, and moral fitness of prospective licensure candidates. A number of boards explicitly define the practice of medicine in their licensure applications to ensure that physicians clearly understand the expectations for minimally acceptable performance. The licensure application in each state commonly asks questions about the personal history and background of the applicant, including work history, physical and/or mental conditions that might impact their ability to safely practice medicine. Criminal background checks at the time of license application are also conducted by many boards.

Compared with U.S. medical graduates, IMGs follow a slightly different pathway after completing their medical education at a school outside the United States. Before entering into a residency training program in the United States, they must be certified by the Educational Commission for Foreign Medical Graduates (ECFMG). This certification is required in order for IMGs to enter into an ACGME-accredited residency training program in the United States. ECFMG certification requires verification of the physician's medical degree and successful completion of USMLE Step 1 and 2. The timing with which IMGs complete the USMLE differs somewhat from that of U.S. medical students and graduates. While some IMGs begin the USMLE sequence during their medical school years, many more do not begin the sequence until after their graduation from medical school. Ultimately, IMGs take the same licensing examinations as U.S. MD graduates and obtain residency training in the same accredited programs.

When a physician applies for a medical license, staff at the state medical board receiving the application will verify the physician's credentials (e.g., medical degree, postgraduate training), confirm that the physician has successfully passed the USMLE or COMLEXUSA, query the FSMB's disciplinary data bank and closely review the physician's responses to questions on the licensure application for missing or inconsistent information. In some instances, the board may request that the physician appear for a formal interview before either the full board or a subcommittee of the board.

The license that the physician eventually receives from a state medical board is for the general, undifferentiated practice of medicine. Physicians in the United States are not licensed based upon their specialty or practice focus. Certification in a medical specialty, such as by a member board

of the American Board of Medical Specialties (ABMS) or the AOA's Bureau of Osteopathic Specialists (AOA BOS), is not required to obtain a medical license. However, other practical considerations — such as obtaining hospital privileges — lead most physicians to obtain specialty certification. The majority of physicians in the United States hold specialty certification through the ABMS or AOA BOS.

The Interstate Medical Licensure Compact

In 2015, a group of U.S. state medical boards joined together to launch the Interstate Medical Licensure Compact, which offers a new, expedited pathway to licensure for qualified physicians who wish to practice in multiple states.

A compact is a legal agreement, authorized by the Compact Clause of the U.S. Constitution, that allows states to collectively work together to address shared needs or issues. There are more than 200 interstate compacts in effect today.

Among the issues driving the need for the Interstate Medical Licensure Compact are physician shortages, the recent influx of millions of new patients into the health care system, and the growing need to increase access to health care for individuals in underserved or rural communities through the use of telemedicine. Proponents of telemedicine have often cited the state-by-state licensure process required for multiple-license holders as a barrier to telemedicine's growth, and the Compact is intended to help overcome this hurdle.

In addition to significantly streamlining the process of gaining medical licenses in multiple states for physicians, the Interstate Medical Licensure Compact is designed to increase access to health care for patients in underserved or rural areas, and to allow them to more easily connect with medical experts through the use of telemedicine technologies. Any state or territory may join the Compact, but in order for a state or territory to join the Interstate Medical Licensure Compact, its legislature must enact the Compact into law.

To date, 29 states, Guam, and the District of Columbia are participating members of the Compact, with several other states actively considering legislation to join.

States participating in the Compact formally agree to adopt common rules and procedures that streamline medical licensure, thus substantially reducing the time it takes for physicians to obtain multiple state licenses. The Interstate Medical Licensure Compact Commission provides oversight and the administration of the Compact, creating and enforcing rules governing its processes, but each participating state maintains its individual authority and control over the practice of medicine within its borders. Participating states retain the authority to issue licenses, investigate complaints, and discipline physicians practicing in their state.

To be eligible for licensure by utilizing the Compact process, physicians must possess a full and unrestricted license in a Compact member state, be certified (or "grandfathered") in a medical specialty, have no history of being disciplined, penalized or punished by a court, a medical licensing agency or the Drug Enforcement Administration, and meet several other robust requirements.

To participate, an eligible physician designates a member state as the State of Principal Licensure and selects the other member states in which a medical license is desired. Upon receipt of this verification in the additional Compact states, the physician is granted a separate, full and unrestricted license to practice in each of those states.

To date, more than 10,000 medical licenses have been issued using the Compact process.
The Compact is voluntary for both states and physicians. Physicians who cannot or do not want to participate in the Compact's expedited licensure process are still able to seek additional licenses in those states where they desire to practice by applying through that state's traditional and existing licensure processes.

To learn more, please visit https://imlcc.com/

Courses in Alphabetical Order by Course Code

ANAT 1002: Gross Anatomy and Lab
This course is designed to provide a clinically oriented immersive introduction to gross anatomy, embryology and medical imaging as they pertain to osteopathic medicine. The course will utilize a combination of lectures, team-based cadaveric dissection, team-teaching, small group and interactive exercises, case-based interactive lecture sessions, flipped classroom sessions and self-directed learning to help student physicians develop an understanding of human clinical anatomy and development. This introduction to the organization, function and clinical importance of human structures will serve as a framework with which student physicians will build their clinically oriented medical foundation.

Term: Fall | Credit Hours: 7.0 | Repeatable for Credit: Y | Length: 20 Weeks | Grading: Letter

BIIC 1301: Blood, Immune, and Infection
This course provides a comprehensive overview of the hematopoietic system to include coverage of the normal physiology and pathophysiology of coagulation state, circulating blood cells and lymphoid tissues. The goals of this course are to enable students to classify both red and white blood cell disorders, to develop a basic understanding of disease conditions and infections that involve the blood and lymphoid tissues, and to incorporate laboratory findings into clinical problem solving to help establish a diagnosis and treat the patient. This course will consist of didactic lectures, independent study and clinical case exercises to enhance student comprehension.

Term: Fall | Credit Hours: 3.0 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

CARD 1602: Cardiovascular System
This course offers a comprehensive review of the cardiovascular system, starting with normal cardiovascular physiology. It then covers topics such as pathophysiology, electrocardiogram interpretation, medical imaging, pharmacology, infections, pediatric heart disease, and acquired heart disease. The goal of the course is to equip students with the ability to classify and deepen their understanding of both normal and abnormal cardiovascular function, as well as to explore differential diagnosis and treatment options for common cardiovascular diseases.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

CARE 1001: Caring and Competent Physician I
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, and health care ethics and law. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lectures, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 1001 is the first course in the four-course sequence which highlights communication and teamwork, epidemiology and public health, and environmental and occupational health.

Term: Fall | Credit Hours: 1.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 1002: Caring and Competent Physician II
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 1002 is the second course in the four-course sequence which highlights health promotion and preventative health, evidence-based medicine, and cultural humility.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CARE 2001: Caring and Competent Physician III
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 2001 is the third course in the four-course sequence which highlights systems-based practice, healthcare organization and policy, patient safety and quality improvement, and health informatics.

Term: Fall | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CARE 2002: Caring and Competent Physician IV
The CARE course is a two-year longitudinal health systems science curriculum focusing on the study of the health care system. This course series examines how care is delivered, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. The domains of the course include policy and economics, informatics, population health, value-based care, health system structure and improvement, interdisciplinary teams, evidence-based practice and advocacy, medical professionalism and leadership, health care ethics and law and systems thinking. Taught longitudinally throughout the first and second years (i.e., preclinical curriculum), this course exposes students to the professional competencies necessary for effective, empathetic, ethical, and competent osteopathic medical practice. Students may be challenged to learn and practice their skills and knowledge through case-discussion, lecture, self-directed learning modules, team-based projects, role play, guided conversation, peer facilitation and simulated patient cases. CARE 2002 is the fourth course in the four-course sequence which highlights medical ethics and professionalism, clinical reasoning, medicolegal concepts and biostatics.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CCRC 1000A: Cumulative Curricular Review I
This course is the first of four Cumulative Curricular Review courses which run throughout the preclinical curriculum. The goals of this course are to support the academic performance, social development, general success, persistence, and well-being of medical students. Additionally, this course is designed to introduce student physicians to campus resources, time management tactics, study skills best practices, test taking strategies, and student development of a professional identity. The course is mainly self-directed, with occasional live sessions (in person and synchronous) and assignments. Students are expected to manage their time accordingly so that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 1000B: Cumulative Curricular Review II
This course is the second of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their licensing examination (COMLEX-USA Level 1). To achieve these goals, licensing examination review resources including videos and licensing examination-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CCRC 2001A: Cumulative Curricular Review III
This course is the third (of four) Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their licensing examination (COMLEX-USA Level 1). To achieve these goals, licensing examination review resources including videos and licensing examination-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CCRC 2001B: Cumulative Curricular Review IV
This course is the fourth of four Cumulative Curricular Review courses which run throughout the first two years of the curriculum, i.e. the preclinical curriculum. There are two goals of this course: First, to help students organize the content to which they are and have been exposed in their other courses; and second, to allow them to assess their understanding of the content in order to prepare them for their licensing examination (COMLEX-USA Level 1). To achieve these goals, licensing examination review resources including videos and licensing examination-style questions are heavily utilized. The course is mainly self-directed; therefore, students are expected to manage their time accordingly such that assignments are completed in a timely manner.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CIPE 1000A: Foundations of Interprofessional Education I
This course is designed for early health care learners from ICOM, Idaho State University, and other campuses and programs to introduce the importance of best practices in professionalism, interprofessional communication, teamwork, roles and responsibilities, ethics, and collaborative practice to improve the quality and safety of patient care. Emphasis is placed on team development, structured communication processes, and the foundations of team-based care, including understanding the role of effective communication in preventing medical error. Learners will demonstrate the ability to participate effectively as members 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. Learners will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 1000B: Foundations of Interprofessional Education II
This course is designed for early health care learners from ICOM, ISU, and other campuses and programs to build upon foundational concepts in professionalism, teamwork, communication, roles and responsibilities, ethics, and collaborative practice to improve the quality and safety of patient care. Emphasis is placed on professional values, codes of ethical conduct, privacy and confidentiality, and application of a structured process of ethical analysis in interprofessional settings, including ethical decision-making within institutional and regulatory contexts. Learners will demonstrate the ability to work with individuals of other professions to maintain a climate of mutual respect and shared values, communicate effectively with patients, families, and colleagues, and assess similarities and differences among professional codes of ethics. Learners will reflect on placing the interests of patients and diverse populations at the center of health care delivery.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Pass/Fail

CIPE 2000A: Foundations of Interprofessional Education III
This course is designed for health care learners from ICOM, Idaho State University, and partner campuses and programs to further develop best practices in professionalism, roles and responsibilities, teamwork, communication, ethics, and collaborative practice to improve the quality and safety of patient care. Emphasis is placed on scope of practice, role clarification and negotiation, professional boundaries, and management of conflicts of interest within team-based care. Learners will demonstrate the ability to assess and address health care needs collaboratively, articulate their professional identity within an interprofessional team, and navigate differences in roles and responsibilities to enhance a climate of mutual respect and shared values. Learners will continue to reflect on placing the interests of patients and populations at the center of health care delivery.

Term: Fall | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Pass/Fail

CIPE 2000B: Foundations of Interprofessional Education IV
This course is designed for health care learners from ICOM, Idaho State University, and partner campuses and programs to integrate best practices in professionalism, roles and responsibilities, teamwork, communication, and ethics through advanced application in collaborative practice. Emphasis is placed on team dynamics, conflict management, psychological safety, and collaborative leadership, culminating in a capstone, team-based simulated experience integrating teamwork, error analysis, and ethical decision-making. Learners will demonstrate the ability to function effectively within high-performing interprofessional teams, apply structured approaches to conflict resolution and ethical analysis, and contribute to a culture of safety that supports patient- and population-centered care. Learners will reflect on their development as collaborative professionals committed to shared values and improved health outcomes.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Pass/Fail

CMED 1501: The Practice of Clinical Medicine I
The purpose of The Practice of Clinical Medicine I course is to help students begin to develop the knowledge and skills necessary to practice clinical medicine, including taking a patient history, performing a physical examination, developing a broad differential diagnosis, using clinical reasoning to prioritize differential diagnoses from most likely to least likely, documenting the clinical encounter, verbally presenting a patient case, performing basic clinical procedures, and doing all of this while demonstrating good communication and professionalism.

Term: Fall | Credit Hours: 2.5 | Repeatable for credit: No | Length: 20 Weeks | Grading: Letter

CMED 1702: The Practice of Clinical Medicine II
The Practice of Clinical Medicine II course continues to introduce the ICOM student to the knowledge and skills necessary to practice clinical medicine with the addition of team

communication, manikin-based simulation, recognition of urgent or emergent clinical decision making, and verbally presenting a patient case to an attending. Student physicians will still be expected to demonstrate good communication and professionalism throughout all scheduled events.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

CMED 2501: The Practice of Clinical Medicine III
The Practice of Clinical Medicine (CMED) III course is a fall semester course that builds upon the fundamental skills learned in the Practice of Clinical Medicine (CMED) I and II courses. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, case discussions, working with the Teaching Medicine software to develop differential diagnoses, hands-on practice with task trainers, simulated patient events, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, developing differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on developing practical, hands-on skills for 3rd and 4th year rotations, such as phlebotomy, lumbar puncture, establishing intravenous and intraosseous access, gloving, suturing, performing electrocardiograms and defibrillation, placing urinary catheters and nasogastric tubes. Students will also practice giving oral patient presentations to an attending in a simulated hospital or emergency room setting.

Term: Fall | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

CMED 2702: The Practice of Clinical Medicine IV
The Practice of Clinical Medicine IV Course builds on the fundamental skills learned in CMED I, II, and III courses. Specifically, it focuses on solidifying patient assessment and medical documentation, while encouraging critical thinking in the creation of a differential diagnosis list, designing treatment recommendations, and providing succinct oral patient presentations. Interactive lectures, small group discussions, hands-on practice, simulations, and standardized patient experiences are used to develop appropriate professional behaviors and clinical skills such as patient-centered interviewing, physical examination, medical documentation and reporting, differential diagnoses, laboratory interpretation, patient education and counseling. Specific emphasis will be placed on advancing clinical reasoning through the development of differential diagnoses, determining appropriate evaluations, and formulating cost-effective and pertinent treatment plans.

Term: Spring | Credit Hours: 2.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

CPRO 3001: Clinical Preparation
The clinical preparation rotation will review key skills and knowledge used across various clinical settings. Students will demonstrate and practice their clinical reasoning and skills in

activities designed to simulate various patient encounters and clinical settings. We will also discuss strategies and knowledge for student success in subsequent clinical rotations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 3401: Third Year Elective
This four-week third year rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives which strengthen areas of weakness and introduce them to specialties they may have interest in pursuing in their residency applications. This elective should provide further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4001: Fourth Year Elective 1
Fourth year students are required to complete a four-week rotation in a primary care specialty during their fourth year. During this course, either in Family Medicine, Obstetrics and Gynecology, Pediatrics, Outpatient Internal Medicine, or Urgent Care, students will expand their knowledge of the full age spectrum from health to disease states and apply this knowledge in the primary care clinical setting. The curriculum is taught through one-on-one student-preceptor experiences in caring for patients primarily in the outpatient setting. This course is a four-week course. Other specialties may meet the requirements of the Primary Care Elective in the OMS-IV year after review and approval by the Clinical Affairs Department.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4002: Fourth Year Elective 2
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4003: Fourth Year Elective 3
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4004: Fourth Year Elective 4
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4005: Fourth Year Elective 5
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4006: Fourth Year Elective 6
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4007: Fourth Year Elective 7
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4008: Fourth Year Elective 8
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ELRO 4009: Fourth Year Elective 9
This rotation allows student physicians 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 physician upon approval of the Clinical Affairs Department. Student physicians are strongly encouraged to utilize this time to choose electives at sites with residency programs of interest, strengthen areas of weakness and obtain further training that will help them transition into residency. All electives must be patient-care oriented.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

EMRO 3201: Third Year Emergency Medicine
EMRO is a third year clerkship that provides education and clinical experiences in caring for patients who present to the Emergency Department (ED) with a variety of acute and subacute concerns. EMRO will emphasize stabilization and appropriate triage of critically ill and injured patients and those at risk for death and/or disability as well as patients with more common, less critical concerns. EMRO is designed to introduce students to the principles of acute care medicine, and provide ICOM students with an opportunity to evaluate ED patients, develop a plan for evaluation, management and disposition of these patients and the presentation of these patients to preceptor physicians, the patients, and consultants. EMRO also emphasizes active participation throughout patient care, including involvement in a variety of procedures requiring procedural skills. Assessment of student performance is based on the patient care experiences,

assigned modules from Emergency Medicine resources and online texts, as well as weekly case presentations/reviews and a final evaluation from the student's preceptor(s).

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

EMRO 4201: Fourth Year Emergency Medicine
EMRO is a fourth-year clerkship that provides education and clinical experiences in caring for patients who present to the Emergency Department (ED) with a variety of acute and subacute concerns. EMRO will emphasize stabilization and appropriate triage of critically ill and injured patients and those at risk for death and/or disability as well as patients with more common, less critical concerns. EMRO is designed to introduce students to the principles of acute care medicine and provide ICOM students with an opportunity to evaluate ED patients, develop a plan for evaluation, management and disposition of these patients and the presentation of these patients to preceptor physicians, the patients, and consultants. EMRO also emphasizes active participation throughout patient care, including involvement in a variety of procedures requiring procedural skills. Assessment of student performance is based on the patient care experiences, assigned modules from Emergency Medicine resources and online texts, as well as weekly case presentations/reviews and a final evaluation from the student's preceptor(s).

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

ENDO 2501: Endocrine System
This course offers an in-depth exploration of the endocrine system, including the structure and function of major endocrine tissues, regulatory mechanisms of hormones, etiology and pathogenesis of endocrine disorders, and the diagnosis and management of patients presenting with symptoms of hormone dysfunction.

Term: Spring | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

FMRO 3301: Family Medicine
The ICOM mission of preparing community-focused physicians for rural and medically underserved areas is best met through family medicine. Family medicine is a primary care specialty that provides first contact, ongoing, and preventative care to all patients regardless of age, gender, culture, care center, or type of problem. Given the variety of practice opportunities and formats in family medicine, students will expand their knowledge caring for patients of any age from health to disease states and apply this knowledge in the clinical setting. Family medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. The four-week family medicine rotation is taught through one-on-one student-preceptor experiences, online case modules, a question bank, and ICOM faculty/student didactics through Webex.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

FOUN 1102: Clinical Foundations
Clinical Foundations is the first course in the ICOM preclinical curriculum. The goal of this course is to present the language and provide the core foundational principles of the biomedical sciences as they relate to medicine, which students will use throughout their study of human health and disease in the system-based courses that follow. This course explores the molecular, genetic, and cellular basis of human health. It introduces the basic biomedical principles underlying disease development and progression and provides foundational knowledge about pharmacotherapy and clinical reasoning. It serves as an introductory framework for integrating the core biomedical disciplines - biochemistry, genetics, physiology, cell biology and histology, microbiology, immunology, pathology, and pharmacology - to advance students' understanding of medical sciences, human development, medical imaging, and their application in clinical practice.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

GAST 2001: Gastrointestinal System
This course provides a comprehensive overview of the gastrointestinal system from mouth to anus. The course will outline the normal processes, anatomy and physiology of the alimentary canal, exocrine pancreas, liver and biliary system, and intestinal tract, including the normal function of the gastrointestinal immune defenses and normal flora. This course will then proceed to define the abnormal processes and pathophysiology of common gastrointestinal disease states. Emphasis will be placed on screening, clinical diagnosis and health maintenance. These topics will include infectious diseases, immunologic and inflammatory disorders, neoplasms and medications related to the gastrointestinal system.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

IMRO 3401: Internal Medicine
The Department of Primary Care wishes to provide an exciting, unique experience for the clinical student in an internal medicine subspecialty while developing competent and compassionate student physicians capable of caring for this extraordinary group of patients. During the third-year internal medicine subspecialty rotation, students expand their knowledge of internal medicine subspecialties and gain the ability to apply this knowledge in the clinical setting. The curriculum is taught through ICOM online lectures, online case modules, assignments, and through one-on-one student-preceptor experiences in caring for patients in the clinical setting. This is a four-week rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

IMRS 3401: Internal Medicine - Subspecialty
The Internal Medicine clinical rotation is a required 4-week core clinical experience designed to immerse third-year medical students in the evaluation and management of hospitalized adult patients with a variety of acute and chronic medical conditions. Students are able to apply the knowledge and skills obtained during their preclinical years to include history taking, physical examination, clinical documentation, oral case presentations, and safe and compassionate patient care. Students will function as an integral member of the inpatient care team, under the supervision of attending physicians and residents, to expand their knowledge in the field of internal medicine with emphasis on clinical reasoning, diagnostic evaluation, evidence-based management, interprofessional collaboration, and professional development within the hospital setting. Students will be involved in a full range of experiences to include preventative care, acute and chronic illness, and palliative/end of life care while coordinating with sub-specialists and interdisciplinary health professionals.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

INTG 2201: Integumentary System
Content in this course will provide a comprehensive overview of the integumentary system including the normal physiology and pathophysiology of common dermatologic related disease states. Imaging and diagnostic evaluation, neoplasia, infection and medications related to the integumentary system are also covered. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal integumentary system function along with differential diagnosis and treatment options of the common dermatologic-related disease processes.

Term: Spring | Credit Hours: 2.0 | Repeatable for Credit: No | Length: 2 Weeks | Grading: Letter

MNTH 2301: Mental Health System
Content in this course will review clinically relevant topics in psychiatry to better prepare students to evaluate and treat mental illness using a biopsychosocial model of care. Psychiatric issues seen in primary care settings will be emphasized. This knowledge will enable the physician to appropriately evaluate the patient's health and diagnose disease from the presented signs and symptoms. This knowledge is designed to enable students to classify and gain an expanded understanding of both normal and abnormal behavioral health processes.

Term: Fall | Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

MSKS 1401: Musculoskeletal System
The musculoskeletal system is an essential component of osteopathic medical education. Students will be introduced to medical terminology specific to the musculoskeletal system and osteopathic medicine. The primary objective of this course is to provide students with an opportunity to learn the structure, function, pathophysiology, and clinical relevance of the

musculoskeletal system including connective tissue as it pertains to clinical medicine with clinical correlations to illustrate applications of principle concepts specific to osteopathic medicine. This knowledge is designed to enable the physician to appropriately evaluate the patient's health and diagnosis of disease from the presented signs and symptoms.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

NEUR 1801: Neurosensory System
The aim of this course is to provide student physicians with an effective foundation in the structure, function, pathophysiology, pharmacology and clinical relevance of the central nervous system and special sensory structures. Mastery of these concepts will enable the physician to appropriately determine the patient's health, diagnose neurological diseases from the presented signs and symptoms and evaluate results of clinical tests. The course uses active exploration of case-based problems to integrate knowledge and terminology that is essential for clinicians in any area of practice.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

OPPC 1501A: Osteopathic Principles and Practice I
OPPC 1501A introduces the ICOM student to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1501B: Osteopathic Principles and Practice Lab I
OPPC 1501B introduces the ICOM student to the practice and application of osteopathic manipulative medicine, and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of physical examination findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem-solving.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 1951A: Osteopathic Principles and Practice II
OPPC 1951A continues to introduce the ICOM student to the practice and principles of osteopathic medicine. It is one part of a two-part course consisting of 1951A, the written course, and 1951B, the laboratory course. Course content is presented through weekly learning sessions. Basic terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams as well as

fundamentals of osteopathic treatment will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 1951B: Osteopathic Principles and Practice Lab II
OPPC 1951B continues to introduce the ICOM student to the practice and application of osteopathic manipulative medicine and the development of psychomotor skills. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of osteopathic treatment. Clinical problems and cases are presented, as well as osteopathic problem solving.

Term: Spring | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 2451A: Osteopathic Principles and Practice III
OPPC 2451 A builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening, regional and segmental structural exams, and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem-solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for licensing examinations and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2451B: Osteopathic Principles and Practice Lab III
OPPC 2451B builds on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for licensing examinations and rotations will be addressed. Students are accountable for all information and skills learned in all concurrent and past courses.

Term: Fall | Credit Hours: 1.0 | Repeatable for Credit: No | Length: 20 Weeks | Grading: Letter

OPPC 2801A: Osteopathic Principles and Practice IV
The OPPC 2801 A course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. It is one part of a two-part course consisting of 2801 A, the written course, and 2801 B, the laboratory course. Course meeting day(s), times and locations are subject to change. Times and locations for learning activities can be found on the weekly schedule in the LMS. Course content is presented through weekly learning sessions. Basic and advanced terminology and osteopathic specific medical terminology are defined with applications. Concepts related to the osteopathic screening and regional and segmental structural exams continue in this course, and fundamentals of advanced osteopathic techniques will be presented. Clinical problems and cases are presented, as well as osteopathic problem solving. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for licensing examinations and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 2801B: Osteopathic Principles and Practice Lab IV
The OPPC 2801B course continues to build on prior cognitive and psychomotor skills essential to the practice and principles of osteopathic medicine. Course content is presented through weekly lab sessions. Included are the osteopathic structural exam and interpretation of findings as well as the application of various models of advanced osteopathic treatment. The course is designed so the student will have a wide array of techniques to address somatic dysfunction in every area of the body. Preparation for licensing examinations and rotations will be addressed.

Term: Spring | Credit Hours: 0.5 | Repeatable for Credit: No | Length: 13 Weeks | Grading: Letter

OPPC 3551: Osteopathic Principles and Practice V
Osteopathic Principles and Practice V (OPPC 3551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 3951: Osteopathic Principles and Practice VI
Osteopathic Principles and Practice VI (OPPC 3951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice. Included are the interpretation of findings, application of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams as well as treatment in the hospital and clinic settings using modalities the student has learned in years one and two.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 24 Weeks | Grading: Letter

OPPC 4551: Osteopathic Principles and Practice VII
Osteopathic Principles and Practice VII (OPPC 4551) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice and educating attending physician preceptors on osteopathic principles and practice. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

OPPC 4951: Osteopathic Principles and Practice VIII
Osteopathic Principles and Practice VIII (OPPC 4951) builds on prior cognitive and psychomotor skills essential to the principles and practice of osteopathic medicine. Osteopathic manipulative medicine (OMM) is taught throughout the curriculum at ICOM and is reinforced in the clinical years by providing clinical experiences with ICOM appointed clinical faculty, demonstrating the incorporation of manipulative medicine skills into clinical practice, and educating attending physician preceptors on osteopathic principles and practice while furthering the students' understanding of curricular design, and OMT research. Included in this education are the interpretation of findings, demonstration of osteopathic manipulative techniques, and documentation of the osteopathic screening, regional and segmental structural exams. Knowledge of the physiological mechanisms of actions of various osteopathic techniques as well as indications and contraindications to the application of treatments in the hospital and outpatient settings using modalities the student has learned in years one, two and three will also be demonstrated.

Credit Hours: 0.5 | Repeatable for Credit: No | Length: 19 Weeks | Grading: Letter

PERO 3601: Pediatrics
Pediatrics is a four-week clinical rotation occurring at a core site. Pediatrics is the medical specialty focused on the health and care of children from infancy to adolescence. Pediatrics embraces preventive health including careful observation of the growth and development of a child, anticipatory guidance about safety specific to each age, and acute and chronic care for neonates, infants, children, and adolescents in all areas of medical specialties. Pediatricians are passionate advocates for their patients and are intimately involved in the care of the entire family by facilitating and coordinating services for the child. Pediatricians are a diverse group of physicians working in a variety of practice settings, medical subspecialties, and geographical regions. The practice of pediatric medicine occurs in the outpatient office setting, in the inpatient setting caring for both acute and chronic illnesses, in the delivery room and newborn nursery caring for neonates in the first days of life and in the emergency room. Students should review their specific site instructions for a more detailed description of their specific practice setting and be prepared to have a schedule that may include overnight call, early mornings, late evenings and some weekend responsibilities.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

PSRO 3701: Psychiatry
The required clinical rotation in psychiatry is four (4) weeks in duration and is intended to be a structured clinical experience under direct supervision of psychiatrists who assume responsibility for the care of patients. The psychiatry clerkship utilizes a wide variety of clinical settings including adult outpatient and inpatient settings. Some of your rotations may include children. Many psychiatric patients will also suffer with diverse comorbid medical problems or complications. It is important that students gain a sufficient base of knowledge and ability to screen for and recognize the common mental health disorders in patients in order to make an accurate diagnosis, recommend appropriate treatments, and make effective referrals and consultations.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

RENL 2101: Renal System
This course provides a comprehensive overview of the renal system including the normal physiology and pathophysiology of common renal and urologic disease states. Other topics covered in this course include medical imaging, electrolyte and fluid balance, acid-base disorders, and kidney disease in specific populations (children vs. elderly). Treatment options (including dialysis and transplantation) related to the renal and urologic system are also covered.

Term: Fall | Credit Hours: 4.5 | Repeatable for Credit: No | Length: 5 Weeks | Grading: Letter

REPR 2601: Reproductive System
This course provides student physicians with a detailed overview of the male and female reproductive systems, human reproduction and pregnancy. It includes in-depth information about the biochemical and physiological basis of reproduction and sexual development as well as various topics covering the disciplines of obstetrics, gynecology, and urology.

Term: Spring | Credit Hours: 5.5 | Repeatable for Credit: No | Length: 6 Weeks | Grading: Letter

RESP 1701: Respiratory System
This course provides a comprehensive overview of the respiratory system including the normal physiology and the pathophysiology of disease states. Student physicians will learn and apply concepts of medical imaging, infectious diseases, neoplasia, acute and chronic respiratory diseases and medications related to the respiratory system. The goal of this course is to enable student physicians to understand both normal and abnormal respiratory function along with differential diagnoses and treatment options of common respiratory disease processes.

Term: Spring | Credit Hours: 3.5 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Letter

RPRO 3101: Residency Preparation
Students participate in a series of learning models and didactics that prepare, refine and measure students' acquisition of knowledge and skills required during third- and fourth-year clinical clerkships and successful progression to residency. Students will receive instruction and assessment in the completion of the ERAS application, including but not limited to the formation of a personal statement, proper LOR's, guidelines for your curriculum vitae, specialty-specific guidance, and the process of choosing programs. Working with your academic advisor is an integral and required part of this course as you define your choices for a residency. Instructions in the types of matching services and dates for completion are included. Learning modules will assist you in choosing a program, maximizing your odds of successful placement, and offer resources for researching residencies. Student participation will lead to a better understanding of preliminary year programs and the need for such programs. Learning modules and mock interviews will help you improve your interview skills while gaining understanding of what program directors are seeking in their applicants. Students will prepare their personal statements for ERAS with input from advisors and learning specialists.

Credit Hours: 2.0 | Repeatable for Credit: No | Length: 3 Weeks | Grading: Pass/Fail

SCRO 3751: Scholarly Activity
OMS-III students will complete a four-week rotation that will teach them to develop answerable research questions, retrieve relevant information, interpret research findings, incorporate those findings into their practice, and to communicate research with patients and other members of the healthcare team. This rotation is all online and is mostly asynchronous. Students can work at their core rotation sites or any location that has reliable internet access. Course content will include journal articles, book chapters, online videos, online readings (websites, blogs, etc.), and podcasts.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SCRO 4751: Scholarly Activity
OMS-IV students will complete a four-week rotation that will teach them to develop answerable research questions, retrieve relevant information, interpret research findings, incorporate those findings into their practice, and to communicate research with patients and other members of the healthcare team. This rotation is all online and is mostly asynchronous. Students can work at their core rotation sites or any location that has reliable internet access. Course content will include journal articles, book chapters, online videos, online readings (websites, blogs, etc.), and podcasts.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURO 3801: Surgery
This required rotation of four weeks in a hospital-based service is intended to be a structured clinical experience under supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain and interpret appropriate laboratory studies, develop a differential diagnosis, formulate a management plan, assist in the implementation of appropriate therapy for common surgical diagnoses, and understand both preoperative evaluation and risk assessment and postoperative care of the surgical patient. The Idaho College of Osteopathic Medicine will administer a post-rotation examination (COMAT) when the student has completed this required rotation.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

SURS 3401: Surgery - Subspecialty
This required rotation of four (4) weeks in a hospital and office-based service is intended to be a structured clinical experience under direct supervision. Upon completion of the rotation, the student should be able to elicit a surgical history, perform a physical examination, obtain appropriate laboratory studies, assess the results, develop a diagnosis, formulate a management plan and assist in implementation of appropriate therapy for common surgical subspecialty principles and practices. Please see the individual subspecialty information for course goals and objectives. Surgery encompasses a diverse range of specialties and includes the following disciplines: anesthesia, breast surgery, cardiothoracic surgery, colorectal surgery, dermatologic surgery, GI surgery, neurosurgery, orthopedics, otolaryngology, pediatric surgery, plastic surgery, ophthalmology, surgical oncology, trauma surgery, transplant surgery, urology, and vascular surgery.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

VCRC 4000: Virtual Crucial Conversations For Mastering Dialogue Elective
This 1-week Crucial Conversations for Mastering Dialogue course is offered through the Crucial Learning Platform. It combines virtual, asynchronous learning with live instruction for a blended instructional approach. This elective course will provide student physicians with the opportunity to learn communication skills through online learning activities, quizzes, reading assignments, and personal reflection. Additionally, this course will require daily synchronous participation in role-playing activities, small group discussions, and debrief sessions with faculty and peer colleagues. Synchronous learning sessions will allow student physicians to apply skills learned in the asynchronous portions of the course to healthcare scenarios.

Credit Hours: 1.0 | Repeatable for Credit: No | Length: 1 Week | Grading: Pass/Fail

VEBM 4004: Virtual Business in Medicine Elective
Rx for The Business Of Medicine is a condensed online course that teaches evidence-based practices that tackle administrative burdens and encourage healthy work conditions that help prevent physician burnout. In the past decade, administrative burdens have been identified as one of the leading causes of physician burnout.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VEMS 4000: Virtual Medical Spanish
This two-week virtual elective for fourth-year medical student doctors is offered by ICOM through Canopy, an online educational platform. Designed for student doctors with prior experience in the Spanish language, the elective focuses on Medical Spanish and spans three levels of the Canopy Medical Spanish curriculum. The course integrates language instruction with medical content, emphasizing grammar, pronunciation, accents, and vocabulary relevant to clinical settings.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VEPA 4133.2: Virtual Pathology Elective
This 2-week Virtual Pathology Curriculum is an elective course that will provide students with independent guided reading assignments, online resources, learning activities, and formative quizzes, which will help the student acquire essential knowledge of anatomic and clinical pathology relevant to their future internships, residencies, and clinical practices, either in Pathology or in other fields of medicine. The student will also be encouraged to further pursue and investigate the numerous provided pathology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VERD 4002: Virtual Radiology Elective
This 2-week Virtual Radiology Curriculum is an elective course that will provide students with independent guided reading assignments, online modules, learning activities, formative quizzes, and evidence-based strategies for imaging services, which will help the student acquire essential medical imaging knowledge and skills required for their future internships, residencies, and future clinical practices. The student will also be encouraged to further pursue and investigate the numerous provided radiology resources depending on their individual interests and long-term professional goals.

Prerequisites: open to OMS IV in good academic standing with Course Director permission.

Credit Hours: 2.0 | Repeatable for Credit: No | Grading: Pass/Fail

VESA 4001: Virtual Scholarly Activity Elective
OMS-IV students may enroll in a four-week elective rotation to finalize a scholarly project. This rotation allows time, resources, and mentoring to complete a research or scholarly project initiated previously. Students will work independently at their core rotation sites with check-ins from ICOM faculty via video conferencing. Students will select one or more desired outcomes for their project, including: submitting a manuscript, case report or abstract, and/or finalizing or presenting a poster or oral presentation for a research project or case report. Students will spend this four-week rotation finalizing at least one deliverable that can be presented, disseminated, or submitted to a scholarly forum. ICOM instructors will provide resources and guidance to finalize the deliverable.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

WHRO 3901: Women's Health
This required rotation of four (4) weeks is an inpatient & outpatient-based service and is intended to be a structured clinical experience under supervision. Upon completion of the rotation the student should be able to elicit an Ob/Gyn history, use appropriate Ob/Gyn medical

terminology, perform a physical examination, obtain and/or interpret appropriate lab studies, pap & STD screening, basic US and fetal monitoring strips, develop a differential diagnosis, formulate a management plan, and appropriate next step or treatment, assist in the implementation of appropriate therapy for common Ob/Gyn diagnoses, and understand common inpatient and outpatient Ob/Gyn conditions, prenatal care, labor and delivery care, postpartum and lactation concerns, both preoperative evaluation and risk assessment and postoperative care of the Ob/Gyn surgical patient.

Credit Hours: 4.0 | Repeatable for Credit: No | Length: 4 Weeks | Grading: Pass/Fail

Enrichment Opportunity Series

Student physicians completing non-credit special topics series classes do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM. Graded on a Pass/Fail basis, these special topics series classes may have limited enrollment, prerequisites, and additional procedures. Please see the information below to learn about the specific requirements for each non-credit special topic's series class.

COOK 9000: Culinary Medicine

Part 1 - Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student physicians in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

COOK 9200: Culinary Medicine

Part 2 -Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student physicians in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

COOK 9500: Culinary Medicine

Part 1 & 2 - Culinary Medicine is the utilization of a unique combination of nutrition and culinary knowledge to assist patients in achieving and maintaining optimal health. This course is

intended to expand students' comfort in counseling patients in successful behavior change around nutrition and cooking. The course includes a combination of didactics and hands-on culinary sessions. The course also engages the students in service learning by engaging students with the local communities, providing nutrition education to children and/or families. Participants learn about the background and evidence for nutrition concepts, then participate in the preparation of meals that demonstrate the use of a particular macronutrient for a designated disease state-pairing knowledge with practical application. Participants will learn basic culinary skills, steps to create nutritious meals, relationships between food, health and disease, and cultural competencies around nutrition.

Prerequisite: open to OMS I and II student physicians in good academic standing with no pending remediations. Approval of the instructor is required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

HSTM 9001: History of Medicine: Antiquity to Anesthesia
History of Medicine is an elective course open to OMS-I and OMS-II students in good standing. The purpose of the course is to provide students with an introductory knowledge of the history of medicine. This course will provide a deeper understanding of both systems and longitudinal courses in medical school. This course may include topics such as medicine in antiquity with Imhotep and the earliest records in the Sushruta Samhita and Code of Hammurabi, Hippocrates and the Alexandrian School, Galen and the rational approach, the anatomists of the scientific revolution, primitive surgery, the circulation of blood, smallpox and early vaccines, and rapid developments in anesthesia in the middle of the 19th century.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Length: Semester | Grading: Pass/Fail

HSTM 9002: History of Medicine: Anesthesia to AI
History of Medicine is an elective course open to OMS-I and OMS-II students in good standing. The purpose of the course is to provide students with an introductory knowledge of the history of medicine. This course will provide a deeper understanding of both systems and longitudinal courses in medical school. This course may include topics such as the development of epidemiology, germ theory and antisepsis, advances in surgery, osteopathic medicine, the use of x-rays and medical imaging, the discovery of insulin, antibiotics, the Flexner Report, the creation of the FDA and US regulatory bodies, the discovery of DNA, and the use of electronic technology in medicine including EMR's, robotics and AI.

Term: Fall | Credit Hours: 0 | Repeatable for Credit: No | Length: Semester | Grading: Pass/Fail

LRES 9000: Literature Review Essentials
This course helps students develop skills to navigate and synthesize research literature through a structured literature review project. It is an asynchronous, milestone-driven elective. Students will follow a scaffolded curriculum to translate a research topic into a basic review, resulting in a refined search methodology, an annotated research matrix, and a structured summary abstract. This course suits those starting a literature review as a standalone project or as a basis for future research. Before enrolling, student physicians must complete an Application for Literature

Review Essentials and return the completed form with required approvals. This course is graded on a Pass/Fail basis, and student physicians completing non-credit independent study courses do not receive credit toward the Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I or OMS II student physicians in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Spring or Summer | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9001: Research Independent Study
This is an independent, student physician-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student physicians with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student physicians must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student physicians completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I student physicians in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Summer | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9002: Research Independent Study
This is an independent, student physician-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student physicians with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student physicians must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student physicians completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS II student physicians in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Fall | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9003: Research Independent Study
This is an independent, student physician-driven research or scholarly project in the fields of basic biomedical and clinical sciences, osteopathic principles and practice, community health, and medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student physicians with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student physicians must complete an Application for Research Independent Study and return the completed form with required approvals. This independent study course is graded on a Pass/Fail basis and student physicians completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Prerequisite: open to OMS I student physicians in good academic standing with no pending remediations. Faculty Mentor and Course Director approvals are required.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

RIS 9004 Research Independent Study
This is an independent, student physician-driven research or scholarly project in the fields of foundational anatomical and biomedical sciences, clinical sciences, osteopathic principles and practice, community health, and/or medical science education performed under the guidance and mentorship of an experienced faculty member. The course is designed to provide student physicians with an opportunity to contribute to the development of new scientific and medical knowledge with their own original research or scholarship. Prior to enrolling, student physicians must complete an online application for Research Independent Study, which is reviewed by the Course Director for student physician eligibility. This independent study course is graded on a Pass/Fail basis and student physicians completing non-credit independent study courses do not receive credit toward the degree of Doctor of Osteopathic Medicine degree at ICOM.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

VESA 4001: Virtual Elective Scholarly Activity
OMS-IV students may enroll in a four-week elective rotation to finalize a scholarly project. This rotation allows time, resources, and mentoring to complete a research or scholarly project initiated previously. Students will work independently at their core rotation sites with check-ins from ICOM faculty via video conferencing. Students will select one or more desired outcomes for their project, including: submitting a manuscript, case report or abstract, and/or finalizing or presenting a poster or oral presentation for a research project or case report. Students will spend this four-week rotation finalizing at least one deliverable that can be presented, disseminated, or submitted to a scholarly forum. ICOM instructors will provide resources and guidance to finalize the deliverable.

Term: Fall/Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

SONO 9000: Sonography
Student physicians in this non-credit special topic series class are provided with the opportunity to experience hands-on sonography techniques in a variety of patient presentations commonly encountered in medicine.

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

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

SUST 9000: Surgical Special Topics
The course will consist of watching surgical videos that will be narrated to teach surgical anatomy, technique, and applicable physiology. Students will watch the videos and submit a short write up (less than one page) about the cases they watch and the learning points. There will be an in-person session with the course director at the end of the course to discuss any of the videos and answer questions about surgery rotations, residencies and careers.

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

VECC 4001: Critical Care Medicine
This 2-week Overview of Critical Care Medicine is an elective course that will provide the students an evidence- based approach to critical care with recorded lectures on select topics, reading assignments to include key review articles, impactful randomized controlled trials, clinical guidelines, on-line resources, care plans, Webex space discussions (link will be provided), and case presentations in live Webex sessions. This course will provide the student with clinical information that will prepare them for clinical care in the ICU during clinical rotations. The content will serve to reinforce knowledge gained in systems courses relevant to clinical critical care, and prepare the student for future internships, residencies, and clinical practice. Topics will include basic care of the critically ill, common critical care challenges, and types of support provided in specialized units. Focus will be on subjects such as shock, respiratory failure, pneumonia, neuro emergencies, renal support, nutrition, hematologic disorders, and endocrine concerns in the ICU, as well as practice in specialized areas such as neuro critical care, trauma, and neonatal care.

Term: Fall/Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

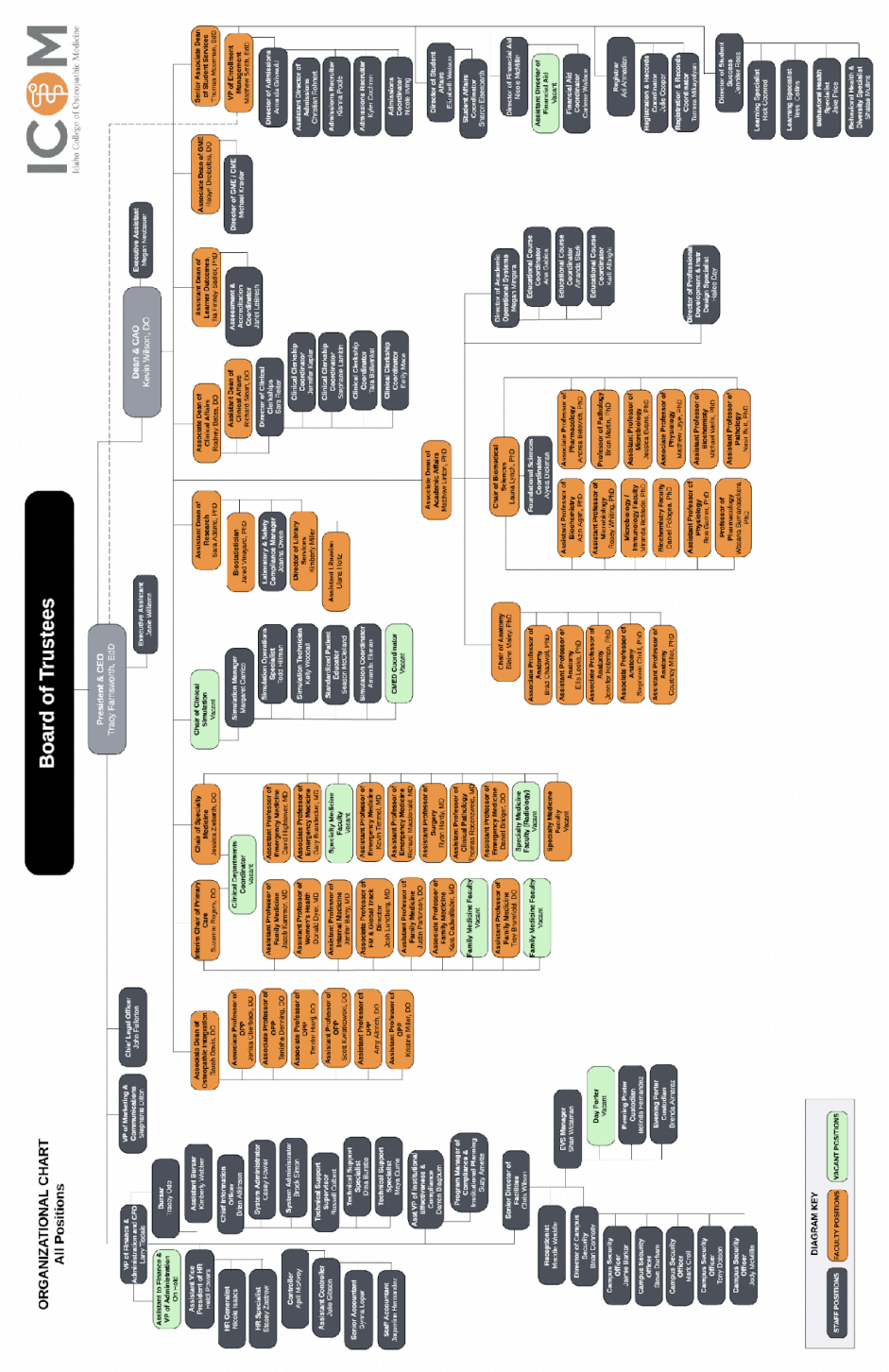
WILD 9001: Wilderness Medicine
This elective course will introduce students to an overview of the field of wilderness medicine. We will discuss some of the most common medical problems encountered in the outdoors and how they are managed. This will include common wilderness clinical presentations, diagnostic techniques, wilderness clinical treatment guidelines, medical kits, equipment use, and other considerations for the practice of medicine in resource-limited settings and austere environments. This course will include lecture sessions and discussions, wilderness simulations, and wilderness skills workshops.

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

Term: Spring | Credit Hours: 0 | Repeatable for Credit: No | Grading: Pass/Fail

Organizational Overview

The most current list of ICOM administrators, faculty, and staff can be found in the Employee Directory on the ICOM website (Note: The chart below is from 4/6/2026).



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Faculty Roster

First Name	Last Name	Credentials	Job Title
Sara	Adams	PhD	Assistant Dean of the Office of Research & Scholarly Activity
Azin	Agah	PhD	Associate Professor of Biochemistry
Amy	Aldrich	DO	Assistant Professor of OPP
Jenifer	Barry	MD	Associate Professor of Internal Medicine
Blythe	Bartos	MD	Assistant Professor of Internal Medicine
Rodney	Bates	DO	Associate Dean of Clinical Affairs
Andrea	Belovich	PhD	Vice Chair of Biomedical / Associate Professor of Pharmacology
Gary	Brandecker	MD	Associate Professor of Emergency Medicine
Daniel	Bridger	DO	Assistant Professor of Emergency Medicine
Troy	Brumfield	DO	Assistant Professor of Family Medicine
Brad	Chadwell	PhD	Associate Professor of Anatomy
Stephanie	Child	PhD	Associate Professor of Anatomy
Sarah	Davis	DO	Associate Dean of Osteopathic Integration
Tanisha	Denning	DO	Associate Professor of OPP
Robyn	Dreibelbis	DO	Associate Dean of Graduate Medical Education
Donald	Dyer	MD	Associate Professor of Women's Health
Jessica	Evans	PhD	Assistant Professor of Microbiology
Tracy	Farnsworth	EdD	President & CEO
Tia	Finney-Sadler	PhD	Assistant Dean of Learner Outcomes, Assessment, and Community Engagement
Daniel	Fologea	PhD	Professor of Biochemistry
Ron	Garner	PhD	Assistant Professor of Physiology
Ryan	Hardy	MD	Assistant Professor of Surgery

David	Hightower	MD	Assistant Professor of Emergency Medicine
Ulana	Holtz	MLS	Assistant Librarian
Ted	Huzij	DO	Professor of OPP
Eric	Johnson	PhD	Professor of Anatomy
Jacob	Kammer	MD	Assistant Professor of Family Medicine
Ellis	Locke	PhD	Associate Professor of Anatomy
Joshua	Lundberg	MD	Chair of Simulation / Associate Professor of Family Medicine & Global Track Director
Launa	Lynch	PhD	Chair of Biomedical Sciences / Professor of Pharmacology
Richard	Macdonald	MD	Assistant Professor of Emergency Medicine
Blaine	Maley	PhD	Chair of Anatomy / Professor of Anatomy
Brian	Martin	PhD	Professor of Pathology
Courtney	Miller	PhD	Assistant Professor of Anatomy
Kimberly	Miller	MSI, MS	Director of Library Services
Kristine	Miller	DO	Assistant Professor of OPP
Kristen	Mitchell	PhD	Associate Professor of Physiology / Pharmacology
Jenisa	Oberbeck	DO	Associate Professor of OPP / OPP Fellowship Program Director
Miranda	Robledo Amezcua	MD, PhD	Assistant Professor of Microbiology / Immunology
Suzanne	Rogers	DO	Chair of Primary Care / Associate Professor of Pediatrics
Thomas	Rosenzweig	MD	Assistant Professor of Clinical Pathology
Richard	Sloan	DO	Assistant Dean of Clinical Affairs
Matthew	Smith	EdD	Vice President, Assistant Dean of Enrollment
Wasana	Sumanasekera	PhD	Professor of Pharmacology
Kevin	Timmel	MD	Assistant Professor of Emergency Medicine

Jared	Vineyard	PhD	Assistant Professor of Biostatistics
Michael	Wells	PhD	Associate Professor of Biochemistry
Rose	Whiting	PhD	Assistant Professor of Microbiology / Immunology
Kevin	Wilson	DO	Dean and Chief Academic Officer
Jessica	Ziebarth	DO	Chair of Specialty Medicine / Associate Professor of Physical Medicine and Rehabilitation

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