

**NOORDA COLLEGE
OF OSTEOPATHIC MEDICINE**

2021-2022

Catalog



NOORDA COLLEGE
of **OSTEOPATHIC MEDICINE**

Noorda Medical School, LLC
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REGISTERED UNDER THE UTAH POSTSECONDARY PROPRIETARY SCHOOL ACT

(Title 13, Chapter 34, Utah Code).

- a) Registration under the Utah Postsecondary Proprietary School Act does not mean that the State of Utah supervises, recommends, nor accredits the institution. It is the student's responsibility to determine whether credits, degrees, or certificates from the institution will transfer to other institutions or meet employers' training requirements. This may be done by calling the prospective school or employer.
- b) The institution is currently not accredited but is actively pursuing accreditation by a regional or national accrediting agency recognized by the United States Department of Education.

Noorda College of Osteopathic Medicine (Noorda-COM) prepares students to become Osteopathic Physicians and Surgeons (DO). DOs are trained to look at the whole person from their first day of medical school, which means they see each person as an individual. This holistic approach to patient care means that the osteopathic medical student learns how to integrate the patient into the health care process as a partner. They are trained to communicate with people from diverse backgrounds, and they get the opportunity to practice these skills in their learning spaces and learning laboratories, frequently with standardized and simulated patients.

Noorda-COM Facilities include classrooms, small-group learning rooms, student study space, laboratories, simulation lab, research facilities, an auditorium, a learning center (“library”) and faculty/staff offices. The Noorda-COM will construct 140,000 square feet for the full development of the medical school. The college is projected to open in 2021 pending accreditation. The school’s curriculum embraces a blended curriculum concept that combines pre-recorded video content with hands-on learning.

Academic Calendar and Course Schedule 2021-2022

Fall Semester (*Aug. 1 - Dec. 31, 2021*)

July 26	OMSI Orientation and Registration
July 30	School Picnic – College Closed at 3 p.m.
July 31	OMSI White Coating Ceremony
Aug. 2.....	OMSI Classes Begin
Sept. 6	Labor Day – College Closed
Nov. 22 - 23.....	Research Day (Classes Resume at 11 a.m.)
Nov. 25 - 26.....	Thanksgiving Break – College Closed
Dec. 13 - 17.....	Final Week of Scheduled Classes
Dec. 22.....	Final Semester Grades Due
Dec. 22-Jan. 3.....	Student Winter Break
Dec. 23-Jan. 2.....	College Closed

Spring Semester (*Jan. 1 – May 31, 2022*)

Jan. 3	OMSI Classes Begin
Jan. 17	Martin Luther King Day – College Closed
Feb. 21	President’s Day – College Closed
Apr. 4 - 8	Spring Break
May 27	End of Spring Semester
May 30	Memorial Day – College Closed
June 3.....	Final Semester Grades Due

Summer Semester (*June 1 - July 31, 2022*)

July 4	Independence Day – College Closed
July 31	(End of Summer Semester)

Board of Trustees

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Osteopathic Medicine

What is Osteopathic Medicine?

Osteopathy is philosophy of medicine that places the focus on the patient in whatever field of medicine the physician wishes to pursue, whether it be family medicine or neurosurgery.

Osteopathic practices and principles train physicians to focus on normal structure and function and recognize how a patient's body, mind and spirit are interconnected in support of the body's inherent ability toward health and self-healing. They help their patients develop attitudes and lifestyles that don't just fight illness but help prevent it.

What is a D.O.?

Osteopathic physicians (D.O.s) and allopathic physicians (M.D.s) are the two physician medical practitioners recognized by the Federation of State Medical Boards who are licensed to prescribe medications and perform surgery. All physicians – D.O.s and M.D.s – must pass a three-part medical board examination to meet licensing requirements to practice medicine.

Osteopathic physicians attend medical schools in the United States completing a four-year curriculum. Following graduation, osteopathic physicians accomplish residency training through programs accredited by the American Council for Graduate Medical Education (ACGME). D.O.'s can choose to practice in any medical or surgical specialty, with training typically ranging from three (3) to seven (7) years. Nationally, a high percentage of osteopathic physicians choose to practice in primary care (family medicine, internal medicine or pediatrics), and many serve in small towns and rural areas, where their practices include entire families and whole communities.

Osteopathic Principles

The osteopathic philosophy embraces the idea of the unity of structure (anatomy) and function (physiology). There are four main principles of osteopathic medicine:

1. The body is a unit, and the person represents a combination of body, mind and spirit.
2. The body is capable of self-regulation, self-healing and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based on an understanding of these principles: body unity, self-regulation, and the interrelationship of structure and function.

Osteopathic Manipulative Treatment (OMT)

Osteopathic physicians are trained to use their hands to diagnose, treat and prevent illness and injury. OMT is an additional skill in the osteopathic physician's toolbox used to contribute in caring for their patients. Through OMT, D.O.'s manually engage their patients' joints and soft tissues through a variety of techniques, including stretching, gentle pressure and resistance.

OMT has the potential to ease pain, promote healing and increase overall mobility for patients of all ages. Where appropriate, it can complement, minimize or reduce the need for drugs or surgery.

Noorda-COM Mission, Vision and Values

Mission

To empower our students with the essential personal and professional skills needed to be competent, confident and compassionate osteopathic physicians dedicated to meeting the healthcare challenges of the communities in which they serve.

Vision

The College of Osteopathic Medicine is recognized as a leader in osteopathic medical education through innovative, progressive curricular offerings.

Values

Instilling values that foster cultural awareness, ethical leadership, embrace diversity and inspire a servant's heart towards caring for the poor and needy.

Osteopathic Medical Student Oath of Commitment

As I embark upon the study of medicine at the Noorda College of Osteopathic Medicine, I will enter into a relationship of mutual respect with my teachers and my colleagues to enhance the learning environment and gain the knowledge, skills and attitudes of an exemplary physician. I accept responsibility only for those matters for which I am competent, maintaining the trust expected of a physician. I will be ever cognizant of the human and medical needs of each patient acknowledging that healing also involves the spirit and that a physician must exemplify humane, holistic and compassionate care. I will value the knowledge and wisdom of the physicians who have preceded me and endeavor to contribute to this tradition. I will recognize my strengths and my weaknesses and strive to develop those qualities that will earn the respect of my patients, my colleagues, my family and myself. I will continue this learning throughout all the days of my life.

The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

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

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way, bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.

AOA Code of Ethics

The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's

ethical and professional responsibilities to patients, to society, to the AOA, to others involved in healthcare and to self.

Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

- Section 1.* The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. The physician shall divulge information only when required by law or when authorized by the patient.
- Section 2.* The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.
- Section 3.* A physician-patient relationship must be founded on mutual trust, cooperation and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin or handicap. In emergencies, a physician should make her/his services available.
- Section 4.* A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.
- Section 5.* A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.
- Section 6.* The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.
- Section 7.* Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities, which are false or misleading.
- Section 8.* A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state in which she/he practices. A physician shall designate her/his osteopathic school of practice in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.
- Section 9.* A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.
- Section 10.* In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.
- Section 11.* In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.
- Section 12.* Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.
- Section 13.* A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

- Section 14.* In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.
- Section 15.* It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.
- Section 16.* Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.
- Section 17.* From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner. (Approved July 2003)
- Section 18.* A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.
- Section 19.* When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

Noorda-COM Professionalism, Competencies and Student Outcomes

Noorda-COM's core values include cultural awareness, ethical leadership, embracing diversity and inspiring a servant's heart towards caring for the poor and needy. The College believes in graduating students who can provide exemplary and professional care to their patients.

Noorda-COM students are expected to be responsible individuals who possess the highest standards of integrity, honesty and personal conduct. Accordingly, students are expected to comply with institutional rules and to uphold and carry 1

out the high standards of the osteopathic medical profession.

Noorda-COM has an active quality improvement program. The quality improvement process engages all stakeholders in the assessment and improvement of the educational processes that support the delivery of College curricula. Specially, assessment focuses on the following:

- Mission and Planning
- Governance
- Student Outcomes
- Curricula
- Leadership, Community Service and Social Responsibility
- Support Services
- Resource Allocation and Program Costs
- Faculty and Staff
- Contributions to other programs
- Student, Stakeholder and Market Focus
- Research and Scholarship

Students are an integral part of the College's quality improvement process, as such students are occasionally asked to complete surveys, participate in focus groups or serve on committees responsible for academic quality improvement. In fact, students are encouraged to participate and participation is considered to be an important component of professionalism.

Students can be assured that their participation in all quality enhancement processes is confidential; all information utilized is strictly guarded to ensure anonymity.

The College of Osteopathic Medicine's curriculum is designed to ensure graduates are able to demonstrate specific skills. The College has identified select educational objectives that serve as the foundation of the curriculum. At a minimum, a graduate must be able to:

1. Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment;
2. Demonstrate medical knowledge through one or more of the following:
 - a. Demonstrating proficiency in core curricular content
 - b. Standardized exams of the NBOME
 - c. End-of-clerkship exams
 - d. Research activities
 - e. Presentations
 - f. Participation in directed reading programs and/or journal clubs
 - g. Evidence based medical activities
3. Demonstrate interpersonal and communication skills with patients and other health-care professionals;
4. Demonstrate knowledge of professional, ethical, legal, practice management, and public health issues applicable to medical practice;
5. Demonstrate basic clinical skills as assessed by nationally standardized evaluations.

In addition, the College of Osteopathic Medicine's curriculum prepares students for graduate medical education. Graduates meet the following minimal competencies:

COMPETENCY 1:

OSTEOPATHIC PHILOSOPHY AND OSTEOPATHIC MANIPULATIVE MEDICINE

Graduates are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT). The education goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits consistent with osteopathic principles and practices.

COMPETENCY 2:

MEDICAL KNOWLEDGE

Graduates are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.

COMPETENCY 3:

PATIENT CARE

Graduates must demonstrate the ability to effectively treat patients, provide medical care that incorporates osteopathic principles and practices, empathy, awareness of behavioral issues, preventive medicine and health promotion.

COMPETENCY 4:

INTERPERSONAL AND COMMUNICATION SKILLS

Graduates are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families and other members of health care teams.

COMPETENCY 5:

PROFESSIONALISM

Graduates are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to diverse patient populations. Graduates should be cognizant of their own physical and mental health in order to effectively care for patients.

COMPETENCY 6:

PRACTICE-BASED LEARNING AND IMPROVEMENT

Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.

COMPETENCY 7:

SYSTEMS-BASED PRACTICE

Graduates are expected to demonstrate an understanding of health-care delivery systems, provide effective and qualitative patient care with the system, and practice cost-effective medicine.

Criteria for Admission

Noorda College of Osteopathic Medicine (Noorda-COM) is a private institution and encourages applications from qualified students who are interested in pursuing a career in osteopathic medicine, regardless of their state of permanent residence.

The College will not discriminate against disabled individuals who are otherwise qualified, while expecting applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the College believes it must keep in mind the ultimate safety of the patients for whom its graduates will eventually care. The standards reflect what the College believes, in its professional and academic judgment, are the minimum expectations of osteopathic medical students (and physicians) necessary for the safe, efficient and effective delivery of medical care.

A candidate for the D.O. degree must have multiple abilities and skills, including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. This policy is applicable to all matriculated students who have documented physical, learning and/or psychological disabilities. Technological compensation can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

The development of palpatory skills used for diagnosis and treatment is a significant distinction between the educational programs in osteopathic and allopathic medical schools. Stedman's Medical Dictionary defines palpation as examination with the hands and fingers, touching, feeling or perceiving by the sense of touch. Palpation in the osteopathic educational context is the use of touch to examine the body. Palpatory skills are used in all areas of osteopathic medical practice and are especially

important in the evaluation and treatment of the musculoskeletal system. Active participation in Osteopathic Clinical Skills Laboratory is an admission, matriculation and graduation requirement.

The osteopathic medical profession uses a variety of treatment models, and through the skills development process, the student learns the art and skills of manipulative treatment. Psychomotor skills are developed by repeated practice. Reading and observation, although helpful, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development laboratory sessions. These skills are taught by treating and being treated by a cadre of students of all genders and with varying body types to simulate a medical practice setting.

The holder of a Doctor of Osteopathic Medicine degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the Doctor of Osteopathy (D.O.) degree must be able to consistently, quickly, and accurately integrate all information received and have the ability to learn, integrate, analyze and synthesize data.

Academic Requirements

Applicants are strongly advised to provide evidence of a solid foundation and to demonstrate proficiency in the biological and physical sciences. The preferred minimum academic requirements for admission to the first-year class are:

- The Medical College Admissions Test (MCAT).
 - 500 composite score
 - Scores taken within the previous three (3) academic years will be accepted
- A baccalaureate degree earned from a regionally accredited College or University.
- Earned a minimum cumulative and science GPA of 3.0
- Completion with a grade of C or higher the following college courses
 - 8 semester credits of Biology/Zoology with Lab
 - AP Credit acceptable
 - 8 semester credits of Inorganic Chemistry
 - 8 semester credits of Organic Chemistry with Lab
 - 4 semester units of Biochemistry may be substituted for the second semester of Organic Chemistry
 - 8 semester credits of Physics
 - 8 semester credits of Anatomy / Physiology with Lab
 - 6 semester credits of English Composition and/or Literature
 - AP Credit acceptable
- 6 semester credits of Behavioral Sciences
- 6 semester credits of Math/Statistics

- While not required for admission, additional preparation is encouraged in
 - Immunology
 - Histology
 - Embryology
 - Sociology
 - Philosophy
 - Psychology
 - Medical Terminology

All of the above are required to be recorded as “taken” or as “not yet taken/to be completed” (NY) on the Academic Record section of the AACOMAS application (see AACOMAS application instructions). The course name, number, and semester in which the prerequisite will be completed must be included.

Substitutions or Waiver of Admissions Requirements

Prerequisite course substitutions are permitted in some situations. Often undergraduate students have taken courses such as molecular or cellular biology, which may fulfill all or part of the prerequisite requirements for biochemistry. This course nomenclature/ content issue occasionally occurs for genetics as well. An applicant may request substitution of undergraduate coursework for Noorda-COM's prerequisites by forwarding one of the following to the Office of Admissions:

- A faculty letter detailing course content
- A copy of the course description from the *College Catalog*
- A copy of the course syllabus

Documentation providing the most detail will expedite the review process. For biochemistry, the information should indicate the applicant has studied intermediary metabolism or more specifically, lipid metabolism. Applicants will be notified of decisions upon review of course content. Please note that if a substitution is granted, the substituted course will not be counted toward the fulfillment of any other prerequisite.

Any request for substitutions or waiver of any of the admission requirements must be submitted in writing to the director of admissions stating the request, rationale for the request and supporting documentation.

Admissions Partnerships (Early Decision)

Noorda College of Osteopathic Medicine partnership works with select educational institutions, which have exceptional premedical programs. Partnership educational institutions have developed a prescribed educational program sequence, and students enrolled at each institution petition to matriculate through the partnership program sequence. The educational program sequence requires the completion of all medical school prerequisites prior to matriculation (minimum of 90 semester or 135 quarter credits), while maintaining a cumulative grade point average of 3.25 and a minimum 3.5 science GPA.

Students from these partner program institutions, who meet these educational standards and who have earned a minimum ACT score of 28, are eligible to petition for acceptance to Noorda-COM through their undergraduate pre-health advisor during their sophomore year. The Medical College Admissions Test (MCAT) requirement is generally waived for these applicants.

Class Profile (Fall 2021)

- Class size:
- Average GPA:
- Average Science GPA:
- Average MCAT Score:
- Average Age:
- Age Range:
- Percentage of Female Students:
- Percentage Receiving Financial Aid:
- Total applications received:

Current year class profile data is typically made available in late August of each year at noordacom.org

Applicant Profile (Fall 2021)

- XXXX applications were received for this entering class
- XX percent from outside Utah
- XX percent from members of underrepresented minority groups
- XXX interviews were conducted
- XXX offers of admission extended for anticipated class size of 90

Application Process

Applicants aspiring to become osteopathic physicians (D.O.) are expected to act professionally in their interactions with the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS) and with colleges of osteopathic medicine. Responsibility, respect, good judgment, and cooperation are qualities valued by the osteopathic profession and applicants are expected to demonstrate these qualities throughout the application process.

- Applicants are responsible for becoming familiar with admission requirements, which includes all required coursework, following application procedures and meeting all deadlines at each school to which they apply.
- Applicants are responsible for the collection and timely submission of supplemental applications, letters of evaluation, transcripts, and all applicable fees.
- Applicants are responsible for reporting and updating any changes in the initially submitted application (e.g., address, telephone numbers, academic status, and state of residence).
- Applicants are responsible for responding promptly, either to accept or to decline all interview invitations and offers of admission.
- Applicants who have made a final decision on the medical school they plan to attend have the obligation to promptly withdraw their applications from all other schools.
- Applicants may hold only one acceptance after May 15th.

Application Schedule

Applicants are encouraged to begin the application process a year prior to matriculation. The following represents a monthly guide for application preparation.

MAY

- Contact all colleges and universities attended and have official transcripts forwarded directly from the education institution to AACOMAS
- Begin AACOMAS application
- Earliest application submission date: Opening date of AACOMAS

AUGUST

- Invitations for completion of the Secondary Application are sent to qualified applicants upon receipt of the AACOMAS application in the Office of Admissions.

SEPTEMBER

- Personal interviews begin

FEB. 1

- AACOMAS Application deadline
- Supplemental applications are accepted and processed until all interview positions have been filled

FEB. 15

- Transcript deadline for AACOMAS

MARCH 1

- Noorda College of Osteopathic Medicine Secondary Application Deadline

Step 1 – AACOMAS Application

AACOMAS is a web-based application for individuals seeking admission to colleges of osteopathic medicine. The application will allow prospective osteopathic medical students to submit their application to AACOMAS through a secured web server. AACOMAS Online will allow the user to create an account and spend multiple sessions completing their application. Applicants will be able to update their address, telephone number, certain biographical information and submit application fees online. Applicants will be notified by electronic mail when their materials have been received by AACOMAS.

AACOMAS is available for the entering class 15 months in advance (May) of matriculation through February of the matriculation year. All application materials, including detailed instructions, can be accessed through the AACOM website, www.aacom.org. Applicants must request that official transcripts from all colleges and universities attended be mailed directly from the institution to the AACOMAS office. MCAT scores also are to be forwarded directly to AACOMAS from AAMC using the online MCAT Score Reporting Service. Mail transcripts to:

AACOMAS Transcript Processing Center
PO Box 9137
Watertown, MA 02471

AACOMAS gathers all the necessary material about each applicant and transmits the information in a standardized format to the college of osteopathic medicine selected by the applicant. AACOMAS has no participation in the selection process. The applicant will receive from AACOMAS a computer-generated applicant profile with a calculation of GPA and MCAT averages. Noorda-COM also will receive the applicant profile, including the AACOMAS application and personal statement. Noorda-COM conducts an initial review of the transmitted AACOMAS application, MCAT scores, and academic records to determine which applications will be further processed.

Step 2 – Noorda College of Osteopathic Medicine Secondary Application

Applicants meeting the minimum initial review criteria will be invited to complete the Noorda College of Osteopathic Medicine Secondary Application. Minimum requirements for each incoming year can be found on the website at www.NoordaCOM.org/admissions.

Applicants are encouraged to include the scheduled MCAT test dates on the AACOMAS application to

indicate the intent of taking or retaking the exam.

Required Supplemental Materials

The following supplemental materials are required as part of the application process for the Noorda College of Osteopathic Medicine:

A completed Noorda College of Osteopathic Medicine Secondary Application. (\$100 non-refundable fee waived if applicant has received fee waiver for AACOMAS fees.)

Letters of recommendation/evaluation from two of the three of the following sources:

- A physician (preferably an osteopathic physician).
- A science faculty member who is familiar with the applicant's academic work.
- A premedical source. This could be an advisor's letter, a composite evaluation or evaluations from a committee. If a premed source is not available, another science faculty, in addition to the above, or an employer's letter may be substituted.

Note: *Evaluations must be written within the two (2) years prior to making applications.*

Applicants who anticipate making application for military scholarships should make arrangements to obtain additional copies of evaluation letters. Military scholarship committees require original letters for this purpose. Applicants anticipating applying for these scholarships should obtain additional evaluation letters from evaluators and have the letters placed in officially sealed envelopes.

Recommending a Student for Admission

Persons interested in recommending a premedical student for admission to the college should write a letter to the Office of Admissions on behalf of the applicant. Recommenders should briefly indicate in what capacity and for how long they have known the applicant. Areas of particular interest are:

- Applicant's motivation for osteopathic medicine
- Native intellectual ability (keenness, originality, capacity)
- Industry (promptness, application, perseverance, reliability)
- Initiative (imagination, independence, resourcefulness)
- Competence in classroom
- Competence in laboratory
- Character (integrity, honesty, responsibility, habits and ethics)
- Maturity
- Personality (strength, leadership, sense of humor)
- Attitude toward associates
- Expression (oral and written)
- Personal appearance (neatness, cleanliness, grooming)
- Patient contact
- Community service

Academic and Non-Academic Achievements

The major criteria for rating applicants include academic excellence and non-academic achievements. Academic excellence is measured by an assessment of the results of the Medical College Admissions Test, grades and grade point averages, modified by such information as the degree of difficulty of the program in which the applicant studied. Non-academic achievements also are considered, as well as a candidate's ability and desire to fulfill the mission of the College. The Admissions Committee looks for the following non-academic achievements:

- Leadership roles in organizations
- Involvement in community organizations/projects
- Involvement in research activities
- Commitment to an organization(s) for more than two (2) years
- Participation in a domestic/international mission trip
- Work experience in the medical field (e.g., EMT, Nurse, etc.)
- Medical field volunteer experiences
- A minimum of 80 hours of shadowing of a physician, osteopathic or allopathic

Official Transcripts

All incoming students are required to submit official transcripts from all universities or colleges attended directly to the Office of Admissions. Transcripts submitted to AACOM within the application process are not forwarded to the College. Acceptance is conditional until all official transcripts are received from schools attended. Transcripts must be on file prior to matriculation. It is expected that all required

course work listed on the AACOMAS application will be completed with a grade of C or higher, and that expected degrees are completed by August 1 of the matriculation year at Noorda-COM. Students can submit transcripts to transcripts@noordacom.org.

Criminal Background Check

Prior to matriculation, all students matriculating into Noorda-COM will have a criminal background check performed at their own expense. Students will be required to undergo an additional background check towards the completion of the second year prior to matriculation to 3rd year and clinical clerkships. The background check will be performed by a certifying organization retained by Noorda College of Osteopathic Medicine. The purpose of the background check is to satisfy federal and state requirements for individuals participating in clinical activities involving patient care, including clinical clerkships and early clinical experiences.

Noorda-COM partners with local, regional, and national clinical affiliates in order to fulfill the curricular requirements necessary to graduate. The COM must submit documentation to the liability insurance carrier for the student to be covered with medical malpractice coverage. The student upon graduation will apply for a training license at initiation of graduate medical education. As such if an applicant has any of the following it would impact their ability to receive an osteopathic training medical license under the State of Utah Department of Commerce Division of Occupational and Professional Licensing and therefore can result in denial of acceptance into the COM due to the inability to meet the State of Utah qualifications for graduate medical education training license:

- Declared by any court to be incompetent by reason of mental defect or disease and not restored
- Documented involvement as the abuser in any incident of
 - Verbal abuse
 - Physical abuse
 - Mental abuse
 - Sexual abuse
- Within the past three (3) year, drug or alcohol related
 - Termination
 - Suspension
 - Reprimand
 - Sanction
 - Voluntarily leaving a position
- The possession, use or distribution any drugs (including recreational drugs) without a valid prescription
- Any pending criminal actions
- Within the past three (3) years been convicted of a misdemeanor or felony or pled
 - Guilty
 - No contest
- Been incarcerated for any reason in any correctional facility (domestic or foreign) or on probation/parole in any jurisdiction

Charges that were later dismissed and motor vehicle offenses such as driving while impaired or intoxicated must be disclosed; however, minor traffic offenses such as parking or speeding violations need not be listed.

On-Campus Interview and Applicant Review

Following the above assessment, selected applicants are invited to visit the campus for a formal personal interview. Applicants are evaluated on the following criteria:

- Communication style
- Professional demeanor
- Ethics, cultural and/or human sensitivity issues
- Interest in Noorda-COM and the osteopathic profession

After the interview, the Admissions Committee reviews the applicant's file along with associated metrics and then makes recommendations to the COM Dean for consideration. Applicants are notified via email as soon as a final admission decision has been made.

Students who fail to meet these guidelines will not be allowed to matriculate.

Immunization and Health Requirements

Students who project themselves as future healthcare workers must protect their health and the health of future patients. All matriculating students at Noorda-COM must be vaccinated in accordance with College's guidelines in order to pursue the clinical education aspects of the curriculum. Healthcare facilities, (hospitals, clinics, offices) require all contributing to patient care to be appropriately immunized to minimize patient risk. Noorda-COM determines immunization requirements based upon current Centers for Disease Control and Prevention (CDC) guidelines for healthcare workers in combination with current requirements for the Office of Clinical Education. These guidelines/requirements change and are updated periodically. Applicants and students are expected to be knowledgeable of the current CDC guidelines for healthcare workers found on their website, www.cdc.gov. In addition, all students are required to maintain personal health insurance and current, updated immunizations. Noorda-COM students must submit proof of personal health insurance and immunizations to the Office of Admissions before matriculating and to the Office Clinical Education before beginning first-year early clinical experiences and again before beginning clinical clerkships. All students must report any break in coverage or change in health insurance to the Associate Dean for Student Affairs during their first two (2) years. COM students must report any break in coverage or change in health insurance to the Office of Clinical Education during the third and fourth years.

Students who fail to meet these guidelines will not be allowed to matriculate, may jeopardize their eligibility for participation in clinical education and/or continued enrollment.

Transfer Admission Policy

Students enrolled at an AOA-COCA accredited osteopathic medical school or the Liaison Committee on Medical Education (LCME) may be considered for transfer admission into the second or beginning third year of medical studies at Noorda-COM upon completion of the equivalent level of medical education as currently structured at Noorda-COM, and provided that a vacancy exists. Transfer applicants must be in good academic standing at an accredited medical school where they are currently enrolled, be eligible for continued enrollment/readmission, and present a valid and compelling reason for transfer. LCME enrolled transfer students must successfully complete all OMM/OPP competency prior to graduation from the COM. Transfer of admissions with advanced standing is at the discretion of the Dean.

Eligibility Guidelines

- Applicants who previously applied to Noorda-COM but were denied admission are not eligible for transfer.

- Applicants must be in good academic standing at the medical school currently attending (or previously attended in event of a withdrawal) and be eligible for continued enrollment or readmission.
- An applicant's premedical science and overall grade point averages and MCAT scores must be equal to or greater than the averages of the class into which they wish to transfer.
- Applicants interested in transferring to Noorda-COM as a third-year medical student must have passed COMLEX-USA Level 1.
- Applicants who have been dismissed by another osteopathic medical school are not eligible for transfer.
- Applicants from international or allopathic institutions, or from other health related professions are not eligible for transfer admission. Such individuals must apply through AACOMAS for admission as a first-year student.

Requirements

- Noorda-COM Secondary Application and fee
- A personal statement presenting valid and compelling reasons for admission by transfer
- Official transcripts from all previously attended colleges
- A letter of evaluation and support from the dean at the current/previous osteopathic medical school
- Official scores for all MCAT's taken
- Official scores for all COMLEX-USA Examinations taken (if applicable)
- A copy of the catalog from the osteopathic medical school transferring from
- Any documentation, in addition to the catalog, which may be needed to demonstrate satisfactory completion of the equivalent curricular content at Noorda-COM, including course syllabi for courses in clinical skills, OPP and OMM
- Two letters of recommendation

Procedures and Deadlines

- Applicant completes a Noorda-COM Secondary Application indicating interest as a transfer student and pays application fee
- Deadline for receipt of application and fee is Feb. 1 of the year of the proposed matriculation.
- Deadline for receipt of all supporting documentation is March 1 of the year of the proposed matriculation.
- Office of Admissions reviews completed application for minimum admission qualifiers. If minimum qualifiers are met, the Office of Admissions contacts the Associate Dean of Clinical Education to confirm available seat.
- If space is available, the applicant's curricular content from the other osteopathic school is reviewed by the COM Dean and/or faculty with expertise in the areas of concern to ensure content fulfills the minimum curriculum requirements of Noorda-COM and to determine transfer credit equivalencies.
- If curriculum content is appropriate for transfer consideration, applicant is invited for a personal interview.
- Interview team observations and applicant file is forwarded to the Admissions Committee for consideration.
- If the Admissions Committee recommends transfer admission, the applicants file is forwarded to the COM Dean for final approval and confirmation of transfer credit equivalencies. Transfer credit accepted for COM is posted to the Noorda-COM transcript as a semester credit value summary with a transfer GPA, however, transfer credit may not be utilized for the determination of graduation honors.
- Only applications that are complete and received by the advertised deadline will be considered. No exceptions or deadline extensions will be approved. Incomplete applications will be withdrawn from consideration.
- Applicants who submit a completed application for transfer admission will receive written notification of the decision rendered by the Dean.

Potential transfer students should request application information from Noorda-COM's Admissions Office.

Students who fail to meet these guidelines will not be allowed to matriculate.

Minimum Technical Standards for Admission and Matriculation

Communication – Communicate effectively (in English) with patients and all members of the healthcare team.

Motor Function, Strength and Mobility - Sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Mobility to attend to emergency codes and to perform such maneuvers as CPR is required. Significant limitations in these areas would negatively impact likelihood to succeed and place patient safety at risk.

Observation/Sensory Skills - Sufficient to observe demonstrations, experiments- and laboratory exercises

in the biomedical and clinical sciences. Must have adequate capabilities for proper evaluation and treatment integration to be able to assess asymmetry, range of motion and tissue texture changes. Individuals who are otherwise qualified and who may have significant tactile sensory or proprioception disabilities may require a thorough evaluation.

Intellectual, Conceptual, Integrative and Quantitative Abilities - Must be able to perform cognitive functions in a time-sensitive environment in diverse clinical settings where others may be present. Must be able to draw on their store of knowledge in emergency situations.

Behavioral and Social Attributes – Sufficient personal qualities to effectively and professionally engage in team-based patient care. Promptly complete all responsibilities attendant to the diagnosis and care of patients.

Participation in Osteopathic Clinical Skills Laboratory

Students will palpate, in the laboratory setting, a variety of people, representing both genders and individuals with different body types to simulate the diversity of patients expected in a practice setting. This learning requires active participation in all sessions. Being palpated by other students helps the student appreciate how palpation feels from the patient's perspective and enables the students to provide feedback to their laboratory partners, thus enhancing the palpatory skills of all students.

Proper dress attire

The development of palpatory skills needed to diagnose and treat problems of the musculoskeletal system requires dress attire to maximize the ability to evaluate tissue texture changes, bony and soft tissue landmarks, tenderness, and range of motion.

For a more complete description please refer to definitions.

Noorda-COM will attempt to develop creative ways of opening the medical school curriculum to competitive, qualified disabled individuals when possible. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to the education of an osteopathic physician.

SPECIAL ACCOMMODATIONS

Occasionally, a student may present with a physical problem that may contraindicate a specific type of manipulation in a specific anatomical location. A student who feels manipulation might be contraindicated is required to contact the administrative assistant for the OMM Department before the beginning of the section and present documentation of their problem.

A member of the faculty will examine the student during the first week of school. If the problem is confirmed through the examination and review of the documentation, special arrangements may be authorized. The student will be expected to actively participate in all laboratory sessions not directly affected by their specific problem.

The College provides reasonable and appropriate accommodations for students with documented disabilities. The intent of the policy is to provide each student with an opportunity to excel academically, while creating an equitable environment conducive to learning. The policy will be administered consistently, fairly and in a non-discriminatory manner. The policy complies with the Americans with Disabilities Act (ADA) of 1992 and any other applicable state and/or federal laws.

All applicants receiving supplementary application material for admission will be asked to certify that they have reviewed the College's Minimum Technical Standards and the Osteopathic Clinical Skills Laboratories requirements. Student accepted to the College will be required to complete a Post-Admissions Questionnaire requesting information about mental and/or physical limitations that may require accommodation while attending the College.

The Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Amendments Act (ADAAA) are federal laws that prevent discrimination against applicants and individuals with disabilities and, when needed, to provide reasonable accommodations to applicants who are qualified, with or without reasonable accommodations, so that they may perform the essential duties of a student.

It is the policy of Noorda College of Osteopathic Medicine (Noorda-COM) to comply with all federal and state laws concerning the enrollment of persons with disabilities and to act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC).

Furthermore, it is the COM policy not to discriminate against qualified individuals in regard to application procedures, acceptance, advancement, discharge, training or other terms, conditions and privileges of enrollment.

Procedures for Requesting Special Accommodations

- Applications may be submitted at any time during the academic year.
- An application for accommodations is a request for only the academic year in which it was submitted.
- If an accommodation is granted during the first academic year, a renewal application must be submitted the following year should the student desire continuation of the granted accommodations.
- Requests for special accommodations do not signify privilege until official notice is received from the dean of the College of Osteopathic Medicine.
- All requests for special accommodations due to a physical, psychological, or learning disability must contain appropriate documentation and be directed to the Academic Accessibility Committee, which makes recommendations to the Dean of the College of Osteopathic Medicine, who makes approval decisions.

The Student's Responsibilities

Submit a completed application, which can be obtained from the office of the Dean and have all documentation forwarded (release form available in the above-mentioned offices) to the chair of the Academic Accessibility Committee. The application form includes the following information:

- Name
- Social security number
- Student ID number
- Address
- Telephone number
- Diagnosis of the disability and the earliest date that the disability was professionally diagnosed
- Supporting documentation must be forwarded (release form)
 - Including diagnosis
 - How it affects major life activities
 - Results of tests that were administered and interpreted
 - Name
 - Address

- Phone number of professional(s), including physician(s) responsible for administering and interpreting tests
- Date(s) that the tests were administered and interpreted
- Recommendations for any accommodations
- A personal description of how the disability affects major life activities
- Define the accommodation(s) that is (are) requested

The applicant must indicate whether accommodations were granted in all previous educational environments; if accommodations were given, the applicant must provide:

- Name of institution(s)
- Name of person(s) [and respective department(s)] who granted accommodations
- Subject area(s) for which accommodations were granted
- Specific description of accommodations received
- Signature of student
- Date the application is submitted

Students who fail to meet these guidelines will not be allowed to matriculate.

Authorization to Release Applicant Information

The Federal Privacy Act specifies that only the applicant have access to the application material and the status of his/her application. If the applicant wants another party or multiple parties (i.e., parent, spouse, advisor, physician, friend) to check the status of his/her application, the applicant is required to submit in writing a signed waiver giving personnel of Noorda-COM permission to discuss all details of the application with each said individual.

Academic Accessibility Committee (AAC) Review

Review the completed forms and will follow these steps:

- In reviewing questionnaires that indicate mental and/or physical limitations, the AAC:
 - Investigates whether the disability is ADA-protected
 - Determines if the student is otherwise qualified and is capable of completing the entire program
 - Assesses the risk of the student harming self and others
- Reserves the right to request additional documentation
- May consult with any necessary healthcare providers
- May require that the student meet with any College-selected healthcare provider at the student's expense for further evaluation or testing
- Makes a formal recommendation to the Dean of the College of Osteopathic Medicine, based on all of the information received regarding a student's qualification for meeting the minimal technical standards for the program.

Important

An application is incomplete if it does not contain documentation dated within 24 months of submission of application. The AAC may waive the 24-month requirement if additional documentation is not deemed necessary.

It is the responsibility of the student to have an evaluation and tests administered and interpreted. The AAC can refer the student to a local provider for evaluation. Any charges for an evaluation or forwarding of documentation are the student's responsibility.

DEAN OF THE COLLEGE OF OSTEOPATHIC MEDICINE'S REVIEW

- Reviews completed forms and the AAC's recommendation and may request additional information (documentation) as necessary.
- Under urgent or emergent circumstances, the Dean may allow immediate, short-term accommodations.
- Collaborates with College legal counsel in rendering a decision.
- Notifies the student by letter of the decision. A copy of the letter will be forwarded to the AAC Chair and the Office of the Registrar.

DEFINITIONS

Communication – Communicate effectively (in English) with patients and all members of the health-care team through

- Speaking
- Reading
- Writing
- Understanding and being understood

Motor Function, Strength and Mobility - Sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Mobility to attend to emergency codes and to perform such maneuvers as CPR is required.

Examples including but not limited to;

- Emergency treatment reasonably required of physicians
 - Cardiopulmonary resuscitation
 - Heimlich maneuver
- Administration of intravenous medication
- Application of pressure to stop bleeding
- Opening of obstructed airways
- Suturing of simple wounds
- Performance of obstetrical maneuvers
- Performance of osteopathic manipulative treatment

Such actions require

- Coordination of both gross and fine muscular movements
- Equilibrium
- Functional use of the senses
 - Touch
 - Vision
- Upright posture
- Sufficient lower extremity and body strength

Significant limitations in these areas would negatively impact likelihood to succeed and place patient safety at risk.

Observation/Sensory Skills

Sufficient to observe demonstrations, experiments and laboratory exercises in the biomedical and clinical

sciences. Must have adequate capabilities for proper evaluation and treatment integration to be able to assess asymmetry, range of motion and tissue texture changes.

Ability to observe a patient accurately up close and at a distance through;

- Vision
- Hearing
- Tactile
- Proprioception

Individuals who are otherwise qualified and who may have significant tactile sensory or proprioception disabilities may require a thorough evaluation.

This would include but not limited to individuals with

- Significant previous burns
- Sensory motor deficits
- Cicatrix formation
- Many malformations of the upper extremities

Proper Dress Attire

The development of palpatory skills needed to diagnose and treat problems of the musculoskeletal system requires dress attire to maximize the ability to evaluate tissue texture changes, bony and soft tissue landmarks, tenderness and range of motion.

All students must wear appropriate clothing to the laboratory to allow easy access for palpation of body parts as determined by particular subject area of each lab.

- Loose fitting shirts
- Short pants/scrubs/sweats/bathing suits (no spandex)
- Female students should wear a sports bra or bathing suit top under a loose fitting shirt to allow maximal exposure of the back
- All students should keep their shirts on unless being directly palpated
- Scrubs may be worn in the lab with the caveats above
 - All scrubs should be in good repair and clean

Improper attire includes items that might impede palpatory and visual learning, including, but not limited to:

- Denim
- Jewelry
- Belt

Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar or offensive or contribute to creating a hostile learning environment, are considered to be unacceptable attire and demonstrate inappropriate professional judgment that is subject to review and action by Student Affairs.

Intellectual, Conceptual, Integrative and Quantitative Abilities - Must be able to perform these functions in a time-sensitive environment in diverse clinical settings where others may be present

- Concentrate
- Analyze and interpret data

- Make decisions
- Accurately
 - Write prescriptions
 - Perform basic mathematical functions
 - Quickly read charts with minimal error
- Integrate and process information promptly and accurately

Under a reasonable amount of

- Stress
- Visual distraction
- Auditory distraction

Must be able to draw on their store of knowledge in emergency situations.

Behavioral and Social Attributes – personal qualities that will be assessed during the admissions and educational processes.

Promptly complete all responsibilities attendant to the diagnosis and care of patients

To learn to function in the face of uncertainties inherent in clinical problems, candidates are required to

- Fully utilize their intellectual abilities
- Tolerate physically taxing workloads
- Adapt to changing environments
- Display flexibility
- Possess emotional health
- Exercise good judgment
- Demonstrate mature, sensitive and effective relationships with patients through
 - Compassion
 - Integrity
 - Empathy
 - Interpersonal skills
 - Interest and motivation

Noorda-COM will attempt to develop creative ways of opening the medical school curriculum to competitive, qualified disabled individuals when possible. In doing so, however, the College must maintain the integrity of its curriculum and preserve those elements deemed essential to the education of an osteopathic physician.

VIOLATIONS

Discovery following admission or matriculation of intentional misrepresentation or omission of any information used in the application process or omission of information relative to scholastic records, test records or meeting the tenants of the technical standards will subject the student to dismissal. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and/or personal conduct between the time of their acceptance and their matriculation at the College. The College reserves the right to deny admission to any applicant for any reason the College deems sufficient.

SEE FULL POLICY FOR ADDITIONAL DETAILS

Financial Aid

Federal law and regulations require that all students receiving financial assistance from Title IV and Title VII programs are informed of the implications of receiving said financial assistance. Its intended purpose is to assist individuals who are exploring their financial aid options by explaining the most commonly encountered terms, policies, and other related items in an easy to understand format. Federal regulations pertaining to Title IV student aid require schools to designate an employee or group of employees who are available on a full-time basis to assist enrolled and prospective students with obtaining information related to financial assistance, the school, graduation and completion rates, and security policies and crime statistics.

Noorda-COM fulfills this requirement by officially designating the members of the Department of Student Affairs as the parties responsible for dissemination of information. The combined work schedules of Student Affairs representatives are arranged so that at least one person is available, upon reasonable notice, through the normal administrative working hours of Noorda-COM.

It is the responsibility of all Noorda-COM students who are considering their financial aid options to familiarize themselves with the information contained within this guide.

The student is encouraged to utilize funds from all available (federal, state, local, and other companies or organizations) resources. Noorda-COM practices fair and equitable means of determining the student's or the family's ability to contribute to the student's educational expenses. The college follows the U.S. Department of Education's philosophy that the responsibility of meeting educational costs lies with the student and the student's family.

COM students must complete the program within six (6) years.

Tuition, Fees and Expenses

Incoming first-year medical students must provide assurance, prior to the start of first-year classes, that funding for tuition and budgeted living expenses are covered for the entire academic program. Accepted applicants who are unable to provide this assurance will not be allowed to matriculate in the current academic year; however, they may reapply for the following year if funding assurance is provided. Current students must also exhibit the ability to fund tuition and budgeted living expenses to be eligible to advance to the next grade level. Evidence of students' ability to pay will be reviewed annually, approximately 90 days prior to the start of each academic year.

Tuition and fees are due and payable in full at the beginning of each academic term (four months of training) plus registration or start-up costs, before each academic terms registration date unless special arrangements have been made with the Department of Financial Aid or when students have loan applications for amounts sufficient to cover tuition on file in the Department of Financial Aid. Tuition and fees are due and payable for the entire academic term regardless of whether the student completes the academic term, except as noted in the refund policy. The College reserves the right to change the schedule of tuition and fees without advance notice and to make such changes applicable to present as well as future students.

The following fees apply to the 2021-2022 academic year:

Application Fee (Noorda-COM Supplemental) \$100

Fee is payable upon submission of application for admission. (Fee may be waived if applicant receives an AACOMAS fee waiver.) *Fee is non-refundable as allowed after the three-day cooling-off period regardless of reason.*

Acceptance Fee \$1,000

Accepted applicants need to make sure payment is received according to the following schedule:

- Those accepted prior to Nov. 15 will have until Dec. 15.
- Those accepted between Nov. 16 and Feb. 15 will have 30 days.
- Those accepted between Feb. 16 and March 1 will have 15 days.
- Those accepted after March 1 will have 14 days.
- Those accepted on or after June 1 may be asked for an immediate deposit.

Payment is credited toward tuition once payment of the balance of the tuition is received.

Acceptance fees should be mailed to the Admissions Office. *Fee is non-refundable as allowed after the three-day cooling-off period regardless of reason.*

Matriculation Fee \$2,000

Payable according to the following schedule:

- Those accepted prior to Feb. 15 will have until March 15.
- Those accepted between Feb. 15 and May 31 will have 14 days to submit a combined acceptance and matriculation fee totaling \$3,000.
- Those accepted on or after June 1 may be asked for an immediate deposit.

Payment is credited toward tuition once payment of the balance of the tuition is received. Mail

Matriculation Fee to the Admissions Office. *Fee is non-refundable as allowed after the three-day cooling-off period regardless of reason.*

Note: *Withdrawing prior to matriculation does not negate the no-refund policy.*

Student Loans

Important Notice to Potential Borrowers

- Student loans must be repaid, with interest.
- Loans cannot be canceled because of:

- Dissatisfaction with the education
- Inability to secure a job in your field of study
- Due to having financial difficulty.
- Loans are legal obligations which must be repaid.
- Defaulting on your student loans can lead to serious consequences including:
 - Loss of eligibility for federal student aid
 - Collection fees
 - Damage to credit
 - IRS garnishment of state and federal tax refunds

Financial Aid Application Process

Step 1: FAFSA Application

Each year, students must complete the Department of Education's Free Application for Federal Student Aid (FAFSA) posted online at www.fafsa.ed.gov. Parental information is not required on FAFSA. IRS Data Retrieval (if available) should be selected.

Step 2: Review Student Budget (Cost of Attendance)

This budget information is provided to assist in estimating your monthly budget and managing your available financial resources (e.g., employment earnings, financial aid, assistance from family members) for the upcoming academic year. Budget information can be found online:

Step 3: Noorda-COM Application

The Financial Aid Office requires completion of an application on NetPartner. NetPartner is the online system that allows students to manage the completion of the Noorda-COM application, check the status of missing forms, view disbursement information and accept/decline/ reduce financial aid awards.

The Financial Aid Office will email the online NetPartner financial aid application instructions to all students. The application opens in late January for the upcoming school year. Continuing students will be notified via their Noorda-COM email. Incoming students will receive the email via the account used for admission. Once the student has completed the application, the student will be notified of his/her financial aid awards in mid- to late April.

Students who are new borrowers to Federal Direct Loans must complete the Federal Entrance Counseling session in order to receive federal loan funds.

Determination of Awards

Once the student has submitted all required documents and completed forms as listed on the application for financial aid, the Financial Aid Office determines the student's aid eligibility at Noorda-COM. Awarding of financial aid is done when the file becomes complete for packaging.

All financial aid awarded, which includes federal, state and private programs, will be determined within federal financial aid guidelines. The calculation to determine financial aid eligibility is: cost of attendance (Noorda-COM student budget) minus expected student and family contribution from FAFSA (for need-based aid) and outside resources (scholarships, etc.) equals eligibility.

The comprehensive student budget has been designed to cover tuition, educational costs and reasonable living expenses for each academic year. Budgets are designed for the student only and are NOT intended to cover family living expenses or to cover debt incurred prior to attendance at Noorda-COM.

Students who accept federal loans must have a valid Direct Loan Master Promissory Note (MPN) and a Direct GradPLUS loan MPN completed online. The Financial Aid Office will contact the student via email if these documents need to be completed.

The federal GradPLUS program requires good credit. The Federal Direct Loan program reviews the student's credit to determine approval or denial of the loan. If denied, the student may appeal the denial or apply with an endorser (co-signer). Students who are unable to obtain the loan will need to rely on personal resources to finance the balance of their educational costs. Students can contact the loan origination center at 800.557.7394, Monday-Friday, 8 a.m.-8 p.m. with questions about the credit denial and endorser process.

Self-Certification form

- Noorda-COM
 - Reviews each student's eligibility.
 - Completes for eligible students.
 - Provides form at the request of the student.

Comparing Options

The Department of Education provides a free resource to assist students with identifying the differences between federal and private student loans. In addition, all students should review the Department's publication, *Funding Your Education: The Guide to Federal Student Aid*.

Until Noorda-COM is eligible to participate in Title IV Federal Financial Aid, we recommend that you review options with private loan lenders to compare costs and terms of borrowing. If applying to multiple lenders, keep that process within a two-week window to minimize any negative impact to your credit. Our office will process the private loan approved through the lender of your choice. Our office cannot recommend any particular private lender. All borrowing decisions are the responsibility of the student.

Financial Awareness Counseling

Financial Awareness Counseling, while primarily Federal Aid focused, provides tools and information to help you understand your financial aid and assist you in managing your finances. At Noorda-COM, you will be encouraged, though not required, to complete Financial Awareness Counseling annually, prior to receiving a loan. This ensures you understand your responsibilities and the obligations you are assuming. Topics include:

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

To complete Financial Awareness Counseling, sign-in to StudentLoans.gov using your Federal Student Aid PIN and select the "Complete Financial Awareness Counseling" option on the left-hand navigation bar. The Office of Financial Aid will be notified of the completion and will contact you if further action is required.

Entrance Counseling

Entrance Counseling is required for federal student loan borrowers who have never borrowed a federal student loan before. Entrance Counseling is also required for all students who borrow a private/alternative loan.

Noorda-COM provides loan information during the Interview Day, at Orientation, and other learning times throughout the semester.

Financial Aid Code of Conduct

Noorda-COM has developed, published, administered and enforced a code of conduct with which the institution's officers, employees and agents shall comply. Noorda-COM also abides by the National Association of Student Financial Aid Administrator's (NASFAA) Code of Conduct.

Noorda-COM is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this and to rule out any perceived or actual conflict of interest between Noorda-COM officers, employees or agents and education loan lenders, Noorda-COM has adopted the following student lending code of conduct:

- Noorda-COM **does not**
 - Participate in any revenue-sharing arrangements with any lender
 - Assign a lender to any first-time borrower through financial aid packaging or any other means
 - Outsource assistance related to the administration of financial aid with any call center or financial aid office processing
 - Permit any officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education loans, relating to education loans, to accept any:
 - Compensation
 - Fee
 - Payment
 - Other financial benefit (including a stock purchase option)
 - Gifts of greater than a nominal value
 - Anything of value
 - In exchange for
 - Service on an advisory board
 - Commission
 - Consulting arrangement
 - Contract to provide services
 - From any or on behalf of
 - Lender
 - Guarantor
 - Servicer
 - Group of lenders
 - Other group established
- Noorda-COM **does**
 - Allow for the reasonable reimbursement of expenses associated with participation on such boards, commissions or groups by lenders, guarantors or groups of lenders and/or guarantors.
 - Recognize that a borrower has the right to choose any lender from which to borrow to finance his/her education.
- Noorda-COM will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.

Policy and Statement of Non-Discrimination

Noorda-COM's policy is that no student or employee shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any way and is committed to its non-discrimination policy. *See Full Non-Discrimination Policy for complete details*

Student Rights

- Know
 - Steps required to apply for and receive financial aid
 - Criteria for continued student eligibility under each program/aid type awarded by Noorda-COM
 - Cost of attendance and how financial need is determined
 - Type and amount of assistance you will receive
 - Where to find information about the method by which financial disbursements will be made to students and the frequency of those disbursements
 - Satisfactory progress standards that a student must meet to receive financial assistance and the criteria by which a student who has failed to maintain satisfactory progress may re-establish his or her eligibility for financial assistance
 - Refund policy and when and why funds may need to be returned to the lender
- Receive assistance (if needed) related to information on loan terms (balance, repayment information, contact information, repayment options, etc.)
- Understand the rights and responsibilities of borrowing a loan through entrance and exit counseling and other pertinent publications
- Noorda-COM, will make available financial aid records to students for at least five (5) years after a student has departed from the institution or for whatever period is required by federal law

Student Responsibilities

- Be aware of and understand the criteria for continued student eligibility under each aid program/aid type
- Be familiar with the content of the Student Financial Aid Guide
- Be responsive to all communications sent from the Office of Financial Aid.
- Monitor your student and private email accounts and voicemails on a daily basis
- Seek out, maintain awareness of and meet all deadlines
- Keep personal contact information up-to-date with the Office of the Registrar and all loan servicer(s)
- Submit and update as often as necessary, the appropriate authorization/release form(s) if you wish to allow the Office of Financial Aid to discuss your records with a particular third-party.
- If requested, submit documentation to support your application for financial aid
- Sign all documents submitted to the Office of Financial Aid.
- Submit all requested documents together, not piecemeal.
- Maintain a file with copies of all aid applications, award notices, scholarship agreements, promissory notes, and other documents pertaining to your financial aid.

- Report all sources of funding, including outside scholarships, grants, and loans, to the Office of Financial Aid. Per federal regulations, all sources of financial assistance must be considered when awarding financial aid. Failure to follow this directive may result in cancellation or reduction of your award.
- Secure adequate funding to cover all education related expenses in a timely manner.
- Know the method by which financial disbursements will be made to students and the frequency of those disbursements.
- Refer to the published disbursement schedule BEFORE inquiring about refund status.
- Use student financial assistance you receive to pay ONLY for the cost of your education and educational-related expenses associated with your enrollment at Noorda-COM for the academic year.
- Know the terms of any loan received as part of the financial assistance package, including information regarding sample loans and their repayment schedule, and the necessity for repaying loans.
- Minimize borrowing and monitor all student loan records via NSLDS.ed.gov
- Comply with the provisions of any promissory note(s) and all other agreements you sign.
- Maintain and understand the Standards of Satisfactory Academic Progress that a student must meet to receive financial assistance and the criteria by which a student who has failed to maintain satisfactory progress may re-establish his or her eligibility for financial assistance. The academic progress standards may differ for some scholarships as determined and defined by the awarding agency or organization.
- Re-apply for financial aid each year.
- Contact the Office of Financial Aid to request assistance BEFORE making any changes to enrollment.
- Upon leaving school or dropping below half time attendance, complete exit counseling.
- Have a thorough understanding of the exit counseling information that the school provides and collects.

Summary of Financial Aid Process - Sequence of Events

- The applicant is accepted to Noorda-COM.
- The student applies for scholarships and a private student loan through the lender of their choice.
- The Office of Financial Aid is notified of an approved loan application and completes the certification form, including the disbursement dates for the loans and scholarships accepted by the student.
- On the scheduled disbursement date(s), the Office of Financial Aid confirms that the student is still eligible for aid and authorizes the disbursement of funds to Student Accounts (the Business Office). Funds from the eligible aid types are posted to the student's Noorda-COM account, which completes the disbursement process.
- If the disbursement creates a credit balance on the student's account, Noorda-COM will issue a refund to the student. See Section VII for additional details.

These timelines are estimates provided to assist students with planning. They do not constitute a guarantee as there are many factors that may affect the financial aid processes described above.

Notification and Acceptance of Awards

Since students will only be able to apply for Private/Alternative Student Loans in the 2021-22 academic year, the acceptance of the loan amount will be done at the time of application with the lender of the student's choice. No additional steps will be needed to accept the loan and an additional award notification from Noorda-COM about these loans will not be issued; although students will have access to this information through the student portal.

During the 2021-22 award year, the Office of Financial Aid expects to begin receiving loan certification in late February to early March. The loan certification will be completed by Noorda-COM and returned to the lender. The student's eligibility for funds will be checked prior to each disbursement date; which is scheduled to be the 1st day of the fall semester and the 1st day of the spring semester.

Upon the first day of the semester, loan funds are transmitted to the Noorda-COM Business Office. The tuition, fees and any amount owed to the college that have been debited to the student's account will be paid. Remaining charges on the invoice will be the student's responsibility. If an overpayment exists, these funds will be credited to the student as a refund.

Withdrawal Procedures

It is imperative that any student who leaves/withdraws from Noorda-COM for any reason goes through the formal process. Failure to complete the process may cause Noorda-COM to withhold all records pertaining to the medical student's attendance. To complete the process, a student must take the following steps:

- If withdrawing, submit a letter of resignation to the Associate Dean for Student Affairs.
- Obtain a Noorda-COM Change of Status Form from the Office of the Registrar.
- Complete an exit interview with a representative from each the following offices (signatures are required from each representative):
 - Registrar
 - Financial Aid
 - Bursar
 - Associate Dean of Clinical/Academic Affairs
 - Associate Dean for Student Affairs
- Sign, date, and return the completed Noorda-COM Student Checkout Form to the Registrar.*

*Incomplete forms will not be accepted.

Students who withdraw or are dismissed from the college will receive a grade of "W" or "Withdrawal" for each course in which they are enrolled at the time of withdrawal or dismissal.

Students who withdraw from all courses within a term may be required to return a portion of any federal financial aid received. Contact the Office of Financial Aid for more information.

Financial Aid Probation

- Student is allowed to receive financial aid for the next payment period
- The student must meet at least half-time enrollment status.
- The Director of Financial Aid will notify the student of
 - Terms of probationary period
 - When probationary period is lifted

Loss of Financial Aid Eligibility

A student will lose financial aid eligibility if placed in any status by administrative directive that stipulates the student is:

- Not in good standing
- Not meeting satisfactory progress
- Suspended from academic participation

The student will regain financial aid eligibility once the stipulation is lifted.

Institutional Refund Policy

Tuition and fees are charged at the beginning of each academic term. Acceptance, matriculation, technology, and student activity fees are not eligible for refund.

Students officially separated from the College after the published drop deadline, but prior to completing 60 percent of the term will receive a refund of eligible tuition based on the percentage of the term completed. Students completing 60 percent or more of the program term are not eligible for a refund.

In such situations where a student is billed on a per credit hour basis rather than by term, students are eligible for a refund based upon the effective date of the drop. If the official drop date is on or before the first date of the course, the student will receive a full refund. For any withdrawal after the first day of the course, the student will be eligible for a refund based upon the percentage of the course completed. Students completing 60 percent or more of the course are not eligible for a refund.

Students enrolling in any intersession courses are eligible for a refund based upon the effective date of the drop. If the official drop date is on or before the first date of the course, the student is eligible for a full refund. If the official drop date is the second or third calendar day of the course, the student will receive a 50 percent refund. If the official drop date is after the third calendar date, the student will not receive a refund.

Students' academic records will be on hold until all open balances are paid in full.

Title IV Institutional Refund and Return to Title IV Policy

This policy applies to all students who have utilized federal Title IV funding in support of their tuition

and fees, and, on or after the first day of the term, withdraw, stop attending all classes, go on an approved leave of absence, or are dismissed and/or expelled from the College during a term.

Title IV funding includes any federal financial aid programs authorized under the Higher Education Act of 1965 (HEA), as amended. The following programs are considered Title IV funds: Federal Direct Unsubsidized Loan and Federal Direct GradPLUS.

A student's withdrawal date for return of Title IV funds (R2T4) purposes is one of the following:

- The date the student began the institution's official withdrawal process or officially notified the institution of their intent to withdraw; or
- The official date of an approved leave of absence, withdrawal or dismissal from Noorda-COM as documented by the Associate Dean for Student Affairs; or
- The midpoint of the term for a student who leaves without notifying the institution; or
- The student's last date of attendance at a documented academic-related activity in accordance with federal regulations.

When a student who has received Title IV HEA funds leaves school for any reason prior to completing more than 60 percent of the payment period (the academic period of enrollment by which a student receives a disbursement of Title IV funds), will have all or a portion of their financial aid funds returned to the appropriate aid program(s) by the College.

The federal regulations regarding R2T4 (34 CFR 668.22) require the school to calculate the total number of calendar days in the payment period, then the number of calendar days the student attended. The student's "earned" and "unearned" percentages are determined. The "unearned" funds paid to the school must be returned to the appropriate Title IV programs within 45 days of the student's date of withdrawal. The student will then be responsible for the payment of the remaining tuition balance due per the Noorda-COM refund policy. The student will be notified of these amounts via email from the Office of Finance.

The R2T4 calculation differs from the College's Institutional Refund Policy.

If a student was not disbursed all of the funds that the student earned and is otherwise eligible, the student may be eligible for a post-withdrawal disbursement. The student's eligibility for the post-withdrawal disbursement will be determined by the R2T4 calculation. The financial aid office will contact the student by email regarding post withdrawal loan eligibility. The student has 14 days from notice date of the additional loan offer to accept or decline some or all of the loan amount offered.

In accordance with federal regulations, refunds are allocated in the following order: Federal Direct Unsubsidized Loan and Federal Direct GradPLUS.

Return of Title IV Funds Calculation

These steps are followed in calculating the amount Noorda-COM may have to return on your behalf when you cease attendance in all of your classes in the payment period.

- Determine the percentage of the enrollment period completed by the student.
 - $\text{Days Attended in Payment Period} \div \text{Total Days in Payment Period} = \text{Percentage Completed}$
 - If the calculated percentage is more than 60 percent, then the student has “earned” all Title IV aid for the payment period.
- Apply the percentage completed to the Title IV aid disbursed to determine the aid earned by the student based on their withdrawal date.
- $\text{Total Aid Disbursed Aid} \times \text{Percentage Completed} = \text{Earned}$
- Determine the amount of unearned aid to be returned to the appropriate Title IV aid program.
 - $\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$
 - One the of the following actions will apply to a student:
 - If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.
 - If the aid already disbursed equals the earned aid, no further action is required.
 - If a student was not disbursed all of the funds that the student earned and is otherwise eligible, the student may be eligible for a post-withdrawal disbursement. The student’s eligibility for the post-withdrawal disbursement will be determined by the return of title IV calculation. The financial aid office will contact the student by email regarding post withdrawal loan eligibility. The student has 14 days from notice date of the additional loan offer to accept or decline some or all of the loan amount offered.
- Distribute the responsibility to return funds between the institution and the student.
- The student will receive a letter outlining the amount Noorda-COM must return on the student’s behalf.
- The student may be expected to repay an amount to Noorda-COM.
- Any amount that must be repaid to Noorda-COM is due immediately. No grace period applies to this amount.
- Any refund or repayment obligation will be clearly outlined for the student in writing and will also appear on their College bill.
- Return of Title IV aid, based on the type of aid disbursed, in the following order:
 - Unsubsidized Direct Loan
 - Federal Direct PLUS Loan

DEFINITIONS

Enrollment Requirements

In order to qualify for federal student aid funds, a student must be enrolled as a regular student in an eligible program of study.

Financial Aid Eligibility

To be eligible for federal assistance, a student must:

- Be enrolled at least half-time in a degree or certificate program that leads to gainful employment and be in good standing, making satisfactory progress.

Not be in default on any loan from a student loan fund or on a loan guaranteed or insured under the Federal Student Loan Program.

- Not owe a refund on a federal grant previously received or in default of other federal debt.
- Meet other eligibility requirements, such as those related to selective service registration, citizenship, drug convictions* and aggregate aid limits.

**Note: Conviction for any offense, during a period of enrollment for which the student is receiving Title IV, HEA program funds, under any federal or state law involving the possession or sale of illegal drugs will result in the loss of federal aid eligibility.*

For more information regarding eligibility, visit the Federal Student Aid website.

Impact of Drug Conviction on Title IV Eligibility

Please be advised that under federal law, a recipient of Title IV student financial assistance who is convicted for possession and/or sale of illegal drugs while enrolled as a student at Noorda-COM will be ineligible for further Title IV funds for a fixed period of time, as indicated below:

- First offense
 - Possession of illegal drug: One year from conviction date
 - Sale of illegal drug: Two years from conviction date
- Second offense
 - Possession of illegal drug: Two years from conviction date
 - Sale of illegal drug: Indefinite period
- Third (+) offense
 - Possession of illegal drug: Indefinite period
 - Sale of illegal drug: Indefinite period.

If convicted of both possession and selling illegal drugs and the periods of ineligibility are different, the student will be ineligible for the longer period. A student regains eligibility the day after the period of ineligibility ends or when the student successfully completes a qualified drug rehabilitation program. The student will lose eligibility again upon a subsequent drug conviction. Students can review the process of regaining federal aid eligibility on the Federal Student Aid website.

Private/Alternative Loans

In order to be eligible for private/alternative loan funds, a student must complete the loan application with the lender of their choice and be enrolled at Noorda-COM. Private student loans, also referred to as "alternative loans," are based on credit worthiness of the borrower and if needed, co-signer. Interest rates are typically market-based and repayment and forgiveness options are less plentiful than federal loans.

Students should be aware that these types of loans are not subject to the same oversight and regulations which govern federal loans and they do not qualify for the same benefits as federal loans.

The terms and conditions of loans made under Title IV (Federal Direct Unsubsidized or Federal PLUS Loans) may be more favorable than those of private education loans. In many cases, it is advisable for students to exhaust their federal eligibility before borrowing from a private lender. Students typically initiate the application by applying through the lender of their choice. Since students are encouraged to seek out and select their own lender for a private student loan, the student should contact the lender and complete the loan application. The lender then contacts

Cost of Attendance

For financial aid purposes, the Cost of Attendance (COA) is an estimate of the total cost to attend Noorda-COM and includes both direct (required) and indirect costs. Direct costs are those billed by Noorda-COM; including tuition and fees.

Indirect costs include things that are not charged by Noorda-COM to the student such as additional supplies, transportation to/from Noorda-COM, personal expenses, and room and board. Students are reminded that the aid awarded and disbursed by Noorda-COM is to be used for the cost of their education and educational related costs incurred while a student at Noorda-COM.

Tuition and fees are due and payable in full before the day of class registration, unless special payment arrangements have been made with the Finance Office, or when loan applications for amounts sufficient to cover tuition and fees are on file in the Financial Aid Office. Tuition includes library privileges and laboratory supplies, but not instruments, equipment, computers, parking, texts, lab manuals or health insurance. Tuition is subject to change annually.

***Direct Costs**

Estimated Yearly Cost of Attendance for 2021-22 Cost

Noorda-COM Tuition*	\$53,300
Noorda-COM Fees*	\$ 2,862
Room and Board	\$13,080
Transportation	\$ 2,944
Tablet and Resources	\$ 1,762
Instruments	\$ 775
Personal Expenses	\$ 3,728
Health Insurance	<u>\$ 2,500</u>
Estimated Total Cost of Attendance	\$79,189

Noorda-COM requires successful completion of COMLEX Levels 1, 2-CE and 2-PE prior to graduation. Examinations (COMLEX) by the National Board of Osteopathic Medical Examiners (NBOME) require the following fees, which are subject to change. National Board fees are paid directly to:

National Board of Osteopathic Medical Examiners
8765 W. Higgins Rd., Ste. 200

Chicago, IL 60631-4174
 Telephone: (773) 714-0622
www.NBOME.org

Fee Schedule effective July 1, 2021 – June 30, 2022

COMLEX Level 1	\$ 675
COMLEX Level 2-CE	\$ 660
Reschedule Fee (< 30 full days and > 5 full days before the scheduled exam)	\$ 85
Reschedule Fee (120 hrs. to 24 hrs. before scheduled exam—rescheduling or cancellation)	\$ 190
Cancellation Fee (< 5 full days but at least 24 hours before the scheduled exam)	\$ 225
No-Show Fee	\$ 225

Fees associated with Level 2 Performance Evaluation

COMLEX Level 2-PE (Approximate)	\$1,300
Reschedule or Cancellation Fee (> 90 days before scheduled examination)	No Charge*
Reschedule or Cancellation Fee (15 to 90 days before a scheduled examination)	\$ 50*
Reschedule or Cancellation Fee (14 days to > 48 hours before a scheduled examination)	\$ 150*
Reschedule or Cancellation Fee (24 to 48 hours to and including the start of a scheduled examination)	\$ 400*
Reschedule or Cancel Fee	\$ 1,295*

*If the candidate reschedules or cancels or is considered a “No Show” because of circumstances beyond their control, and submits a request to the NBOME in writing no later than 30 days following the scheduled/missed administration, the NBOME in its sole discretion may waive and/or refund all or a portion of the rescheduling/cancellation fee

Some Noorda-COM students may also choose to take the USMLE. (This is not required by Noorda-COM.) Examinations by the National Board of Medical Examiners (NBME) require the following fees and should be paid directly to:

National Board of Medical Examiners P O Box 48014 Newark, NJ 07101-4814 Telephone: (215) 590-9500	National Board of Medical Examiners 3750 Market Street Philadelphia, PA 19104-3102 Telephone: (215) 590-9500 www.NBME.org www.USMLE.org
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2020 United States Medical Licensing Examination™ (USMLE™) Fees

Examination	Fee	Effective Dates
USMLE Step 1*	\$ 645	Three month eligibility periods beginning Nov. 1, 2023– Jan. 31, 2024, and ending Oct. 1, 2024 – Dec. 31, 2024.
USMLE Step 2 – CK	\$ 645	
USMLE Step 2 – CS	\$1,300	For completed applications received starting Jan. 1, 2024.
USMLE Step 3	\$ 800	Three month eligibility periods beginning Nov. 1, 2023 – Jan. 31, 2024, and ending Oct. 1, 2024 – Dec. 31, 2024.
* An additional regional test site fee is charged to all examinees who test outside the US and Canada.		

Note: USMLE Examination Rescheduling fees are \$50 and greater depending on the number of days before the scheduled examination date. Students are encouraged to review the USMLE website at:

<https://www.usmle.org/bulletin/>

Budget Components

The Student Budget, established annually for each class, is used to determine a student’s maximum financial aid eligibility for an academic year. In accordance with regulations governing student aid programs, a student’s total financial aid package, including loans, may never exceed the Student Budget.

The budget includes a student’s actual school expenses (tuition, fees) and estimates of the cost of required supplies and basic living expenses (housing, food, transportation, health insurance, loan fees, and other miscellaneous personal expenses). Costs waived or paid by other sources are not added to the student budget.

Tuition and Fees

The tuition and fee charges are based upon full-time attendance during the 2021-22 academic year. Prior to Dean approval of the tuition and fees for an academic year, the figures are subject to change without notice.

Room and Board

The room and board amount listed is an estimate based upon Census Housing Data and USDA information and included for the purpose of determining student eligibility for financial aid.

Transportation

The transportation amount listed is an estimate based upon a national AAA survey and included for the purpose of determining student eligibility for financial aid.

Books and Supplies

The books and supplies amount listed is an estimate and included for the purpose of determining student eligibility for financial aid.

Personal Expenses

The personal expenses amount listed is an estimate based upon US Bureau of Labor Statistics and included for the purpose of determining student eligibility for financial aid.

Insurance

The insurance amount listed is an estimate and included for the purpose of determining student eligibility for financial aid.

Budget Increases

Dependent Children

Noorda-COM may be able to add allowances for dependent care to the student budget for students with children or other legal dependents. Allowances may be used to cover care during periods that include, but are not limited to class time, study time, field work, internships, and commuting time.

The amount of the allowance will be based on the number and age of such dependents and should not exceed reasonable costs in the community for the type of care provided. To inquire about this allowance, please contact the Office of Financial Aid for additional information. Requests will be reviewed on a case-by-case basis and are subject to the approval of the Director of Financial Aid.

Special Needs

If you have a disability, we may be able to add allowances for related expenses. These expenses include special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred and not provided by other agencies. Students with expenses related to a disability will receive a budget addition less than or equal to those expenses related to the disability not covered by other assistance. The Utah State Office Rehab - Vocational Rehabilitation will be contacted to confirm expenses are not covered through their agency. A signed, itemized statement from the student with attached bills or other documentation is required for the evaluation. To make a request, please contact the Office of Financial Aid for more information.

Requests will be reviewed on a case-by-case basis and are subject to the approval of the Director of Financial Aid.

Restrictions

Expenses Not Covered

Noorda-COM regulations state that the student budget must only include education-related expenses.

Examples of costs that will not be included in the budget are:

- Expenses incurred by a spouse or a dependent not related to their care as outlined above.
- Expenses considered as part of the evaluation of student need via the FAFSA application.
- Moving or relocation expenses.
- Vehicle purchase or lease.

- Consumer debt, such as monthly credit card, vehicle, or student loan payments.
- Costs waived or paid by other sources.
- Costs related to applying to Noorda-COM.
- Expenses beyond the average set in the student budget for the components.

Periods of Non-Enrollment

Student loans are not available to cover expenses incurred during periods of non-attendance such as vacations or summer breaks. There are no exceptions to this rule.

Disbursement - refers to the process of crediting student aid funds to a student's school account. Financial aid disbursements will be made on the 1st day of each semester. Annual financial aid/loans are required to be disbursed in at least two (2) equal disbursements.

Note: Students will not receive refunds on the disbursement dates.

Refund - when any student's financial aid disbursement exceeds the semester's tuition and fees obligation to Noorda-COM. Subsequently, the excess funds are refunded to the student to use towards other educationally related expenses.

A detailed description of the payment process will be provided in order to help students establish realistic expectations about the delivery of their funds. Through clear and open communication, uncertainty as to the timing of payments can be greatly reduced or eliminated.

Who issues refunds?

The Department of Finance is responsible for issuing refunds. The Office of Financial Aid neither receives financial aid funding nor processes refund payments.

When will refunds be issued?

For students that meet all eligibility requirements that have aid ready to disburse, the disbursement date is set as the first day of attendance in each semester. After aid is disbursed on the first day of attendance, the Noorda-COM Department of Finance will issue a refund (if aid is available over the charges on the student account) by the end of the same week (excluding holidays and school closures).

Servicer state funds have been disbursed. When will receive refund?

In this context, the term "disburse" refers to the process of crediting funds to a student's school account, NOT the process of making a refund to a student. Noorda-COM has up to three (3) business days to make disbursements, and up to 14 additional days to make credit balance payments. It is important to note that disbursement and refund do not refer to the same process. Once aid is disbursed to the student account, it pays for the tuition and fee charges on the student account. If the aid being received exceeds the charges on the student account, the student will be issued a refund. Students can review their student account charges and aid eligible for via the Noorda-COM student portal.

How refund is received

The Noorda-COM Department of Finance will reach out to students with information on to set up their refund preferences close to the start of school. Refunds are issued based on the preference the student has selected, if no preference has been selected the student will receive the refund via check.

Outside Scholarships and Grants

Generally, students who wish to apply for scholarships or grants provided by an outside source must apply directly with the source. In some instances, the school must certify student enrollment to the aid provider. If the award you are applying for requires school certification, please contact the Office of Financial Aid for assistance.

Once you have been approved for an outside scholarship or grant, you are required to submit the Third-Party Financial Aid Reporting Form along with documentation of your award to the Office of Financial Aid. This reporting requirement is enforced by federal regulations. Failure to follow this directive may result in cancellation or reduction of your award(s).

Students are encouraged to review Noorda-COM 's list of Scholarship Opportunities and to conduct their own searches as well. In order to be considered for one of these awards, students should apply early and follow the application instructions provided by the awarding organization. Unless a scholarship specifically states that it is automatically awarded, scholarships are awarded competitively, and consideration does not guarantee that a scholarship will be awarded. To ensure maximum consideration, it is imperative that students are knowledgeable of the specific requirements and deadlines associated with the scholarship program.

American Indian Graduate Center

The American Indian Graduate Center is a national organization headquartered in Albuquerque, New Mexico providing educational assistance to American Indian and Alaska Native graduate and undergraduate students throughout the United States. <http://www.aigcs.org/about-us/>

American Medical Association

The AMA Foundation provides financial assistance through scholarships, grants and awards to deserving medical students and residents across the nation. The Physicians of Tomorrow scholarship is awarded to 3rd year students in either a MD or DO program. <https://www.amaassn.org/residents-students/resident-student-finance/apply-medical-school-scholarships>

American Medical Women's Association

The American Medical Women's Association (AMWA) has multiple scholarship opportunities for Student Members. <http://www.amwa-doc.org/students/awards/>

American Osteopathic Foundation

The AOF offers a variety of grant, scholarship, and award opportunities to osteopathic medical students, residents, physicians, researchers, and osteopathic centers/programs. Through these opportunities, the AOF is able to recognize some of the exceptional individuals within the osteopathic profession who are making a difference. <https://aof.org/grants-awards/students>

Arnstein Minority Student Scholarship Program

This AACOM scholarship is designed to recognize underrepresented minority students in their 1st, 2nd or 3rd year of osteopathic medical school. The scholarship cycle is generally open from

January to March for the following academic year. <https://www.aacom.org/become-a-doctor/financial-aid/arnstein>

Buckfire and Buckfire Medical School Diversity Scholarships

This is a \$2,000 scholarship awarded to a student that is currently enrolled in an accredited medical school, who is either a member of an ethnic or racial minority or demonstrates commitment to issues of diversity within their academic career.

<https://www.buckfirelaw.com/library/scholarships.cfm>

Japanese Medical Society of America

The Japanese Medical Society of America (JMSA) awards scholarships to students who demonstrate academic excellence and show a strong interest in JMSA and its goals. Members of JMSA consist of medical professionals as well as non-medical professionals concerned with medical issues. <http://www.jmsa.org/category/news/student-news/scholarship>

Jewish Federation of Greater Philadelphia

The Jewish Federation of Greater Philadelphia administers annual educational loans and scholarships for medical school/graduate school students.

<https://www.jewishphilly.org/programsservices/educational-scholarships>

Medical Student Scholarship

eQuality Scholarship Collaborative awards scholarships to honor and encourage California students for service to the lesbian/gay/bisexual/transgender community. Applicant must be enrolled in an accredited medical school, good academic standing.

<http://www.equalityscholarship.org/apply.html>

National Hispanic Health Foundation

This scholarship program is focused on Hispanic students who are committed to careers in health care; such as, nursing, dentistry, public health, health management and policy analysis, and allied health. <http://www.nhmafoundation.org/>

National Medical Fellowships

The primary goal of NMF is to achieve equity of opportunity in medicine and equity of access to quality healthcare for all groups in American society by increasing the number of minority physicians and changing the face of medicine to better reflect and serve our diverse nation. NMF provides multiple scholarship opportunities to eligible medical students.

<http://www.nmfonline.org/programs>

Women in Medicine (WIM) LGBT Leadership Scholarship

Women in Medicine (WIM) will present two, \$5,000 LGBT Leadership Scholarships for female medical students enrolled in allopathic or osteopathic medical schools in the United States or Canada. For more information, contact wim.doctors@gmail.com or visit the WIM website at: <http://womeninmedicine.org>.

Service-Based Scholarship Programs

Armed Forces Health Professions Scholarship

The Armed Forces Health Professions Scholarship Program provides contracts for financial assistance to medical students in exchange for active duty service in participating military branches. Eligible participants may receive a scholarship to cover tuition, fees, and other related education expenses as well as a monthly stipend. Typically, for each year of participation in the AFHPSP, students must serve one year in the appropriate branch of the Armed Forces. Participation in a military residency program does not count toward discharge of the service obligations, although it does count toward promotion and retirement service. For more information, please contact a service branch representative in your area.

Air Force - <http://www.airforce.com/education/ongoing-education>

Army - <http://www.goarmy.com/amedd/education/hpsp.html>

Navy - <http://www.med.navy.mil/accessions/pages/default.aspx>

Indian Health Services Health Professions Scholarship

The Health Professions scholarship provides financial aid covering tuition, required fees and other educational and living expenses for qualified American Indian and Alaska Native students (members of federally recognized Tribes only) applying to, accepted by or enrolled in a health profession program. Students incur a service obligation upon acceptance of funding from this program. <http://www.ihs.gov/scholarship/index.cfm?>

SOMA Foundation

The SOMA Foundation shall provide financial, structural, and emotional support for programs and benefits that will contribute to the welfare, education, and promotion of osteopathic medical students. Financial and social benefits will be available to minimize a student's financial debt, as well as develop strong peer support. <http://www.somafoundation.org/scholarships--grants.html>

Other Resources and Search Engines

AAMC

AAMC State and Federal Repayment, Loan, and Scholarship Database This searchable data base provides detailed information about many of the state and federal programs available to medical and other health professions students.

https://services.aamc.org/fed_loan_pub/index.cfm?fuseaction=public.welcome

College Board's Scholarship Search

Find scholarships, other financial aid and internships from more than 2,200 programs, totaling nearly \$6 billion. <https://bigfuture.collegeboard.org/scholarship-search>

FastWeb.com

Fastweb is a free resource that can be used by all Noorda-COM students. As a leading scholarship search provider, Fastweb helps students find and apply for scholarships and provides members with information on financial aid, jobs and internships, student life and more.

<http://www.fastweb.com/>

Federal Student Aid

Federal Student Aid, studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships – The federal website provides in depth information on scholarships, loans and all types of financial aid, and includes links to other scholarship websites, and unusual, uncommon and specialized scholarships.

FinAid

FinAid was established in the fall of 1994 as a public service. This award-winning site has grown into the most comprehensive source of student financial aid information, advice and tools -- on or off the web. finaid.org/scholarships

Sallie Mae

The Sallie Mae website which lists additional information with respect to graduate school: scholarships, grants, tuition waivers, internships and fellowships.

<https://www.salliemae.com/student-loans/graduate-school-information/graduate-school-scholarships/>

Wells Fargo

The Wells Fargo website offers a scholarship search through Tuition Funding Sources; a private website designed to help students search for scholarships.

<https://www.wellsfargo.com/goalsgoing-to-college/find-scholarships>

Big Future

Big Future by The College Board is an alternate scholarship search engine with information and links to other sites. <https://bigfuture.collegeboard.org/scholarship-search>

College Scholarships for LGBTQ Students

Affordable Colleges is designed to help students look for financial aid and scholarship opportunities. There are searches specific to profession, region and state.

<https://www.affordablecollegesonline.org/college-resources-center/lgbtq-scholarship-financial-aid/>

Public Health Scholarships

Public Health Online began in early 2014 with Dan Schuessler and Wes Harris. Our vision is to provide students, parents and general readers with accurate and expert-driven information and resources about public health topics, careers and the post-secondary educational landscape. We want our in-depth guidebooks and degree and subject-focused pages to help anyone interested in public health make informed decisions at every turn.

It's possible to offset some of the costs of earning a public health degree by tapping into a variety of available public health scholarships. Application processes and award amounts vary from program to program, but students may apply for multiple scholarships simultaneously.

<http://www.publichealthonline.org/scholarships-and-grants/>

Voter Registration

The Higher Education Act Amendment of 1998 requires colleges to make a good faith effort to make voter registration forms available to you.

You may request a Federal Voter Registration Form from the Election Assistance Commission website at: <https://www.eac.gov/voters/register-and-vote-in-your-state/>

You may request an Utah Voter Registration Form from the Utah Secretary of State website at: <https://elections.utah.gov/Media/Default/Forms/Utah%20Voter%20Registration%20Form.pdf>

<http://www.aigcs.org/about-us/>

<https://www.amaassn.org/residents-students/resident-student-finance/apply-medical-school-scholarships>

<http://www.amwa-doc.org/students/awards/>

<https://aof.org/grants-awards/students>

<https://www.aacom.org/become-a-doctor/financial-aid/arnstein>

<https://www.buckfirelaw.com/library/scholarships.cfm>

<http://www.jmsa.org/category/news/student-news/scholarship>

<https://www.jewishphilly.org/programsservices/educational-scholarships>

<http://www.equalityscholarship.org/apply.html>

<http://www.nhmafoundation.org/>

<http://www.nmfonline.org/programs>

<http://womeninmedicine.org>

Air Force - <http://www.airforce.com/education/ongoing-education>

Army - <http://www.goarmy.com/amedd/education/hpsp.html>

Navy - <http://www.med.navy.mil/accessions/pages/default.aspx>

<http://www.ihs.gov/scholarship/index.cfm>

<http://www.somafoundation.org/scholarships--grants.html>

https://services.aamc.org/fed_loan_pub/index.cfm?fuseaction=public.welcome

<https://bigfuture.collegeboard.org/scholarship-search>

<http://www.fastweb.com/>

studentaid.ed.gov/sa/types/grants-scholarships/finding-scholarships

finaid.org/scholarships

<https://www.salliemae.com/student-loans/graduate-school-information/graduate-school-scholarships/>

<https://www.wellsfargo.com/goalsgoing-to-college/find-scholarships>

<https://bigfuture.collegeboard.org/scholarship-search>

<https://www.affordablecollegesonline.org/college-resources-center/lgbtq-scholarship-finacial-aid/>

<http://www.publichealthonline.org/scholarships-and-grants/> <https://www.eac.gov/voters/register-and-vote-in-your-state/>

<https://elections.utah.gov/Media/Default/Forms/Utah%20Voter%20Registration%20Form.pdf>

SEE FULL POLICY FOR ADDITIONAL DETAILS

Financial Wellness Program

Purpose: To implement a comprehensive Financial Wellness Program that provides information to our Osteopathic Medicine students via workshops, emails, website content, social media and printed materials throughout the Noorda-COM student life and graduate life experiences. The goal is to be conscientious of the needs of our students, to provide the right information at just the right time and to measure the success of our program using appropriate learning outcomes.

Resources: The Financial Wellness Program has incorporated many of the resources offered by the Association of American Medical Colleges (AAMC) (Financial Information, Resources, Services and Tools (FIRST) program), American Association of Colleges of Osteopathic Medicine (AACOM), Nelnet School Portal, PHEAA You Can Deal with It Resource library, Access Group, the U.S Department of Education, SALT and best practices used by other medical schools and institutions of higher education.

Financial Aid Wellness Curriculum

The Financial Aid Wellness Curriculum will provide information that is relevant to where students are in their Noorda-COM student life cycle (i.e., new student, rising OMS III, residency, etc.) Information will be provided to students using various modes of communication (i.e., workshops, one-on-one counseling, social media, Canvas, print, etc.) Some videos and articles will be relevant to multiple groups of student populations. Therefore, some resources may be shared with multiple cohorts. In addition, sharing identified information across multiple cohorts will be beneficial due to students not previously receiving the information prior to the enhanced Financial Wellness Program being implemented.

The curriculum will consist of topics that will be distributed to students based on where they are in their student life cycle. The various topics include financial aid – loans, loan repayment, loan repayment – service, residency, money management, credit and miscellaneous.

Register for the AAMC Financial Wellness Program – aamc.org/financialwellness

Applicants and Students

Before Medical School

- You Can Afford Medical School
- Application Fees
- MCAT Exam
- Interview Travel Expenses
- The Cost of Applying to Medical School
- What is an Award Letter?
- Medical School Costs for the Non-Traditional Students
- The Financial Aid Application Process
- Federal vs. Private Education Loans
- Direct Loans 101
- Direct PLUS Loans for Graduate/Professional Students

- Post baccalaureate Premedical Programs

During Medical School

- Interview Travel Expenses
- Test Expense Considerations – COMLEX and USMLE
- Budgeting Worksheets for Students
- Transitioning to Medical School: Financial Tips
- NHSC: Students to Service (525) Loan Repayment Program
- Unforeseen Emergencies and Financial needs: What to Do
- Taking a Break from Your Medical Education
- The Cost of Applying for a Medical Residency
- Roommates and Money
- Want to Get Better at Managing Your Money? SALT! Can Help!

Leaving Medical School

- Debt Management Relies on Good Record Keeping
- Easing into Residency: Transition Tips
- Finding the Details of Your Loans in NSLDS
- Getting Married During Medical School or Residency
- How to Select the BEST Repayment Plan in Two Steps
- If You Don't Match: Steps to Manage Student Loans
- Repayment Assistance Through Forgiveness, Scholarships, or Service
- Should I Refinance My Student Federal Loans?
- Should You Consolidate?
- Selecting a Financial Planner

Residents

- Budgeting Basics: Managing Your Money During the Lean Years
- Budgeting Ideas and Tips
- Budgeting Worksheet for Residents
- Consolidating Your Federal Student Loans
- Easing into Residency: Transition Tips
- Education Tax Incentives
- Finding the Details of Your Loans in NSLDS
- Getting Married During Medical School or Residency
- Grace, Deferral, and Forbearance
- How to Select the BEST Repayment Plan in Two Steps
- Identity Theft Protection
- Interview Expenses
- Residency and Credit

- Residency Match
- Residency Planning
- Residency and Student Loans Series
- If you Don't Match: Steps to Manage Student Loans
- Income - Based Repayment
- Income – Driven Repayment Plans and Public Service Loan Forgiveness
- Living on a Residency Salary AND Paying Your Student Loans
- Loan Repayment Options
- NHSC: Scholarship and Loan Repayment Programs
- Pay As You Earn Repayment (PAYE)
- Postponing Loan Repayment During Residency
- Prepare for Repayment and Prevent Default
- Public Service Loan Forgiveness (PSLF)
- Public Service Loan Forgiveness (PSLF): Eligibility and Action Plan
- Repayment Assistance Through Forgiveness, Scholarships, or Service
- Residency and Relocation Loans: To Borrow or Not to Borrow
- Roommates and Money
- Should I refinance my Federal Student Loans?
- Should You Consolidate?
- Selecting a Financial Planner
- Steps for Making a Big Purchase
- Taking Control of Credit Card Debt
- Want To Get Better At Managing Your Money? SALT! Can Help!

Repayment

- Consolidating Your Federal Student Loans
- Education Tax Incentives
- Grace, Deferment, and Forbearance
- Income – Based Repayment
- Income – Driven Repayment Plans and Public Service Loan Forgiveness
- Loan Repayment Options
- NHSC: Scholarship and Loan Repayment Programs
- NHSC: Students to Service (525) Loan Repayment Program
- Pay As You Earn Repayment (PAYE)
- Postponing Loan Repayment During Residency
- Prepare for Repayment and Prevent Default
- Public Service Loan Forgiveness (PSLF)
- Public Service Loan Forgiveness (PSLF): Edligibilty and Action Plan
- Repayment Assistance Through Forgiveness, Scholarships, or Service

- Should You Consolidate?
- Want to Get Better At Managing Your Money? SALT! Can Help!

Budgeting

- Budgeting Basics: Managing Your Money During the Lean Years
- Budgeting Ideas and Tips
- Budgeting Worksheets for Students
- Budgeting Worksheets for Residents
- Roommates and Money
- Selecting a Financial Planner
- Steps for Making a Big Purchase
- Want to Get Better at Managing Your Money? SALT! Can Help!

Credit

- Borrowing 101: An Introduction to Credit
- Taking Control of Credit Card Debt
- Identity Theft Protection
- Want to Get Better At Managing Your Money? SALT! Can Help!
- Your Credit Score

Loan Options

- Student Aid on the Web www.studentaid.ed.gov
- FAFSA – www.fafsa.gov
- Military – www.studentaid.ed.gov/military
- <https://studentaid.ed.gov/sa/types/grants-scholarships/military>
- National student loans data system – www.nsls.ed.gov
- [Federal Loan Forgiveness Programs](#)
- [National Health Services Corps](#)
- [Utah Rural Physician Loan Repayment Program](#)

Servicers for the Department of Education:

- UHEAA
- FedLoan Servicing
- Nelnet
- Great Lakes
- ACS
- Sallie Mae

Noorda-COM Department of Financial Aid is committed to ensuring your financial wellness and offers comprehensive information about the financial resources available both within the College and externally. We are here to help students find concrete ways to meet the costs of attendance. The experienced staff members of the Department of Financial Aid are available to discuss all aspects of

financing your education in one-on-one, group and through webinar information sessions throughout the year. Topics include in-depth loan counseling, budgeting, and financial education. Our goal is to put Noorda-COM students on the right path to making sound financial decisions, both in medical school and after graduation.

Topics include:

- Cost of Attendance
- Types of Funding
 - Scholarships – Institutional and External
 - Loans – Institutional, Federal, Private
 - Research/Work – Federal Work Study, Research Fellowships
- MedLoans Organizer and Calculator
- Applying for Financial Aid
- Financial Aid Eligibility
- Financial Aid Timeline and Deadlines
- Financial Aid Forms
- Financial Aid Award Notification/Disbursement

Satisfactory Academic Progress (SAP) - Financial Aid

Federal law and regulations require that all students receiving financial assistance from Title IV and Title VII programs must maintain satisfactory academic progress. Noorda-COM academic leadership establishes College and/or program level academic standards that are then used to determine eligibility for federal financial aid.

Satisfactory Academic Progress of each student is monitored at the conclusion of each course and evaluated at the end of each academic year by the Promotion and Graduation Committee for the purpose of determining eligibility for progression into the next academic level and/or graduation. The Promotion and Graduation Committee reviews student records to determine whether the student has fulfilled all academic requirements and has maintained the standards of ethical, moral, personal and professional conduct required for continued study. If the PandG Committee has a concern regarding a student's eligibility for continued enrollment, progression to the next academic level of their educational program and/or graduation, the Committee makes a formal recommendation to the Dean who then makes the final decision regarding the student's enrollment status.

To qualify for financial aid, a student must have attained a passing grade by the beginning of the academic year and meet the College's promotion requirements for years OMS II, III and IV. COM students must complete the program within six (6) years.

In order for students to be eligible to receive a second financial aid disbursement in the first- or second-years, the student must successfully complete the fall semester sections. The college of osteopathic medicine is a lock-step program requiring the sections in OMS years I and II of the program to be

completed in sequential order. A withdrawal from a section is a withdrawal from the academic year or the program.

In third-year, six (6) core clinical clerkships must be successfully completed as is passage of COMLEX-USA Level 1 to continue to fourth year. The failure of the COMLEX-USA Level 1 results in a student being placed in a remedial, non-credit preparation course for 6 to 8 weeks which may lengthen the student's third-year. A student may receive financial aid for one remedial course in third-year. Students on clinical clerkships must successfully complete half of their scheduled clerkships to be eligible to receive a second disbursement of the academic year. A student on LOA (less than 6-months) or a vacation block is not eligible to receive financial aid during these periods of time. In addition, this may result in a second disbursement being re-scheduled until the required number of clerkships have been completed.

In fourth year, ten (10) clerkships must be completed. A COMLEX-USA 2-CE or PE exam failure results in a student being placed in a remedial, non-credit NBOME Preparation course. Financial aid may be received for one NBOME Preparation course within fourth year. Passage of COMLEX-USA 1, 2 CE and PE are required for graduation.

Financial aid will be suspended for students in the:

- First - and second-year with two (2) failures until the result of the next exam is known
- Third - and fourth-year with two (2) COMLEX-USA Level 1, Level 2 CE or PE failures until the passage of their third attempt.

A student will be denied financial aid until these requirements are met. Students can be dismissed for failing the maximum number of sections or exams (three (3) of COMLEX-USA I, COMLEX-USA 2 CE or two (2) failures OF COMLEX-USA 2 PE).

The student will be notified of a denial by the Financial Aid office.

Appeal

A student is allowed an appeal of dismissal for failing the maximum number of sections or exams. Acceptable appeal criteria are determined by the Promotion and Graduation Committee. The terms of the appeal are monitored by the Associate Dean for Academic Affairs in conjunction with the Dean's Office.

If the appeal is approved and the recommendation by the Promotion and Graduation Committee is for the student to remediate the failed section(s) or to repeat the academic year, and the recommendation is approved by the Associate Dean for Academic Affairs, the student will be placed on Financial Aid Probation.

Financial Aid Probation

- Student is allowed to receive financial aid for the next payment period
- The student must meet at least half-time enrollment status.
- The Director of Financial Aid will notify the student of

- Terms of probationary period
- When probationary period is lifted

Loss of Financial Aid Eligibility

A student will lose financial aid eligibility if placed in any status by administrative directive that stipulates the student is:

- Not in good standing
- Not meeting satisfactory progress
- Suspended from academic participation

The student will regain financial aid eligibility once the stipulation is lifted.

SEE FULL POLICY FOR ADDITIONAL DETAILS

Code of Conduct

Noorda-COM's core values include cultural awareness, ethical leadership, embracing diversity and inspiring a servant's heart towards caring for the poor and needy. The College believes in graduating students who can provide exemplary and professional care to their patients.

Noorda-COM faculty, credentialed instructional staff, staff, and students are expected to be responsible individuals who possess the highest standards of integrity, honesty and personal conduct. Accordingly, students are expected to comply with institutional rules and to uphold and carryout the high standards of the osteopathic medical profession.

These traits are prerequisites to independent learning, professional development, the successful performance of academic and clinical assignments, and the conduct of one's personal life. Accordingly, faculty, credentialed instructional staff, staff and students are expected to adhere to a standard of behavior consistent with the College's high standards at all times on and off campus. Compliance with institutional rules and regulations, in addition to city, state and federal laws, is required of all students.

Noorda-COM is dedicated to advancing health equity at every point of contact. With growing concerns about health inequities and the need for health care systems to reach increasingly diverse patient populations, cultural competence from faculty, credentialed instructional staff, staff, and students is essential. In promoting awareness of cultural beliefs and attitudes these competencies can translate into better health care.

Code of Professional Conduct

It is not possible to enumerate all forms of inappropriate behavior. The following, however, are examples of behavior that could constitute a violation of College policy. Accordingly, Noorda-COM has established the following Code of Professional Conduct, indicating behavior that is subject to disciplinary action:

- Harassment, harm, abuse, damage, or theft to or of any individual or property
- Physical or verbal abuse or the threat of such abuse to any individual
- All forms of dishonesty:
 - Cheating
 - Plagiarism
 - Knowingly furnishing false information to the College
 - Forgery
 - Alteration
 - Unapproved use of records
- Entering or using Noorda-COM or hospital/clinic/research facilities without authorization
- Disrupting teaching, research, administrative or student functions of the College
- Actions resulting in being charged with a violation of federal, state or local laws, excluding minor traffic violations;
 - Failure to report such charges/violations to Noorda-COM administration within 48 hours
- Participation in academic or clinical endeavors at Noorda-COM or its affiliated institutions while under the influence of
 - Alcohol
 - Non-prescribed controlled substances
 - Illicit drugs
- Unlawful use, possession or distribution of:
 - Alcohol
 - Non-prescribed controlled substances
 - Illicit drugs
- Placing a patient in needless jeopardy
- Unethical disclosure of privileged information
 - See FERPA Policy
 - See HIPAA Policy
- Behavior or appearance that demonstrates abusive or disrespectful conduct toward
 - Members of the faculty
 - Credentialed Instructional Staff
 - Administrative or Professional Staff
 - Employees
 - Students
 - Patients
 - Visitors of the College
 - Hospital, Clinic, or Other Healthcare Staff
- Violation of any established rules, regulations, and policies of Noorda-COM:

- Departments
- Endorsed organizations
- Affiliated institutions
- Failure to report an observed violation.

Conspiring, planning or attempting to achieve any of the above acts.

Inappropriate and Unprofessional Behaviors

During scheduled classes, the following behaviors are considered inappropriate and unprofessional by students:

- Any disruptive behaviors that detract from learning by other students (e.g., talking, making excessive noise, playing games).
- Any disrespectful behaviors toward the faculty member (e.g., talking, inappropriate questions, inattentive behaviors).
- Any discriminating or harassing behaviors on the basis of age, color, creed, marital status, medical condition, national or ethnic origin, race, religion, cultural heritage, gender, sexual orientation, gender identity, political affiliation, disability, genetic information, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws or any other individual personal attribute. (See No-Discrimination and Anti-Harassment Policy for complete details)
- Students exhibiting inappropriate and unprofessional behaviors may be referred to the Professionalism Academics and Clinical Committee (PACC).

Social Media

Do not post any information regarding your clerkship, patient information or issues with your site on any form of social media. This violates HIPAA regulations and is unprofessional. Your private social media is not really private. Although the patient identifiers may not be present in the post, details of the case such as date, time and location, may allow the reader to identify the individual. Patients place their trust in you to care for them with their privacy assured. It is not your right to discuss or reveal details of a private medical procedure in a public forum. Disciplinary action for such an offense will not only affect graduation, but the ability to obtain a license to practice medicine.

Political and Social Expression

Maintenance of individual freedom and our political institutions necessitates broad scale participation by citizens concerning the selection, nomination and election of our public office holders. The College will not discriminate against any student because of identification with and support of any lawful political activity. Students are entitled to their own personal political position. The College will not discriminate against students based on their lawful political activity engaged in off campus. If the student is engaging in political activity, however, they should always make it clear that their actions and opinions are their own and not necessarily those of the College, and that they are not representing the views and opinions of the College. The appearance of a student representing the College in expressing their personal views may result in disciplinary action.

Academic Dishonesty

The College holds its students to the highest standards of intellectual and professional integrity. Therefore, the attempt of any student to pass any examination by improper means, present work which the student has not performed, or aid and abet a student in any dishonest act will result in disciplinary action, which may include immediate dismissal. Any student witnessing or observing a perceived violation of academic integrity is required to report it. Students failing to report an observed violation will also be subject to disciplinary action up to and including immediate dismissal.

Alcohol and Drugs

A link to the Drug and Alcohol Policy is available on the Noorda-COM eNCOMPASS.

Noorda-COM is committed to providing a safe, healthy learning community for all its members. The College recognizes that the improper and excessive use of alcohol and other drugs may interfere with the College's mission by negatively affecting the health and safety of students, faculty, credentialed instructional staff and staff. It is due to the harm caused by excessive and illegal use that the College has a vested interest in establishing policies to prohibit unlawful behavior and sanctions to address policy violations by members of the College Community.

Under the Drug-Free Schools and Communities Act (DFSCA) and in accordance with the Drug-Free Schools and Campuses Regulations (EDGAR), the College is required to have a drug and alcohol abuse and prevention policy and distribute this policy annually to all employees and students. This policy must outline the College's prevention, education and intervention efforts, and consequences that may be applied by both the College and external authorities for policy violations. The law also requires that individuals be notified of possible health risks associated with the use and abuse of alcohol and other drugs, and sources of assistance for problems that may arise as a result of use.

All members of the campus community also are governed by laws, regulations and ordinances established by the state and local municipalities, and will be held accountable by law enforcement representatives of those entities for any illegal activity. It is the responsibility of all campus members to be aware of these laws.

Drug and Alcohol Abuse and Prevention

Noorda-COM Alcohol and Other Drugs Policy

The dispensing, selling or supplying of drugs is prohibited. For the purpose of this policy, the term 'drug' includes:

- Controlled substances, as defined in 21 USC 802, which cannot be legally obtained,
- Legally controlled substances which were not legally obtained, including Prescribed drugs;
 - When prescription is no longer valid (e.g. use of medication after a course of treatment is completed)
 - Used contrary to the prescription
 - Issued to another person

The dispensing, selling or supplying of alcoholic beverages to a person under 21 years old is prohibited. Employees, students, faculty and campus visitors while on College property, driving a College vehicle or while otherwise engaged in College business may not unlawfully:

- Be under the influence of alcohol
- Illicit drugs or controlled substances
 - Manufacture, consume, possess, sell, distribute, transfer

Any person taking prescription drugs or over-the-counter medication is personally responsible for ensuring that, while taking such drugs or medications, he/she is not a safety risk to themselves and others while on College property; while driving a College or privately-owned vehicle; or while otherwise engaged in College business.

Misusing prescription drugs can result in disciplinary action at Noorda-COM and, potentially, conviction with jail time. Additional information pertaining to employee drug and alcohol use along with the College's right to require post-accident drug and alcohol screening or screening based on reasonable suspicion can be located in the Noorda-COM employee and student handbooks.

Noorda-COM Drug and Alcohol Abuse Prevention Strategies

The College uses evidence-based strategic interventions, collaboration, innovation and the incorporation of wellness programs to reduce harmful consequences of alcohol and other drug use. Strategies include:

- Providing education and awareness activities
- Offering substance-free social and extracurricular, and public/community service options
- Creating a health conscious environment
- Restricting the marketing and promotion of alcohol and other drugs
- Limiting availability of alcohol
- Developing and enforcing campus policies and enforcing laws to address high-risk and illegal alcohol and other drug use
- Providing early intervention and referral for treatment.

Counseling and Treatment Programs

Education

Noorda-COM implements the "Safe Colleges" training modules for our students. All Noorda-COM students are to complete the required online modules. The modules are also available to College employees upon request.

Noorda-COM also encourages students to complete the Prime for Life® course through the State of Utah. Prime for Life® is an evidence-based, risk reduction drug and alcohol education program; it is not substance abuse treatment. Prime for Life® simply presents straightforward, research-based information

in a relaxed environment. It is a full-day course and can be required for faculty, staff, students that violated the code of conduct. It is offered in multiple locations in Salt Lake City.

Counseling

Noorda-COM encourages students to utilize our counseling center. Counselors are dedicated to providing confidential resources to assist students who are directly or indirectly affected by alcohol and other drug abuse. They can provide education, referrals, assessment, and support to all campus community members.

On Campus Support Services

Alcohol Free Activities: All programs on and off campus that are sponsored events, are alcohol free.

National Alcohol Screening Day: Every spring semester, the student counseling center advertises and manages the National Alcohol Screening Day for our students, faculty, and staff.

Orientation Discussion/Programs: Our counselors in the student counseling center present to first-year students during orientation.

Binge Drinking Education: Under the direction of the dean of student affairs, trained student leaders, a paid educational trainer/consultant, or counselors from the student counseling center present this information to first-year students during orientation.

Conduct Process: At every conduct meeting, a professional staff member has an educational discussion regarding alcohol abuse with students who allegedly violated the student code of conduct regarding alcohol.

Community Support Services

- Wasatch Behavioral Health 6 33 S 550 E, Provo, UT 84606 · 801-373-7489
- University of Utah Neuropsychiatric Institute 501 Chipeta Way, Salt Lake City, UT 84108 801-583-2500
- Salt Lake Behavioral Health 3802 S. 700 E., Salt Lake City, UT 84106 801-264-6000
- Valley Behavioral Health – Adult Services 1020 Main St Suite 100, Salt Lake City, UT 84101 801-70-6550
- Highland Springs Specialty Clinic 4460 S Highland Drive, Suite 100, Salt Lake City, UT 84124 801-273-6335

National Clearinghouse for Drug and Alcohol Information

800.729.6686

The clearinghouse provides resources for specialists and referrals to local self-help groups.

Students

The College has established expectations for nonacademic student conduct within this catalog and handbook that specifically address the illicit use of alcohol and other drugs as follows:

Noorda-COM's Code of Professional Conduct outlines behaviors subject to disciplinary action, including:

- Participation in academic or clinical endeavors at Noorda-COM or its affiliated institutions while under the influence of alcohol, nonprescribed controlled substances, or illicit drugs.
- Unlawful use, possession or distribution of illegal drugs, nonprescribed controlled substances or alcohol at any time.
- Being under the influence of illegal drugs at any time, whether they are on or off College-owned or controlled property.
- Possession or use of cannabis. Although cannabis may be legal under some state laws, the possession or use of cannabis is a violation of federal law (with or without a prescription). The possession or use of cannabis shall be deemed a violation of federal law, and students are subject to immediate dismissal.
- Sale, use, possession or storage of alcoholic beverages is strictly prohibited on Noorda-COM property and affiliated institutions.

Noorda-COM's Student Code of Professional Conduct and disciplinary actions for Noorda-COM is administered by the Department of Student Affairs. The Associate Dean for Student Affairs is charged with facilitating the resolution process used to determine responsibility. The Associate Dean for Student Affairs works with parties to determine appropriate educational measures and sanctions. These measures cover a wide range of educational sanctions, including but not limited to suspension and expulsion from the institution.

External Sanctions

Violations of laws and ordinances may result in misdemeanor or felony convictions accompanied by the imposition of legal sanctions, which include but are not limited to, the following:

- Fines as determined under local, state or federal laws
- Imprisonment, including up to life imprisonment, for possession or trafficking of drugs such as heroin, cocaine, marijuana, and prescription drugs
- Forfeiture of personal and real property
- Denial of federal benefits such as grants, contracts and student loans
- Denial or loss of full, unrestricted license to practice medicine
- Loss of board certification due to disciplinary issue
- Denial or loss of credentialing by CMS, Medicaid or other insurance plans due to disciplinary issue
- Loss of driving privileges
- Required attendance at substance abuse education or treatment programs.

A full description of federal sanctions for drug felonies can be found at:

<http://www.dea.gov/druginfo/ftp3.shtml>.

This section is not intended as legal advice; individuals should seek independent legal counsel for advice.

Alcohol Marketing Standards

The College will refuse advertising inconsistent with the fundamental mission of the College, or in conflict with the image the College seeks to project or the well-being of the College Community.

Examples of advertisements that will not be accepted include:

- Alcoholic beverages
- Tobacco products
- Sex as a product
- Gambling
- Paraphernalia associated with illegal drugs
- Dishonest, deceptive, or illegal advertising.

Distribution of Policy

A copy of the policy statement will be distributed to all faculty, staff and students annually via email at the beginning of the fall semester and/or at the time a student enrolls during the year if outside of the fall semester. New employees will be provided a copy of the policy upon hire.

Background Check

Prior to matriculation and prior to beginning third-year clinical rotations, all Noorda-COM students will have a criminal background check performed at their own expense. The background check is to be performed by a certifying organization retained by Noorda-COM. The purpose of the background check is to satisfy federal, state and individual hospital requirements for students participating in clinical activities involving patient care. Any criminal activity occurring prior to or after matriculation must be immediately reported to the Associate Dean for Student Affairs. Failure to report may result in dismissal.

Dress Code

Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, all Noorda-COM students must use professional judgment when determining what to wear on Noorda-COM's campus.

On campus the mode of dress is determined by each student's professional judgment, unless a department, laboratory or instructor has a dress code for particular activities (an example would be interacting with a real or simulated patient).

Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar or offensive or contribute to creating a hostile learning environment, are considered to be unacceptable attire and demonstrate inappropriate professional judgment that is subject to review and action by Student Affairs.

Employment

Students are strongly discouraged from seeking off-campus employment during the academic year. Curriculum requirements preclude off campus employment.

Firearms, Explosives and Weapons

The possession or use of firearms, weapons or explosives is prohibited. This includes but is not limited to:

- Firecrackers
- Torpedoes
- Skyrockets
- Rockets
- Roman candles
- Sparklers or
- Other devices containing any combustible or explosive substance used to propel another object.

The policy prohibiting bringing or possessing weapons on this institution's property does not apply in the following circumstances:

- Local, state or federal law enforcement personnel coming onto the institution's property in their law enforcement capacity or in accordance with other lawful authority.
- Use or possession for a legitimate educational purpose under the sponsorship of a faculty member or other institution official, provided the faculty member or official has first obtained appropriate approvals, including the approval of the institution's director of campus operations.
- Use or possession for a lawful purpose within the scope of a person's employment at the institution (e.g., campus security, police).

The College's Director of Facilities Operations is the delegated contact for any exceptions to the above-stated prohibitions for authorized activities.

Off-Campus Activities

Off-campus activities are subject to the same laws and penalties governing all citizens. "Campus" refers to all entities owned or operated by the College or its associated corporations.

College Property and Responsibility

Students will be held responsible for damage to College property caused by their negligence or a willful act. Students must pay fully for damages within 15 days after receipt of invoice through the Finance Office. Damage to College property is charged to the responsible student(s) at the total cost of repair or replacement. The student(s) will be subject to disciplinary action, dismissal and/or prosecution on criminal charges. The College is not responsible for the damage, loss or theft of personal property under any condition. The College is also not responsible for the payment of medical services not performed on campus.

Student Discipline Procedures

Complaints involving alleged misconduct by students will be handled according to the following procedures except in those cases where different procedures are prescribed by another College policy (e.g., allegations of sexual harassment, research misconduct). Noorda-COM has established a multi-dimensional approach to adjudicating student misconduct, poor academic performance and/or disciplinary issues.

The following steps are to be followed in any case where a student is alleged to have violated the Code of Professional Conduct as enumerated in this handbook:

- All reports of code violations shall be reported to the Associate Dean for Student Affairs. Reports must be filed in writing and must be signed by the reporting party.
- Student Affairs will review the report and determine if the charge is of the nature to merit an investigation of the allegation(s).
- If the charge is of a nature to merit an investigation, the Associate Dean for Student Affairs, along with the Dean will gather, analyze and investigate the information. (This will be done as quickly as possible, but sometimes the nature of such investigations takes longer to gather evidence and speak with potential witnesses.)
- After all information is gathered, will apply a preponderance-of-the-evidence standard in making a judgment about the validity of the grievance and will then decide how best the alleged misconduct should be adjudicated.
- The Dean will make the final decision as to how the case will be heard and will make a referral to the specific adjudicating body for disposition of the case. The student will also be notified in writing to appear before the appropriate body to have their case heard.
- The multidimensional nature of Noorda-COM's disciplinary system allows for cases to be heard by the Student Promotion Committee (SPC).
- Upon review of the alleged violation and evidentiary findings, the SPC makes a recommendation as to the proposed outcome to the Senior Advisory Committee (SAC).
- Senior Advisory Committee (SAC) takes under consideration the SPC recommendations and makes a final decision on the adjudication of the case.
- Once the case has been formally adjudicated, the Chair of the SAC will then communicate in writing (electronically by delivery-receipt) the outcome to the individual(s) involved.
- Appeals of the SAC decision can be made by the student to the Dean within five (5) business days of delivery- receipt of the SAC decision.
- In cases where the information does not merit referral to the SPC or the Professionalism, Academic and Clinical Committee (PACC), the case will be dealt with by Student Affairs staff.

The College reserves the right to address inappropriate behavior that does not clearly fall within the identified Code of Professional Conduct.

Student Disciplinary Committees

Student Promotion Committee

The Student Promotion Committee (SPC) is a committee made up of College faculty and staff, charged with being the primary team responsible for review of the totality of COM students' academic performance. The SPC reviews any student's academic record who has failed any required element for graduation: a course/section/clerkship, a national boards examination, failure to comply with SPC remediation plan (described in following section) and/or any student who has failed to show adequate academic progress in his/her path of study and/or demonstrated concerning lapses in professionalism.

As a part of the comprehensive review, the SPC will make recommendation to Senior Advisory Committee (SAC) as to whether or not the student should be granted remediation after a failure. The SPC has broad authority to review students' records, decide how best the College can assist the student in getting back on track academically and can recommend a broad number of professional options for consideration as part of any final decision.

Composition of the SPC

SPC is responsible for the oversight of the remediation plan of any student who has experienced a failure of an element/course/section required for graduation or has otherwise failed to show adequate academic progress. The subcommittees shall consist of:

- Assistant Dean for Academic Affairs
- Assistant Dean for Clinical Affairs
- Biomedical Sciences Faculty member
- Clinical Sciences Faculty member
- Chairs, Directors and Managers Council member
- Ad hoc faculty representative(s) who may serve as a faculty advisor;
- Ex officio committee advisors requested to be present for committee meetings.

A quorum of committee members is required in order for the SPC to finalize any decision. A quorum is defined as having three (3) members present. The chairperson of the SPC only votes in the event of a tie vote of those members present.

SPC Process

For academic-related failures and reviews, the SPC process is, generally speaking, as follows:

- **Second Course/Section/Clerkship Failure** After a second course/section/clerkship failure, the student will meet with SPC who will review prior remediation plan(s). Additional resources may be involved in the meeting and within the revised remediation plan. All resources that are brought to bear in order to assist a student are at the discretion of the chair.
- **Third Course/Section/Clerkship Failure or National Board Exam Failure** After a third course/section/clerkship failure, any failure of a national board examination, failure to comply

with the previously approved remediation plan, or any professionalism concern for behaviors not fitting for a physician, the student will be notified via email/digital letter of a required meeting with the full SPC for review.

Prior to any meeting with the SPC, the student is instructed to meet with Student Affairs to better understand the SPC hearing, how the student can best prepare for the hearing, and to answer any questions from the student.

The student is notified, via email, of the time and place of the SPC meeting. The student meets with the SPC.

The SPC then communicates the recommendation to the Senior Advisory Council (SAC). The SAC reviews the recommendations and supporting documentation of that recommendation and comes to a final decision. The Chair of the SAC notifies the student of that decision via email/digital letter.

Decisions of the SAC may consist of, but are not limited to the following:

- Course/section/clerkship or national board exam remediation
- Repeating an academic year of coursework
- Behavioral Health Evaluation
- Leave of Absence
- Dismissal

Recommendations are determined by majority vote of the members of SPC attending the hearing.

The student is given time to consider the decision and can appeal the decision for any reason. The appeals process for any SAC decision is explained to the student after the decision is delivered.

If the student wishes to appeal the SAC decision, he/she will appeal to the Dean of COM. (See Student Discipline Assurances for specific instructions on appeals.)

SPC Meeting Structure

Students are expected to attend the meeting with the SPC in person, except for students on clinical rotations at locations determined to be a substantial distance from campus. Those students may meet with the SPC via teleconference.

In the event that there are solely remediation plans to review, but no students for an in-person meeting, the SPC may meet virtually via tele- or video-conference at the discretion of the chairperson of SPC.

Executive Session of SPC Meetings

The first portion of each meeting is considered an executive session for review of any student remediation plans currently in progress. New remediation plans that have occurred since the last SPC meeting will be presented by the subcommittee chair first, followed by updates on progress of already existing remediation plans. The SPC will then vote to approve said new remediation plans. The executive session portion of the meeting may be attended by learning specialists, Counseling Services staff, as well as the representatives of Student Affairs and Clinical Affairs departments.. Students are not allowed to attend any executive session of the committee.

Official Hearing of SPC Meetings

The official hearing portion of the meeting includes the voting members of the SPC and the student being reviewed. This portion of the meeting is closed to all but voting members of the committee and appropriate administrative support staff of the committee. Proceedings of the closed portion of the official hearing of the SPC meeting are strictly confidential.

Professionalism, Academics and Clinical Committee

The Professionalism, Academics and Clinical Committee (PACC) is a committee made up of College faculty and staff charged with being the primary team for proactively identifying at-risk students and developing the interventions in order to assist students who are struggling.

The PACC committee will review a student's academic record as part of their charge. In addition, the committee will review all qualitative and/or quantitative data and information about the student's co-curricular experience, as well as any information that is available about any personal extenuating circumstances impacting the student's academic success. As a part of this comprehensive review, the PACC will make recommendations and in some cases will mandate specific actions designed to bring to bear all College resources to help the student improve their academic standing. The PACC has broad authority to review students' records, decide how best the College can assist the student academically, and can recommend a broad number of resources designed to support the student intellectually, emotionally and professionally. PACC is not a disciplinary committee.

PACC meetings are not public and the committee follows all privacy guidelines in accordance with FERPA as a part of the processes and procedures.

- **First Course/Section/Clerkship Failure** The student is notified of his/her first course/section/clerkship failure via email/digital letter and informed that they will be meeting with PACC. PACC members and the student will meet together and collaboratively develop an Individual Educational Plan (IEP).

An IEP plan may include, but is not limited to the following:

- Study plan
- Regular meetings with a learning specialist
- regular meetings with a Noorda-COM psychologist

The IEP will include timelines and expected outcomes/behaviors that the student will be expected to adhere to in agreeing to said plan.

The IEP will be signed by the student.

Failure to comply with the IEP can result in an automatic referral to SPC.

Student Discipline Assurances

The following assurances are granted to all students in the handling of all alleged violations of the Code of Professional Conduct:

- **Disciplinary Notification:** Any student charged with an alleged violation of the Code of Professional Conduct will be given written notice. Email notification may serve as written notice.
- **Hearing:** Every student alleged to have violated the Code of Professional Conduct has a right to a hearing. The Noorda-COM disciplinary system is a multi-dimensional system that allows the student the right to a formal hearing through the Student Promotion Committee or a hearing through Student Affairs.
- **Appeal:** All students who are charged and found responsible for a violation of the Code of Professional Conduct have the right to appeal the decision of the Student Promotion Committee and any decision made by staff members within Student Affairs. The student must express his/her intent to appeal any decision within five (5) business days after the initial decision is delivered (verbally or written, whichever is first) to the student. The student must submit an appeal in writing to the Dean. That written appeal should be submitted for review within five (5) business days of receipt of the initial decision.

Appeals must clearly outline the sanction(s) you are appealing along with any compelling argument as to why you are requesting any part of this decision be overturned. For example, if part of the process was perceived as being “unfair,” be very specific and include this in the appeal.

Disagreement with College policy is not considered a compelling argument for appeal. The appeal is considered by the Dean with the autonomy to uphold the appealed decision, reverse the decision all together, or change the decision by making the decision either more or less severe. Students can expect a decision on their appeal within ten (10) business days from the time the appeal has been submitted for review.

If the student does not agree with the decision of the Dean of COM they do have the ability to appeal that decision to the President of the College. They have an additional five (5) business days to submit the appeal to the Office of the President for review and consideration. The President has the authority and autonomy to uphold the appealed decision, reverse the decision all together, or change the decision by making the decision either more or less severe. Once the President has rendered a decision on an appeal, the decision is final with no additional options for appeal.

Sanctions Related to Violations of the Code of Professional Conduct

The following are examples of sanctions that may be imposed as a result of the disciplinary and/or academic review process and may be levied as a result of a disciplinary or academic review hearing. This list is not exhaustive and sanctions are based on the circumstances of the charges. The merits of each case will be considered before sanctions are levied. It is the intent of the judicial system that the sanction(s) imposed are in response to the academic record, student's professional behavior, any patterns of inappropriate personal behavior, and disciplinary history of the individual student.

Other Appropriate Actions

The College reserves the right to place a variety of disciplinary and/or academic sanctions upon a student that are not specifically outlined above, as long as they are approved by the SPC, SAC and/or Dean and/or a member of Student Affairs.

Student Grievances

Noorda-COM is committed to treating all members of the College community (administrators, faculty, staff, students, applicants for employment, third-party contractors, all other persons that participate in the College's educational programs and activities, including third-party visitors on campus) fairly with regard to their personal and professional concerns. The Student Grievance Policy ensures that concerns are promptly dealt with and resolutions reached in a fair and just manner. The College's grievance procedure enables students to bring complaints and problems to the attention of the College's administration. Noorda-COM forbids any retaliatory action against students who present concerns and complaints in good faith.

See Student Grievances Policy for more complete details.

College policy strongly encourages students who believe they have a grievance to use all appropriate avenues for informal resolution before initiating the formal grievance procedure. Should such a resolution be impossible, the student may pursue the following options if they wish to file a grievance.

Procedure

Grievances relating to sex discrimination, sexual harassment or sexual violence fall under the purview of Title IX and will be dealt with under separate procedures. For further details on the basis for these kinds of grievances see the Non-discrimination and Anti-Harassment Policy. All other grievances should be submitted in writing to the Associate Dean for Student Affairs. The written statement should be as specific as possible regarding the action that precipitated the grievance:

- Date
- Location
- Individuals involved (including witnesses)
- Summary of the incident
- Efforts made to settle the matter informally
- Remedy sought.

Except as noted above or as otherwise stated in the College's policies, grievances will be evaluated and investigated in accordance with the Student Discipline Procedures. If deemed necessary, the issue will also be referred to the Human Resources Office or other appropriate leadership team member.

A record of all formal grievances, including written findings of fact and any transcripts or audio recordings, will be kept on file in Student Affairs and in the student's permanent file. An annual report of formal student complaints will be provided to the leadership team by June 1 of each year. Reports will be provided to the leadership team on a more frequent basis if necessary. The College uses student complaints in its ongoing performance improvement process.

Filing a Complaint with the College's Accrediting Agencies

The Commission on Osteopathic College Accreditation (COCA) recognize their responsibility to provide complainants the opportunity to utilize their organizations as a vehicle to deal with specific grievances as well as being a mechanism for reviewing and finally resolving complaints. Complaints that cannot be addressed by the College may be filed with COCA at the following address:

COCA

142 East Ontario Street
Chicago, IL 60611

Information for Crime Victims About Disciplinary Proceedings

The College will, upon written request, disclose to the alleged victim of any crime of violence or a non-forcible sex offense or, if the alleged victim is deceased as a result of the crime or offense to the alleged victim's next of kin the results of any disciplinary proceeding conducted by the institution against a student who is the alleged perpetrator of such crime or offense. Requests for such documentation should be directed to the Department of Student Affairs.

DEFINITIONS

- **Academic Dishonesty** - Any attempt to pass any examination by improper means, present work which the individual has not performed, or aiding and/or abetting in any dishonest act
- **Utah Alcohol Laws**
 - **Driving Under the Influence:** It is illegal to drive or be in physical control of a vehicle, even when parked, while under the influence of alcohol or other drugs. Utah's Implied Consent Law requires submission to a blood alcohol content (BAC) test. Refusal will result in revocation of your license for one year. You are in violation if your BAC is .08 or greater, or the officer judges you to be impaired. It is a Class B misdemeanor for the first and second conviction of driving under the influence of alcohol or drugs, with sentencing of not less than 48 hours in jail and a fine of not less than \$700. In addition, the court hearing the case shall suspend the operator's driving privileges.
 - **Minors in Possession:** It is illegal for minors (under 21) to buy, possess (even hold), or drink alcohol. Penalties: up to six (6) months imprisonment and/or a \$1,000 fine; Class B misdemeanor. When a minor who is at least 18 years old, but younger than 21 years old, is found in violation of this law, the court hearing the case shall suspend the minor's driving privileges.

- **Not-a-Drop Law:** It is illegal for anyone under 21 years of age to operate a vehicle while there is any measurable alcohol (less than .08) in his or her body. Penalties: A first offense will result in loss of license for 90 days. A second offense within three years of a prior denial or suspension will result in suspension for one year.
- **Open Container:** It is illegal to drink any alcoholic beverage while operating, or as a passenger in, a vehicle (parked or moving), or have an open container in a vehicle. Once a container is open, one can be arrested for possession. Violating an open container law is a Class B misdemeanor with a maximum penalty of six (6) months imprisonment and/or \$1,000 fine.
- **Minors:** It is illegal to sell or supply alcohol to a minor under the age of 21. Penalties: up to one-year imprisonment and/or up to \$2,500 fine; Class A misdemeanor.
- **Intoxication:** It is illegal to drink in a public building, park, or stadium, or to be so intoxicated that you disturb others, or injure yourself or others. Maximum penalty is 90 days imprisonment and/or \$750 fine; Class C misdemeanor. It is also illegal to sell or supply to intoxicated persons or to purchase alcohol if intoxicated. Maximum penalty is six (6) months imprisonment and/or \$1,000 fine; Class B misdemeanor.
- **Unlawful Transfer or Use of Identification Card:** It is illegal to give or use another's identification card with a maximum penalty of up to six (6) months imprisonment and/or \$1,000 fine; Class B misdemeanor.
 - (1) procure alcoholic beverages,
 - (2) gain admittance where alcohol is sold or consumed, and
 - (3) obtain employment that requires employees to handle alcoholic products.
- **Maximum penalty:** six (6) months imprisonment and/or \$1,000 fine; Class B misdemeanor.
- **Dram Shop Liability:** Liability may result to any person who provides alcoholic beverages illegally to underage persons or who provides alcohol to someone who is apparently intoxicated or, given the circumstances, may be under the influence of alcohol or other drugs. If the intoxicated person causes injury to persons or property while intoxicated, the person who furnished the alcohol is liable for injuries, property, or support to any third person or their spouse, child, or parent.
- **Utah Drug Laws** - it is unlawful to possess, produce, manufacture, distribute, and/or dispense a controlled substance such as cocaine, marijuana, LSD, heroin, steroids, and prescribed medications.
 - Violation of this law may result in charges running from a Class A misdemeanor to a second-degree felony, depending on the type of controlled substance and the circumstances of the crime. Utah Code Ann. § 58-37-4.
 - It is unlawful in Utah to possess or use a controlled substance except pursuant to a valid prescription. Violation of this law may result in charges running from Class B misdemeanor to a second-degree felony, depending upon the quantity of drugs within the individual's possession. Utah Code Ann. § 58-37-8(2).
 - It is a Class B misdemeanor in Utah to use or possess drug paraphernalia. Utah Code Ann. § 58-37a-5.

- Penalties for drug violations in Utah may include incarceration for varying periods of time, and fines ranging from \$750 to \$10,000 depending upon the nature and circumstance of the offense. Utah law provides for enhanced penalties and charges if the drug violations occur on a college campus.
- **Cocaine (Crack)** - Can cause short-term effects such as impaired judgment; increased breathing, heart rate, heart palpitations; and anxiety, restlessness, hostility, paranoia and confusion. Long-term effects may include damage to respiratory and immune systems, malnutrition, seizures and loss of brain function. Highly addictive.
- **Designer Drugs/Synthetic Cannabinoids** (Bath Salts, K2, Spice) - Can cause short-term effects such as elevated heart rate and blood pressure; chest pain; and hallucinations, seizures, violent behavior and paranoia. May lead to lack of appetite, vomiting and tremor. Long-term use may result in kidney/liver failure, increased risk of suicide and death.
- **Hallucinogens** (PCP, LSD, Ecstasy, Dextromethorphan) - Can cause extreme distortions of what is seen and heard. Can induce sudden changes in behavior, loss of concentration and loss of memory. Increases risk of birth defects in user's children. Overdose can cause psychosis, convulsions, coma and death. Frequent and long-term use can cause permanent loss of mental function.
- **Inhalants** (Nitrous Oxide, Amyl Nitrite, Butyl Nitrite, Chlorohydrocarbons, Hydrocarbons) - Can cause short-term effects such as nausea, dizziness, fatigue, slurred speech, hallucinations or delusions. May lead to rapid and irregular heart rhythms, heart failure and death. Long-term use may result in loss of feeling, hearing and vision. Can result in permanent damage to the brain, heart, lungs, liver and kidneys.
- **Opiates/Narcotics** (Heroin, Morphine, Opium, Codeine, Oxycodone, China White) - Can cause physical and psychological dependence. Overdose can cause coma, convulsions, respiratory arrest and death. Long-term use leads to malnutrition, infection and hepatitis. Sharing needles is a leading cause of the spread of HIV and hepatitis. Highly addictive, tolerance increases rapidly.
- **Sedatives** - Can cause reduced reaction time and confusion. Overdose can cause coma, respiratory arrest, convulsions and death. Withdrawal can be dangerous. In combination with other controlled substances, sedatives can quickly cause coma and death. Long-term use can produce physical and psychological dependence. Tolerance can increase rapidly.
- **Tobacco** (cigarettes, cigars, chewing tobacco) - Can cause disease of the cardiovascular system, in particular smoking being a major risk factor for a myocardial infarction (heart attack), diseases of the respiratory tract, such as Chronic Obstructive Pulmonary Disease (COPD), and emphysema and cancer, particular lung cancer and cancers of the larynx and mouth. Nicotine is highly addictive. Noorda-COM is a tobacco-free campus.
- **Amphetamines** - Can cause short-term effects such as rushed, careless behavior and pushing beyond your physical capacity, leading to exhaustion. Tolerance increases rapidly. Long-term effects include physical and psychological dependence and withdrawal, which can result in depression and suicide. Continued high doses can cause heart problems, infections, malnutrition and death.

- **Cannabis** - Can cause short-term effects such as slow reflexes, increase in forgetfulness, altered judgment of space and distance; can aggravate preexisting heart and/or mental health problems. Long-term health effects include permanent damage to lungs, reproductive organs and brain function. Can interfere with physical, psychological, social development of young users.
- **College Property** - all buildings and land owned, leased or used by the College, and motor vehicles operated by employees, when used in connection with work performed for or on behalf of the College
- **No Action** - An official response from the disciplinary body indicating that no action be taken in regard to the student's case.
- **Verbal/Written Warning** - Documented warning that the behavior/academic performance demonstrated was unacceptable. Warnings remain in the student's file until the end of each academic year.
- **Required Remediation** - Required corrective academic action. This is required only after a student has failed a course, section, clerkship and/or national examination. Remediation is not guaranteed for any student who has failed a course, section, clerkship and/or national examination.
- **Conditional Requirements** - Official stipulations required of the student in order for the student to reconcile his/her behavior. Stipulations may include, but are not limited to the following:
 - **Academic Probation** - An official status of warning from the College, stating that the student is under the most sensitive academic monitoring and improvement plan, which becomes a part of the student's record for the period of time they are on probation. For specific information regarding academic warning, please review:
 - **Academic Warning** - A status of warning from Noorda-COM to the student indicating that the College is concerned about the student's academic performance. See the program for specific information regarding academic warning:
 - **Clerkship Alterations** - Required change(s) to a student's clerkship that might increase the student's likelihood of successful completion of said clerkship (e.g., changing location, repeating the clerkship, repeating an entire year, repeating a shelf exam, completing an independent study)
 - **Counseling Intervention** - Required referral to a mental health provider for counseling when a student's behavior indicates that counseling may be beneficial.
 - **Disciplinary Probation** - An official state of warning from the College which states that if the student violates any College policy during the probationary time, he/she could face up to suspension or dismissal depending upon the severity of the violation. The probationary status of the student may be communicated to the student's academic advisor, faculty or any other person who has legal access to this information.
- **First-Year Curricular Change** - A formal decision that a first-year student withdraw with the possibility of readmission, after meeting specified academic criteria.
- **Partial (nonacademic) Suspension** - A partial suspension of a student's normal right to participate in extra-curricular, co-curricular and other nonacademic activities. The student

will continue to attend classes and may use all academic resources. The student will not be in good standing during the time of the suspension.

- **Referral to Outside Agency** - The College may refer a student to the Utah Division of Occupational and Professional Licensing (DOPL) or other similar agencies, for assessment and treatment.
- **Required Tutoring/Learning Support** - The College has the authority to require a student to seek mandatory tutoring and/or assistance from a learning specialist if it is deemed appropriate in assisting the student with academic performance issues.
- **Restrictions/Stipulations of Behavioral Activity** - The College may restrict a student's behavioral activity this is deemed appropriate, including but not limited to restricting the student's contact with another student.
- **Restitution or Monetary Fine** - Financial accountability for damage to property, and/or continued disciplinary problems, caused by the student, or a fine that is deemed appropriate for the offense.
- **Restorative Service** - A project or amount of community service hours served by the student for the good of the community. This is usually completed within the community. If the service is approved to be done off-campus, it must be at a not-for-profit organization and the student cannot receive pay for his/her work.
- **Suspension** - A formal separation of the student (without refund) from the College during a specific period of time. The period of suspension can range from one semester to an indefinite period of time. The student will not be in good standing during the suspension.
- **Dismissal** - Permanent separation of the student from Noorda-COM (without refund). Dismissal is permanently noted on the student's Noorda-COM official transcript.
- **Grievance** - a complaint arising out of any alleged unauthorized or unjustified act or decision by an individual (e.g., student, faculty, staff, credentialed instructional staff, administrator) that in any way adversely affects the status, rights or privileges of a member of the student body. Such complaints may include, but are not limited to the following:
 - Academic programs or courses
 - Accreditation standards or processes
 - Discrimination
 - Financial aid
 - General mistreatment
 - Harassment, including sexual violence
 - Mentoring
 - Privacy of student educational records
 - Privacy of student health records
 - Parking
 - Research
 - Security and safety
 - Student health

VIOLATIONS

Students, faculty, and employees found to be in violation of this policy will be subject to discipline including written reprimand, termination or dismissal with cause.

The use or abuse of alcohol and other drugs also increases the risks of behavioral and social problems such as negative effects on academic work performance; conflicts with classmates, co-workers, family, friends and others; conduct problems resulting in disciplinary action, including dismissal from an academic program; and legal problems resulting in ticketing, fines and imprisonment.

College policies, local ordinances, state laws and federal laws prohibit the unlawful possession, and use or distribution of illicit drugs and alcohol.

Violation of College policies will be subject to campus disciplinary review pursuant to College policies and consistent with local, state and federal laws. Disciplinary action may include dismissal of individuals and/or sanction of organizations in violation of this policy. Violators may also be subject to the loss of financial aid.

SEE FULL POLICY FOR ADDITIONAL DETAILS

TITLE IX: Non-Discrimination and Anti-Harassment

Noorda College of Osteopathic Medicine (collectively “the College”) is committed to providing a learning and working (administrative personnel, faculty and staff) environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of age, color, creed, marital status, medical condition, national or ethnic origin, race, religion, cultural heritage, gender, sexual orientation, gender identity, political affiliation, disability, genetic information, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws or any other individual personal attribute.

The College considers Sex Discrimination (see Definitions) in all its forms to be a serious offense. Sex Discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated. Sex Discrimination includes discrimination on the basis of pregnancy, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual Harassment (see Definitions), whether verbal, physical, or visual, is always inconsistent with the mission and expectations of the College, and may constitute a form Sex Discrimination in violation of this policy. Sexual Harassment also includes Sexual Violence (see Definitions). Examples of specific conduct that constitutes Sexual Harassment and Sexual Violence are set forth below.

This policy prohibits Sex Discrimination, Sexual Harassment, and Sexual Violence when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. The College’s prohibition on Sex Discrimination, Sexual Harassment, and Sexual Violence extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services.

TITLE IX STATEMENT

It is the policy of the College to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit Sex Discrimination in the College’s educational programs and activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of Sex Discrimination.

The College has jurisdiction over Title IX-related complaints regarding conduct that occurred on campus, during or at an official College program or activity (regardless of location), or off campus when the conduct could create a hostile environment on campus. The College will investigate all complaints made under this policy and, if necessary, take action to prevent the recurrence of Sex Discrimination and remedy its effects.

The College has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of Sex Discrimination:

Title IX Coordinator
Tracy Hill, MD

A person may also file a complaint of Sex Discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

This policy applies to administrative personnel, faculty, staff, and other College employees; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College’s educational programs and activities, including third-party visitors on campus (the “College Community”).

COMPLAINTS

A. Making a Complaint

The College encourages persons to make initial complaints of Sexual Misconduct as soon as possible to the Title IX Coordinator via email or in-person. All efforts will be made to follow up with complainant as soon as reasonably possible not to exceed two (2) business days.

1. Employees

All College employees have a duty to file a complaint with the Title IX Coordinator when they believe or receive information indicating that a member of the College Community may have

been subjected to conduct that constitutes prohibited Sexual Misconduct. This includes employees who may have a professional license requiring confidentiality if they are not employed by the College in that professional role. An employee not making a report as required by this policy may be disciplined accordingly, up to and including termination.

2. Students

Students who believe they or another member of the College Community may have been subjected to conduct that constitutes prohibited Sexual Misconduct are encouraged to file a complaint with the Title IX Coordinator. Students should also be aware that all employees at the College, have an obligation to report information about Sexual Misconduct that they become aware of or witness. Students may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth in Section III above.

3. Other Persons

Any other persons who are involved in the College's programs and activities, including visitors on campus, who wish to report Sexual Misconduct should file a complaint with the Title IX Coordinator. They may also file a complaint with the United States Department of Education's Office for Civil Rights, as set forth above.

4. Confidential Discussions

If a victim desires to talk confidentially about his or her situation, there are resources available. The following resources are available to assist you and will not further disclose the information you provide, unless otherwise required to do so by law (e.g., if the victim is a minor):
Wasatch Behavioral Health

5. Content of the Complaint

So that the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged Sexual Misconduct; (2) the names of all person(s) involved in the alleged Sexual Misconduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so that the College may follow up appropriately.

6. Information Provided to Complainant and Respondent

A complainant who makes a claim of Sexual Misconduct to the College will be given a copy of the document titled "Explanation of Rights and Options After Filing a Complaint Under the Title IX Policy." This document provides information about this policy and the Complaint Resolution Procedures used to investigate and resolve complaints of Sexual Misconduct, options for filing complaints with the local police, resources that are available on campus and in the community, etc. A person against whom a complaint has been filed will also be given information about the process.

7. Conduct that Constitutes a Crime

Any person who believes they have been subject to Sexual Misconduct that also constitutes a crime—including Sexual Violence, Domestic Assault, Dating Violence, or Stalking—is encouraged to make a complaint to local law enforcement, as well as to the College’s Title IX Coordinator. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

8. Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking

If you are the victim of Sexual Violence, Domestic Violence, Dating Violence, or Stalking, do not blame yourself. These crimes are never the victim’s fault. The College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of Sexual Violence, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of Sexual Violence, Domestic Violence, or Dating Violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. In cases of Stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.

Once a complaint of Sexual Violence, Domestic Violence, Dating Violence, or Stalking is made, the complainant has several options such as, but not limited to:

- a. Contacting parents or a relative
- b. Seeking legal advice
- c. Seeking personal counseling (always recommended)
- d. Pursuing legal action against the perpetrator
- e. Pursuing disciplinary action
- f. Requesting that no further action be taken
- g. Requesting further information about the College’s policy and procedures for addressing Sexual Misconduct
- h. Requesting further information about available resources

9. Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Persons who believe they have been discriminated against or harassed in violation of this policy should make a complaint in the manner set forth in this section.

10. Retaliation

Retaliation is prohibited by this policy. Retaliation is defined as material, adverse action taken against a person because the person reported or assisted in making a complaint of Sexual Misconduct or otherwise participated in the investigation of complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

11. Protecting the Complainant

Pending final outcome of an investigation in accordance with the Title IX Complaint Resolution Procedures, the College will take steps to protect the complainant from further Sexual Misconduct or retaliation. This may include assisting and allowing the complainant to change his or her academic, transportation, or work situation, to the extent that the College has control over these environments, if options to do so are reasonably available and upon request of the complainant.

Such changes may be available regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Requests to change an academic, transportation, or work situation, or for any other protective measure, should be made to the Title IX Coordinator.

If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.

12. Amnesty

The College recognizes that an individual who has been drinking alcohol or using drugs may be hesitant to report Sexual Misconduct. To encourage reporting, the College will not take disciplinary action for drug or alcohol use against an individual reporting Sexual Misconduct, either as the complainant or as a witness, provided that these conduct violations did not and do not place the health or safety of any other person at risk. The College may, however, require the reporting individual to attend a course or pursue other educational interventions related to alcohol and drugs.

The College's commitment to amnesty in these situations does not prevent action by police or other legal authorities against an individual who has illegally consumed alcohol or drugs.

B. Timing of Complaints

The College encourages persons to make complaints of Sexual Misconduct as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of.

C. Investigation and Confidentiality

All complaints of Sexual Misconduct will be promptly and thoroughly investigated in accordance with the Title IX Complaint Resolution Procedures (see below), and the College will take disciplinary and remedial action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints. In the event that the complainant's confidentiality cannot be ensured, the College will notify the complainant.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College's ability to respond may be limited. The College reserves the right to initiate and proceed with an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

D. Resolution

If a complaint of Sexual Misconduct is found to be substantiated, the College will take appropriate corrective and remedial action. Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, work, transportation, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

E. Bad Faith Complaints

While the College encourages all good faith complaints of Sexual Misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

ACADEMIC FREEDOM

While the College is committed to the principles of free inquiry and free expression, conduct constituting Sexual Misconduct is neither legally protected expression nor the proper exercise of academic freedom.

EDUCATION

Because the College recognizes that the prevention of Sexual Misconduct, as well as Domestic Violence, Dating Violence, and Stalking, is an important issue, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation; and members of student organizations. Among other items, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to

avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator.

TITLE IX: COMPLAINT RESOLUTION PROCEDURES

I. GENERAL PRINCIPLES

A. Administration

For purposes of these complaint resolution procedures, the Coordinator means the Title IX Coordinator or his/her designee. The Title IX Coordinator shall have responsibility for administering these complaint resolution procedures.

B. Promptness, Fairness and Impartiality

These procedures provide for prompt, fair, and impartial investigations and resolutions. The Coordinator shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. If the Title IX Coordinator determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Coordinator shall designate another appropriate individual to administer these procedures.

C. Training

These procedures will be implemented by officials who receive annual training on the issues related to Sex Discrimination, Sexual Harassment, Sexual Violence, Domestic Violence, Dating Violence, and Stalking and on how to conduct an investigation that protects the safety of victims and promotes accountability. Noorda-COM's Title IX Coordinator, Investigating Officer, Decision Makers, and Appeals Officer will all maintain proper training about preventing, investigating, and adjudicating Title IX reports, as well as technological training for conducting hearings. Training materials will be made available on www.noordacom.org.

II. INVESTIGATION AND RESOLUTION OF THE COMPLAINT

A. Commencement of the Investigation

Once a complaint is made, the Title IX Coordinator will commence an investigation of it as soon as practicable. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes Sexual Misconduct. During the course of the investigation, the Title IX Coordinator may receive counsel from College administrators, the College's attorneys, or other parties as needed.

In certain narrow circumstances, the Title IX Coordinator may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Coordinator will take all reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

B. Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Title IX Coordinator will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

C. Support Person

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. A support person may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

D. Interim Measures

At any time during the investigation, the Title IX Coordinator may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of the Title IX: Non-Discrimination and Anti-Harassment Policy.

E. Pending Criminal Investigation

Some instances of Sexual Misconduct may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities under Title IX. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

F. Other Policy and Standards Violations

In the course of conducting an investigation under these procedures, the Investigating Officer may identify evidence establishing that College policies and standards, other than the Title IX: Non-Discrimination and Anti-Harassment Policy, were violated. The College reserves the right to take immediate action to address such other violations of policies and standards, irrespective of whether the investigation determines that Sexual Misconduct occurred. In addition, in cases involving a visitor or contractor as a respondent, the College reserves the right to take summary action to permanently prohibit such person from entering onto College property and/or to terminate the respondent's

relationship with the College, irrespective of whether the investigation determines that Sexual Misconduct occurred.

G. Resolution

At the conclusion of the investigation, the Title IX Coordinator will prepare a preliminary written report. The preliminary written report will identify the relevant evidence collected during the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence. The parties shall be given three (3) days to review a copy of the preliminary written report in a proctored setting. After review of the preliminary written report, each party will be given three (3) days to submit any comments or response, in writing, to the Investigating Officer. Thereafter, the Investigating Officer will consider the parties' submissions, if any, and will finalize the written report and transmit a copy to the Title IX Coordinator.

If the written report determines that Sexual Misconduct occurred, the Title IX Coordinator will confer with administrators with supervisory authority over the respondent and identify those steps necessary to maintain an environment free from Sexual Misconduct and to protect the safety and well-being of the complainant and other members of the College community. Such actions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of Sexual Misconduct and retaliation. Examples of such action include no-contact orders, academic reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions.

Thereafter, the Title IX Coordinator will provide the parties with a brief, written determination of the investigation. If necessary, the version of the determination provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act ("FERPA"), and the Clery Act.

The written determination shall be final subject only to the right of appeal set forth in Section IV below.

H. Special Procedure Concerning Complaints Against the President and Executives

If a complaint involves alleged conduct on the part of the College President, the College Board of Trustees will designate the Investigating Officer. Based on the information gathered by the investigation, the College Board of Trustees will prepare and issue the written report determining the complaint. The determination of the College Board of Trustees is final and not subject to appeal.

If a complaint involves alleged conduct on the part of a College Executive, the College President will designate the Investigating Officer. Based on the information gathered by the investigation, the College President will prepare and issue the written report determining the complaint. The determination of the College President is final and not subject to appeal.

I. Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. However, informal means may only be used with the complainant's voluntary cooperation and the involvement of the Title IX Coordinator. The complainant, however, will not be required to work out the problem directly with the respondent. Moreover, either party may terminate any such informal means at any time and elevate the complaint to the formal process.

J. Timing Of the Investigation

The College strives to complete its investigation and resolution in a reasonably prompt manner. The time it takes to complete an investigation and resolution will vary depending on all the facts and circumstances, including the nature and complexity of the allegations, the availability of witnesses, and intervening breaks in the College's calendar. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation.

III. RIGHTS OF THE PARTIES

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

1. Equal opportunity to identify and have considered witnesses and other relevant evidence
2. Similar and timely access to evidence considered by the Investigating Officer in preparing the written report
3. Equal opportunity to review any statements or evidence provided by the other party

Equal access to review and comment upon any evidence independently developed by the Investigating Officer

IV. APPEALS

A. Grounds of Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

1. The decision was contrary to the substantial weight of the evidence.
2. There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
3. Bias or prejudice on the part of the Investigating Officer or
4. The punishment or the corrective action imposed is disproportionate to the offense

B. Method of Appeal

Appeals must be filed with the Dean within ten (10) days of receipt of the written determination of the outcome of the complaint. The appeal must be in writing and contain the following:

1. Name of the complainant
2. Name of the respondent
3. A statement of the determination of the complaint, including corrective action if any
4. A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and

5. Requested action, if any.

If the Complainant or Respondent is not satisfied with the Title IX Coordinator's findings and/or the remedies/sanctions that the Title IX Coordinator assigned, the Complainant or Respondent may request a hearing before the Title IX Senior Administrative Committee (SAC). The hearing request must be made in writing within 3 school days to the Associate Dean for Student Affairs. If the request is timely filed, the SAC shall conduct a hearing in accordance within ten school (10) days, after notice to the Complainant or Respondent. For purposes of this decision, the SAC will be provided all relevant documents and statements of witnesses, the Respondent, and the Complainant gathered by the Investigator. The SAC may consult with the Investigator at any time about conflicts in testimony if it will not unduly prejudice the SAC decision making process.

At any hearing conducted by the SAC, both the Complainant and the Respondent will be requested to appear, as well as any witnesses they wish to call. If requested, the Complainant and Respondent will not be present at the same time during the hearing, nor is the presence of the Complainant a prerequisite for the hearing to proceed. The failure of either or both parties to appear when properly notified will not prevent the hearing from taking place as scheduled or preclude a decision from being reached. The decision of the SAC shall be based on a preponderance of the evidence.

If the SAC finds, based upon a preponderance of the evidence, that there has been a violation of the Title IX Policy, SAC may support the remedies/sanctions assigned by the Title IX Coordinator or assign further remedies/ sanctions.

The SAC is authorized to assign sanctions as outlined in this edition of the Student Handbook up to suspension. Based on the severity of the violation, the SAC may recommend expulsion for the Dean of the COM.

C. Resolution of the Appeal

The College will resolve the appeal in a reasonably prompt manner. The decision of the Dean is final. The Dean shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer's previous written determination and/or the sanctions and remedial measures imposed. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

D. Documentation

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the Dean as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

E. Intersection with other Procedures

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy. To the extent there are any

inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy.

Nothing in the College's Title IX Complaint Procedures, Title IX: Non-Discrimination and Anti-Harassment Policy, or associated materials should be interpreted so as to limit the College's right to resolve, investigate, and/or take disciplinary action against any improper conduct of a sexual nature, including but not limited to Sexual Harassment, even though such conduct is not of the type, severity or pervasiveness that constitutes Sex Discrimination as defined in the Title IX: Non-Discrimination and Anti-Harassment Policy.

DEFINITIONS

A. Definition of Sex Discrimination

The College prohibits discrimination on the basis of sex ("Sex Discrimination") in all the College's programs and activities. In compliance with Title IX and its implementing regulations, the College has implemented this policy to eliminate, prevent and address conduct that constitutes Sex Discrimination. Conduct, such as Sexual Harassment, constitutes Sex Discrimination when it denies or limits a person's ability to participate in or benefit from the College's programs or activities based on sex. Sexual Harassment denies or limits a person's ability to participate in or benefit from the College's programs and activities, when:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any aspect of the College's programs and activities;
2. Submission to or rejection of such conduct by a person is used as a basis for any decision adversely affecting such person with respect to the College's programs and activities; or
3. Such conduct is severe or pervasive, such that, considering all relevant circumstances, the conduct denies or limits a person's ability to participate in the College's programs and activities.

Notwithstanding the aforementioned definition of Sex Discrimination, the College reserves the right to resolve, investigate, and/or take disciplinary action against any improper conduct of a sexual nature, including but not limited to Sexual Harassment, even though such conduct is not of the type, severity, or pervasiveness that constitutes Sex Discrimination under this policy.

B. Definition of Sexual Harassment

Sexual Harassment is any unwelcome conduct of a sexual nature. Sexual Harassment constitutes Sex Discrimination when it denies or limits a person's ability to participate in or benefit from the College's programs and activities. The College encourages members of the College Community to report any and all instances of Sexual Harassment, even if they are unsure whether the Sexual Harassment constitutes Sex Discrimination.

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature, such as:

1. Pressure for a dating, romantic, or intimate relationship
2. Unwelcome touching, kissing, hugging, or massaging
3. Pressure for sexual activity
4. Unnecessary references to parts of the body
5. Sexual innuendos or sexual humor
6. Obscene gestures
7. Sexual graffiti, pictures, or posters
8. Sexually explicit profanity
9. Asking about, or telling about, sexual fantasies
10. E-mail and Internet use that violates this policy
11. Sexual violence (as defined below)

Further examples of Sexual Harassment may be found in the Frequently Asked Questions below.

C. Definition of Sexual Violence

Sexual Violence is a form of Sexual Harassment. Sexual Violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity or because of his or her youth. A single instance of Sexual Violence may be sufficiently severe to deny or limit a person's ability to participate in or benefit from the College's programs or activities, and, therefore, constitute Sex Discrimination.

Some examples of sexual violence include:

1. Rape or sexual assault: Sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent
2. Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part that is committed by force, threat, or intimidation
3. Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent
4. Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation
5. Prostituting another student
6. Non-consensual video or audio-taping of sexual activity
7. Knowingly transmitting a sexually transmitted disease to another

Further examples of Sexual Violence may be found in the Frequently Asked Questions below.

D. Definition of Consent

Lack of consent is a critical factor in determining whether Sexual Violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

1. If coercion, intimidation, threats, and/or physical force are used, there is no consent.
2. If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent. Warning signs of when a person may be incapacitated due to drug and/or alcohol use include slurred speech, falling down, passing out, and vomiting.
3. If a person is asleep or unconscious, there is no consent.
4. If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent.
5. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
6. Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
7. Being in a romantic relationship with someone does not imply consent to any form of sexual activity.
8. Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee)

E. Definition of Sexual Misconduct

“Sexual Misconduct” is an umbrella term covering Sex Discrimination, Sexual Harassment, and Sexual Violence and this term will be used throughout the remainder of this policy and the Complaint Resolution Procedures when collectively referring to these types of conduct.

F. Definition of Domestic Violence, Dating Violence and Stalking

The crimes of Domestic Violence, Dating Violence and Stalking can also constitute sexual harassment when motivated by a person’s sex. These crimes, no matter the motivation behind them, are a violation of this policy.

1. “Domestic Violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of a victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse or the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

a. Utah’s definition of Domestic Violence can be found at Utah Code 77-36-1

2. “Dating Violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a

relationship shall be determined based on a consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship.

a. Utah's definition of Stalking can be found at Utah Code 78B-7-401

3. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

a. Utah's definition of Stalking can be found at Utah Code 76-5-106.5

ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

It is the responsibility of the Title IX Coordinator to coordinate dissemination of information and education and training programs to:

1. Assist members of the College community in understanding that Sexual Misconduct is prohibited by this policy;
2. Ensure that investigators are trained to respond to and investigate complaints of Sexual Misconduct;
3. Ensure that employees and students are aware of the procedures for reporting and addressing complaints of Sexual Misconduct; and
4. Implement the Title IX Complaint Resolution Procedures or to designate appropriate persons for implementing the Title IX Complaint Resolution Procedures.

B. Administrators, Deans, Department Chairs, and Other Managers

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

1. Inform employees under their direction or supervision of this policy
2. Work with the Title IX Coordinator to implement education and training programs for employees and students
3. Implement any corrective actions that are imposed as a result of findings of a violation of this policy

C. All Employees

It is the responsibility of all employees to review this policy and comply with it.

D. Students

It is the responsibility of all students to review this policy and comply with it.

E. The College

When the College is aware that a member of the College Community may have been subjected to or affected by conduct that constitutes Sexual Misconduct, the College will take prompt action, including a review of the matter and, if necessary, an investigation and appropriate steps to stop and remedy the prohibited conduct. The College will act in accordance with its Title IX Complaint Resolution Procedures, described below.

VIOLATIONS

Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, probation, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, work, transportation, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

SEE FULL POLICY FOR ADDITIONAL DETAILS

FREQUENTLY ASKED QUESTIONS

1. What kinds of conduct constitute prohibited Sex Discrimination?

All discrimination on the basis of sex in the College's programs and activities is prohibited under this policy. Sexual Harassment, defined as any unwelcome conduct of a sexual nature, is one way a person may discriminate against another due to his or her sex. The College has a duty under Title IX to take the steps outlined in this policy when conduct, like Sexual Harassment, denies or limits a person's ability to participate in or benefit from the College's programs and activities. In such circumstances, Sexual Harassment constitutes Sex Discrimination. The College encourages you to report any and all instances of Sexual Harassment, even if you are unsure whether the Sexual Harassment constitutes Sex Discrimination.

Sexual Violence is a particularly severe form of Sexual Harassment that includes physical sexual acts perpetrated against a person's will or where a person is for some reason incapable of giving consent. Even a single instance of Sexual Violence can constitute Sex Discrimination under this policy and should always be reported.

For further descriptions and examples of Sexual Harassment, Sexual Violence, and Sex Discrimination, please see Questions 2 and 4 below, as well as Section IV of the College's Title IX: Non-Discrimination and Anti-Harassment Policy.

2. What are some additional examples of Sexual Harassment?

Sexual Harassment is any unwelcome conduct of a sexual nature. Sexual Harassment constitutes a form of prohibited Sex Discrimination when it denies or limits a person's ability to participate in or benefit from the College's programs and activities. The College's policies protect men and women equally from Sexual Harassment, including harassment by members of the same sex. Staff, faculty,

and students are protected from Sexual Harassment by any other staff, faculty, student, or contractor.

Examples of kinds of conduct that constitute Sexual Harassment include, but are not limited to, the following:

1. Engaging in unwelcome sexual advances
2. Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
3. Sending sexually explicit emails or text messages
4. Telling unwelcome, sexually-explicit jokes
5. Displaying sexually suggestive or lewd photographs, videos, or graffiti
6. Making unwelcome and unwanted physical contact, such as rubbing, touching, pinching, or patting
7. Making unwelcome and suggestive sounds, such as "cat calls" or whistling
8. Commenting on a person's dress in a sexual manner
9. Making sexual gestures
10. Repeatedly asking someone for a date after the person has expressed disinterest
11. Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
12. Telling another person of one's sexual fantasies, sexual preferences, or sexual activities
13. Commenting on a person's body, gender, sexual relationships, or sexual activities
14. Using sexually explicit profanity

3. What should I do if I have been subject to Sexual Misconduct?

The College encourages you to report Sexual Misconduct as soon as possible. Ignoring Sexual Misconduct does not make it go away. And delayed reporting may limit the College's ability to investigate and remedy the Sexual Misconduct.

If you are a student, you may report Sexual Misconduct to the Title IX Coordinator. If you are the victim of Sexual Misconduct that constitutes a crime, the College encourages you to also file a complaint with local law enforcement and to press charges. If requested, the College will assist you in filing a complaint with local law enforcement.

You always have the option to directly confront the person that is harassing you. Sometimes, individuals are not aware that their behavior is offensive and quickly apologize and change their behavior once it is brought to their attention. However, you are not required or expected to confront your harasser prior to filing a complaint.

4. What are some additional examples of Sexual Violence?

Sexual Violence is a form of prohibited Sexual Harassment. Sexual Violence includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability.

Examples of kinds of conduct that constitute Sexual Violence include, but are not limited to, the following:

1. The use of force or coercion to effect sexual intercourse or some other form of sexual contact with a person who has not given consent
2. Having sexual intercourse with a person who is unconscious because of drug or alcohol use
3. Hazing that involves penetrating a person's vagina or anus with an object
4. Use of the "date rape drug" to effect sexual intercourse or some other form of sexual contact with a person
5. One partner in a romantic relationship forcing the other to have sexual intercourse without the partner's consent
6. Exceeding the scope of consent by engaging in a different form of sexual activity than a person has consented to
7. Groping a person's breasts or groin on the dance floor or at a bar
8. Knowingly transmitting a sexually transmitted disease such as HIV to another person through sexual activity
9. Coercing someone into having sexual intercourse by threatening to expose their secrets
10. Secretly videotaping sexual activity where the other party has not consented

5. What constitutes "consent" for purposes of Sexual Violence?

Lack of consent is the critical factor in determining whether Sexual Violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

1. If coercion, intimidation, threats, and/or physical force are used, *there is no consent.*
2. If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, *there is no consent.*
3. If a person is asleep or unconscious, *there is no consent.*
4. Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
5. Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.

6. What should I do if I am a victim of Sexual Violence, Domestic Violence, Dating Violence, or Stalking?

If you are the victim of Sexual Violence, Domestic Violence, Dating Violence, or Stalking, do not blame yourself. These crimes are never the victim's fault. Please contact the Title IX Coordinator as soon as possible for information on options and resources available to you. You may also wish to call local law enforcement (911 if an emergency), or the National Sexual Assault Hotline at 1-800-656-HOPE.

If you are the victim of Sexual Violence, Domestic Violence, or Dating Violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of

Sexual Violence, Domestic Violence, or Dating Violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve evidence in cases of Stalking, to the extent such evidence exists. In cases of Stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.

7. Can I make a complaint of Sexual Violence against my boyfriend or girlfriend?

Anyone can commit Sexual Violence, even if you and that person are in a romantic relationship. The critical factor is consent. If your boyfriend or girlfriend perpetrates a sexual act against you without your consent, such conduct constitutes Sexual Violence, and you may make a complaint. This type of conduct and other types of conduct perpetrated by your boyfriend or girlfriend may also be classified as Domestic Violence or Dating Violence.

8. What should I do if I am subject to Sexual Misconduct by someone who is not a College student or employee?

The College's policies protect you from Sexual Misconduct perpetrated by vendors, contractors, and other third parties that you encounter in your College learning, living, and employment environment. If you believe that you have been subject to Sexual Misconduct, you should make a report just as if it were committed by a College student or employee.

9. What should I do if I am subject to Sexual Misconduct by a student but we are off campus?

It is possible for off-campus conduct between College employees or students to contribute to a hostile working or academic environment or otherwise violate the College's policies. You may make a complaint of Sexual Misconduct even if the conduct occurs off-campus.

10. Should I contact the College if I have already notified the police about Sexual Violence?

Calling the local police or filing a police report is not the same as filing a complaint of Sexual Violence with the College. You should not assume that local law enforcement will forward your complaint to the College. As such, anyone who reports Sexual Violence to local police is also encouraged to report the matter to the College's Title IX Coordinator so that the College can begin to investigate the issue as quickly as possible.

11. What should I do if I observe Sexual Misconduct, but it is not directed at me?

Anyone who witnesses Sexual Misconduct, even if it is directed at someone else, can still feel uncomfortable and harassed. If you are a student and witness Sexual Misconduct please make a complaint in the same manner as if the conduct was directed against you. If you are an employee or staff member of the College, it is your duty to report Sexual Misconduct of any kind.

12. What is the role of the Title IX Coordinator?

The Title IX Coordinator oversees the College's compliance with Title IX and receives inquiries regarding Title IX, including complaints of Sexual Misconduct. The Title IX Coordinator has received special training on the College's policies and procedures pertaining to Sexual Misconduct, and is available to answer questions about those policies and procedures, respond to complaints, and assist you in identifying other resources to aid in your situation.

13. If I make a complaint of Sexual Misconduct, will it be treated confidentially?

The College will take reasonable and appropriate steps to preserve the confidentiality of the parties to the complaint and to protect the confidentiality of information gathered during the investigation. However, the College has an obligation to provide a safe and non-discriminatory environment for all students and employees. Therefore, no unconditional promises of confidentiality can be provided. If your confidentiality cannot be guaranteed, the College will notify you.

14. Who is typically involved in investigating a complaint of Sexual Misconduct?

The College's Title IX Coordinator or his/her designee will be involved in investigating complaints of Sexual Misconduct. The Title IX Coordinator may appoint another member of the staff to investigate and resolve the complaint. The process of gathering evidence will necessarily require the involvement of the complainant, the respondent, and any witnesses to the incident that gave rise to the complaint. In sum, it will involve those persons necessary to fairly and completely investigate the complaint and resolve it.

15. What are the possible outcomes of an investigation into a complaint?

The outcome will be determined based on the totality of the evidence using a preponderance of the evidence standard. If the preponderance of the evidence does not support a finding that the incident occurred, then the complaint is resolved in favor of the accused. If, however, the preponderance of the evidence supports a finding that Sexual Misconduct occurred, the actions taken by the College will include those necessary to maintain an environment free from discrimination and to protect the safety and well-being of the complainant and other members of the College community. The College's actions will include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination and retaliation. Examples of such action include no-contact orders, classroom reassignment, the provision of counseling or other support services, training, and discipline for the perpetrator, including up to termination, expulsion, or other appropriate institutional sanctions. In addition, it is possible that an investigation may substantiate violations of College policies and standards, other than the Title IX: Non-Discrimination and Anti-Harassment Policy. If such other violations are identified, the College reserves the right to take immediate action to address them, irrespective of whether the investigation determines that Sexual Misconduct occurred.

16. May I have a support person with me in the investigation process?

During the investigation process, both a complainant and a respondent may ask a support person to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person cannot be another complainant or respondent. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively

involved in any proceedings, and must agree to maintain the confidentiality of the process. A support person may be removed if he or she becomes disruptive or does not abide by the limitations discussed in the previous sentence.

17. What should I do if I am retaliated against for making a complaint of Sexual Misconduct?

The College's Title IX: Non-Discrimination and Anti-Harassment Policy prohibits retaliation against any person for making a good faith complaint of Sexual Misconduct, and/or cooperating in the investigation of (including testifying as a witness to) such a complaint. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the underlying allegation of Sexual Misconduct. If you feel you are the victim of retaliation in violation of this policy, you should report the retaliation just as you would a complaint of Sexual Misconduct.

18. How does the College handle a bad faith allegation of Sexual Misconduct?

A bad faith allegation of Sexual Misconduct occurs when the accuser intentionally reports information or incidents that he or she knows to be untrue. Failure to prove a complaint of Sexual Misconduct is not equivalent to a bad faith allegation. The College may impose sanctions against an individual who knowingly makes false allegations of Sexual Misconduct.

- All requests for time off must include a completed Absence Request Form and supporting documentation submitted directly to the Coordinator. Written verification of the interview location and date must be provided to the Department of Clinical Education with the Absence Request Form. Permission for an absence must be cleared in advance with the following:
 - Noorda-COM Department of Clinical Education, and
 - Clinical Site/Preceptor to whom the student is assigned

Student Health

Infection Prevention and Control

The purpose of an infection prevention and control program is to prevent the transmission of infections within a healthcare facility. Students can protect themselves and patients by adhering to basic infection prevention and control principles.

Standard precaution procedures should be used routinely when caring for patients, regardless of their diagnosis.

Standard Precautions

Standard Precautions is the name of the isolation system used within Hospital, and is used for every patient, regardless of diagnosis. The aim is to minimize risk of exposure to blood or body fluids. To accomplish this, personal protective equipment (PPE) (i.e. gloves, gowns, masks, and goggles) is used for potential contact with body fluids from any patient.

Standard Precautions include these principles:

- Hand Hygiene: Wash hands with soap and water or sanitize with an alcohol-based hand rub before and after each patient contact, and after removing gloves. See Hand Hygiene Policy.
- Gloves: Use when touching any body fluids or non-intact skin.
- Gowns: Wear if splashing or splattering of clothing is likely.
- Masks and goggles: Wear if aerosolization or splattering is likely.
- Needles: Activate sharps safety devices if applicable, then discard uncapped needle/syringe and other sharps in containers provided for this purpose. Use safety products provided.
- Patient Specimens: Consider all specimens, including blood, as bio-hazardous.
- Blood Spills: Clean up with disposable materials (i.e., paper towels or spill kit), clean and disinfect the area. Notify Housekeeping for thorough cleaning.

Droplet Precautions

Droplet Precautions are used when patients have a disease process that is spread by contact with respiratory secretions. These include: Respiratory infections (RSV, Human Metapneumovirus, Parainfluenza, Influenza), Neisseria meningitidis (meningitis or sepsis), Invasive Hemophilus Influenza type B (meningitis, sepsis, epiglottises), Diphtheria, Pneumonic Plague, Mumps, Parvovirus B19, Rubella.

Coronavirus/COVID-19

The SARS-Cov-2 virus in the Coronavirus family is known to cause a severe illness known as COVID-19. All students must perform daily symptom checks for any signs and symptoms of illness. Including fever (temperature check), cough, shortness of breath. Students MUST stay home if they are experiencing ANY of these symptoms. Students that are ill must notify the Student Affairs Office. OMS 3 and OMS 4 students must additionally notify their Clerkship (Site) Preceptor. Students who were ill with fever and/or respiratory symptoms will require a note from a healthcare provider prior to returning to call or their rotation.

All students should remain aware of National and State Guidelines from the CDC and <https://coronavirus.utah.gov/> concerning epidemiologic updates, precautions for viral illness (COVID-19), Risk Mitigation, and Exposure responses in the Clinical Learning Environment.

Contact Isolation

Contact isolation is used when patients have a disease process that is spread by contact with wounds or body fluids. These include: Diarrhea (Rotavirus, Clostridium difficile, E. Coli 0157:H7, Shigella, Salmonella, Hepatitis A, Campylobacter, Yersinia.), open draining wounds, infection or colonization with multi-drug resistant organisms (MDROs)

Airborne Precautions

Airborne precautions are used when the infection is spread through the air. Examples of diseases requiring airborne precautions are:

- TB (tuberculosis)

- Measles
- Chickenpox

Personal Protective Equipment (PPE)

Wear personal protective equipment when there is potential for handling or coming in contact with bodily secretions or fluids. PPE should be located in areas where such exposures are likely to occur.

Needle Stick Policy/Exposure to Blood and Body Fluids

Policy/Procedure:

If a Noorda-COM medical student is exposed to bloodborne pathogens either by direct contact with blood or other body fluids via the eyes, mucous membranes, human bite, or sharps (e.g., needle stick, lancet stick, scalpel cut, etc.) while on clerkship, it is to be handled as an EMERGENCY SITUATION.

In the event of an exposure students are to follow site procedures.

Clean

Immediately wash region with soap and water for 5 minutes. If exposure occurred in the eyes, nose, or mouth, use copious amounts of water to irrigate mucous membranes. Know where stations to irrigate eyes are located.

Communicate

Let the preceptor, DME/DIO, Core Site Coordinator and the Department of Clinical Education know about the exposure ASAP. Student should ask for the following information:

- Patient information (name, DOB, medical record number, address, phone #) and any prior testing for HIV, Hep B, Hep C, RPR, or risk factors thereof
- If patient is known to be HIV +, obtain info on CD4 count, history/current opportunistic infections, prior/current regimen/resistance
- Baseline labs for student and patient (HIV, Hepatitis B, Hepatitis C)
 - If he/she is not able to do lab work, present to the closest ER

Chemoprophylaxis

If the patient is HIV +, or their HIV status is unknown, begin post exposure prophylaxis with a multidrug regimen within a few hours of the exposure – do not delay in seeking care. If unable to obtain an Rx for meds from the preceptor, go to the nearest ER for a prescription.

Visit <http://nccc.ucsf.edu/clinical-resources/pep-resources/pep-guidelines/> for more information and the current guidelines.

Post Exposure Protocol

- Immediately wash exposed areas with soap and water.
- If splashed in eyes or mouth, flush with large amounts of water.
- It is critical that you are treated within the first two (2) hours after injury.

- Notify supervisor and follow clerkship site exposure protocols.
- If facility is not equipped to handle exposure, contact an Occupational Health Clinic, appropriate site location, or go to the nearest emergency department with your current health insurance information.
- Notify the Department of Clinical Education of any care received.

Counseling

Students exposed to a blood borne pathogen will receive counseling and instructions for follow-up from the Department of Clinical Education. Please contact them within 24 hours. clined@NoordaCOM.org

Attendance

According to a Title IV Program Review dated August 3, 2011, “All institutions eligible to receive Title IV, HEA funds from the U.S. Department of Education are required to have a method by which they can determine that a student commenced attendance in the educational coursework for which they are enrolled and will/have received any Title IV funding. 34 C.F.R. S 668.32(a)(2).” Confirmation of student participation in Orientation activities is not sufficient.

The Noorda College of Osteopathic Medicine’s (Noorda-COM) blended curricular model is designed around proficiency in required core content defined by learning objectives. Content is delivered and achieved through didactic presentations, laboratory activities and clinical experiences. Attendance to all Noorda-COM required core content, laboratories and clerkships is mandatory for successful progression through the curriculum.

Attendance is identified by Academic Affairs on specific dates and reported to the Registrar’s Office. These specific dates include the following:

- The first scheduled day of each semester or clerkship
- September 1 or the first business day in September

Medical Students Years I and II

Attendance is identified by students on-campus attestation via eNCOMpass for the first course or lab content engaged by the student on required registration days. Attendance rosters are compiled by Academic Affairs and reported to the Registrar and Financial Aid.

Unexcused Absences

Failure to actively engage in new course or lab content for three (3) consecutive business days or any two (2) week period, where failing to accomplish required content due to lack of logging into eNCOMpass, will be considered to be an unexcused absence from curricular responsibilities and subject to disciplinary action. Curriculum Coordinators monitor student engagement and notify students of the potential of a period exceeding allowable days.

Students with deficiencies in content, lab or clinical performance are required to attend focused content presentations for designated review sessions. Failure to attend these mandatory sessions will be considered an unexcused absence.

Excused Absences

Students requiring excused absence for a planned event may request an excused absence in advanced. Requests for absences should provide the Associate Dean for Academic Affairs with supporting documentation to discuss such circumstances prior to occurrence. In cases of emergencies or illness, students should contact the appropriate Curriculum Coordinator. Approved documentation for excused absences are submitted to the Registrar and Financial Aid.

Planned Absence

- A Request for Consideration of an Excused Absence form must be submitted and approved at least ten (10) business days, or two (2) weeks, prior to the requested date of absence.
- Students will be notified by e-mail as to the status of the request.
- After a request is approved, it is the student's responsibility to contact the appropriate Curriculum Coordinator, Course Director and/or faculty member(s) conducting lab/activity(s) on the day of the absence to arrange for make-up assignment(s) or date/time to complete testing.

Civic Responsibilities

- Students who are required to be physically present at citizenship hearings; court hearings or jury duty will be granted an excused absence and allowed to take a make-up content, examination or practical.

Academic Conflict

- Students may request an excused absence for academic-related conferences or activities. Only students with a Performance Score 475 or greater will be considered.

Death in the Family

- Any student applying for an excused absence or to take a make-up content, exam or practical due to a death in their family must provide a copy of the death certificate or obituary program. Consideration will be given for deaths of spouse, life partner, parents, siblings, children, in-laws or grandparents. Unless otherwise approved, allowable bereavement period is three (3) days.

Illness

- Students missing required content, lab, exam or practical due to illness must be seen by in the Student Health Clinic or their private health-care provider on the day of the illness in order to have such illness documented. Student Health Clinic physicians will forward written documentation/assessment of the student's physical conditions to the Associate Dean for Academic Affairs with their recommendation.

Religious Holiday

- Students may request an excused absence for a holiday of their faith. Such holidays should be considered a significant observance recognized by a majority of the faith.

- A Request for Consideration of an Excused Absence form must be submitted and approved at least ten (10) business days, or two (2) weeks, prior to the requested date of absence for religious holiday.

Other

- Additional extenuating circumstances, not covered by these guidelines, may be brought to the Associate Dean for Academic Affairs and Associate Dean for Student Affairs for consideration. However, excused absences should not be requested for weddings, vacations, birthdays, non-family special events, etc.

Excessive unexcused and requests for excused absences

- Any student with excessive numbers of unexcused or excused absences, make-up examinations, labs or practical's will be referred to the appropriate administrators for review of appropriateness. Excessive absences can lead to disciplinary action up to and including dismissal.

In Cases of Emergency

- Student will need to contact Student Affairs, the appropriate Curriculum Coordinator or Course Director. Students may also contact the Associate Dean of Academic Affairs if necessary. Academic Affairs will then contact other staff/faculty members as needed.
- After a request is approved, it is the student's responsibility to contact the appropriate Curriculum Coordinator, Course Director and/or faculty member(s) conducting lab/activity(s) on the day of the absence to arrange to make-up content or date/time to complete testing.

Medical Students Years III and IV

COM students in clerkship training must report to an assigned clerkship on the first day of the clerkship block.

Absence from Clerkships

Attendance at all clerkship related activities is **mandatory**; therefore, any absence requires an excuse and documentation.

Failure to notify both the Department of Clinical Education and/or the clerkship site/preceptor of any absence from a clerkship, regardless of the reason or number of hours absent, may result in a meeting with the Assistant Dean of Clinical Affairs regarding lack of professionalism and could result in a failing grade of the clerkship. Students may not miss the first day of any clerkship.

An Absence Request Form and supporting documentation must be submitted directly to the Coordinator. All submitted absence forms must include a detailed make-up plan in order for the absence to be considered.

Only completed, signed forms are processed. Decisions rendered through this process are final. There are no exceptions to this policy and failure to follow the process will be considered an unexcused

absence. The Coordinator notifies the student via email when a decision has been reached. The Absence Request Forms can be found in the forms section of the intranet page.

Scheduled absences are not and should not be considered approved until the official Absence Request Form is signed by the Assistant Dean of Clinical Affairs.

Absence Request Forms must be completed and submitted to the Coordinator for all of the following:

- COMLEX-USA Level 2 PE Exam Absences:
 - Students are allowed one (1) day for travel to the exam, the test day, and an additional day for return travel. Requests are submitted electronically via an Absence Request Form to the corresponding Coordinator.
- Discretionary Days:
 - Students are allowed two (2) discretionary days during OMS-III. Discretionary days MUST be approved by both the preceptor and Department of Clinical Education in writing in advance to the requested time off. Requests are submitted electronically via an Absence Request Form to the corresponding Coordinator.
- Sick Days:
 - Students will be allowed two (2) sick days annually. If more than two (2) sick days total are taken by a student, this may result in referral to the Assistant Dean of Clinical Affairs.
 - Students must contact their clinical site/preceptor as well as the site coordinator and the Coordinator immediately if they are missing any clinical time due to illness (leaving early, arriving late, or missing a full day).
 - If two-four (2-4) hours of clinic time is missed, a half day will be documented. More than 4 hours of missed clinic time = a full day of sick leave.
 - If an absence of greater than one working day is necessary due to illness, that time must be made up.
 - Arrangements for missed time will be coordinated with their clinical site/preceptor as well as the site coordinator, and/or the Coordinator.
 - If the student is absent from a single clerkship for two (2) or more days due to illness, the student is required to submit to the Department of Clinical Education a note from a licensed healthcare provider defining the number of days absent and the expected date of return.

Family Emergencies/Death in Family:

Due to the variability of circumstances, time off needed for family emergencies or death of a family member will be reviewed by the Assistant Dean for Clinical Affairs on a case-by-case basis.

Leaves of Absence

A leave of absence, from the College, may be granted for several reasons. Examples:

- Medical emergency or illness
- Personal emergency
- Military service
- Maternity/ Paternity leave

Associate Dean for Student Affairs may grant a leave of absence for a designated period of time with or without conditions. Conditions are commonly prescribed in cases of academic deficiency or medical related issues.

Students granted a medical leave of absence must have a licensed physician, selected by the Associate Dean for Student Affairs, certify in writing that their physical and/or mental health is sufficient to continue in a rigorous educational program before they may return to the College.

All leaves of absence should be requested in writing to the Associate Dean for Student Affairs, who is responsible for approving or denying requests for leaves of absence.

Students granted a leave of absence must follow the checkout process detailed in the College Catalog under Leaves of Absence.

Students approved for a leave of absence will retain their Noorda-COM email account and have access to eNCOMpass, but all other access to electronic services will be suspended until such a time that the student is officially reinstated to active status.

All changes to a student's schedule must be communicated to their Coordinator.

Employment

Students are strongly discouraged from seeking employment during the academic year. All employment must be approved in advance by the Assistant Dean for Clinical Affairs.

To be considered for employment students must:

- Be in good academic standing
 - Maintain a minimum of 500 average on all content
 - Demonstrate adequate proficiency on all required skills
- Have a letter of support from Docent

The College reserves the right to preclude employment should it be deemed to adversely affect the student's academic progress. Failure to comply with employment regulations can result in referral to SPC and potential grounds for dismissal.

Documentation

Documentation of class/ clerkship/course attendance should be maintained for no less than four (4) years from the date attendance was taken. On the dates when attendance reporting is mandatory (as specified earlier in this document), an electronic attendance/absence report should be forwarded to the Registrar. All attendance reports should describe the class; the names of any students absent, the date, and whether the students had an excused absence.

Policy Modifications

Modifying the provisions related to institutional satisfactory academic progress policies and the impact these policies have on a student's eligibility for Title IV, HEA program assistance;

- Expanding the definition of *full-time student* to allow, for a term-based program, repeated coursework taken in the program to count towards a full-time workload;
- Clarifying when a student is considered to have withdrawn from a payment period or period of enrollment for the purpose of calculating a return of title IV, HEA program funds;
- Clarifying the circumstances under which an institution is required to take attendance for the purpose of calculating a return of title IV, HEA program funds;
- Modifying the provisions for disbursing title IV, HEA program funds to ensure that certain students can obtain or purchase books and supplies by the seventh day of a payment period;
- Disclosure on Web site and in promotional materials to prospective students, the on-time completion rate, placement rate, median loan debt, program cost, and other information for programs that prepare students for gainful employment.

DEFINITIONS

Title IV Aid - Title IV of the Higher Education Act of 1965, as amended in 1998, (Title IV, and HEA program) establishes general rules that apply to the student financial assistance programs.

For purposes of Return of Title IV Funds, these programs at Noorda College of Osteopathic Medicine (Noorda-COM) include: Federal Direct Loans; Federal Perkins Loans; and Federal GradPLUS Loans

Learning Objective Based Content - Faculty presented course materials self-studied in by the students.

Biomedical Science Laboratories - Faculty lead demonstrations and interactive sessions including cadaveric dissection.

Clinical Skills Laboratories - Faculty supervise demonstrations and practical training of history and physical examination skills including osteopathic manipulative medicine, anatomy and clinical small group activities.

Team-Based Learning/Alternative Learning Activities - Faculty will supervise students working in small groups to solve various common basic science and clinical challenges.

Examinations and Quizzes - Assessment sessions including cognitive and psychomotor testing.

Mandatory Lectures - Attendance in specific learning sessions may be required at the discretion of the course director. (For example, test reviews or guest lecturers).

Self-Study - Faculty will review course materials previously assigned for self-study. Students will have the opportunity to engage in an interactive dialogue designed to foster explanation and clarification of critical concepts.

RESPONSIBILITIES

Students

Attend all courses/section/clerkships as scheduled.

- Requests for excused absences should be pursued as outlined in the Student Handbook and/or College Catalog.

Associate Dean of Academic Affairs

Provide attendance/absentee rosters to Registrar's Office at key reference points throughout each term, specifically:

- The first class, section or clerkship day of each semester
- September 1 or the first business day in September (Census data)
- Determine attendance during each semester or course.
 - Keep any attendance/absence records for at least four years from the time attendance was taken.

Department of Clinical Education

- Ensure that students register for required clerkships each semester as required and provide enrollment details to the Financial Aid and Registrar in an expedient manner.
- Immediately inform the Financial Aid Office and Registrar of any student clerkship changes.
- Provide monthly reminders to preceptors regarding the necessity to immediately report to Clinical Education any students' failure to report to a clerkship and/or students with excessive absences.
- Provide the Registrar and Financial Aid Office by May 1 a list of OMS IV students with a vacation block scheduled within their first five (5) scheduled clerkships and identify the timeframe the vacation is scheduled.
- Provide the Registrar and Financial Aid Office a list of OMS IV students by November 1 who have a vacation block scheduled within their final five (5) clerkships and identify the timeframe the vacation is scheduled.

Registrar's Office · Ensure that the Financial Aid Office and the Associate Dean for Student Affairs is aware of any student who is reported as not attending the first class or clerkship of each term and/or reported for excessive absences.

- Maintain attendance/absence reports for a minimum of six (6) years from the time of receipt.

Financial Aid Office · Monitor eligibility for aid determination

- Manage loan origination, disbursement and delivery of financial aid funds.
- Report to NSLDS students who are no longer attending

VIOLATIONS

Student – failure to comply can result not only in the delay of financial aid packaging and fund disbursement, the need for students to return disbursed aid for which the student was not qualified as a result of non-or-insufficient attendance, and/or ineligibility for future Title IV financial aid, but can also result in a reduction in final grade percentage, probation, suspension, delay of graduation and/or dismissal.

College - Noncompliance with Title IV administration regulations can result in citations, monetary fines and/or withdraw of university federal aid eligibility.

SEE FULL POLICY FOR ADDITIONAL DETAILS

Assessment

Noorda-COM assesses both programmatic and individual student outcomes to ensure its mission, goals, and objectives are met and as part of a commitment to continuous improvement of the educational quality of its osteopathic medical education program.

Academic performance is assessed in a variety of formats designed to objectively characterize the students' progress towards successful completion of Noorda-COM's osteopathic medical curriculum.

Collection and careful consideration of confidential Student Evaluations of Courses, clerkships, faculty, and other relevant student experiences is key to this process. Results from these confidential evaluations are incorporated into the Noorda-COM's self-assessment and are central to improving curriculum and addressing deficiencies in student experiences.

Academic Performance

1. The school year is divided into fall, spring and summer trimesters. Each trimester during:
 - a. OMS Years I and II have a designated number of Courses.
 - b. OMS Years III and IV have a designated number of Clinical Experiences (Clerkships) and Courses.
 - c. Each Course and Clinical Experience has an assigned number of semester hours (or unit measure), as calculated by the Registrar.
2. Student assessment during each Course can consist of:
 - a. Learning Objective performance.
 - b. Midterm exam, or in the case of an unusually long section, two (2) exams may be given in lieu of a midterm.
 - c. Comprehensive final exam.
 - d. Lab practical's for Anatomy, CEPA and OMM as applicable. (Note: Students must pass all lab practical's with a score of 70% (400) in order to continue the academic program.)
 - e. Objective Structured Clinical Examination (OSCE) patient interviews.
3. Student assessment during each Clinical Experience can consist of:
 - a. Learning Objective performance.
 - b. Comprehensive discipline exam.

- c. End of the clerkship lab practical's as applicable. (Note: Students must pass all lab practical's with a score of 70% (400) in order to continue the academic program.)
 - d. Clinical Skills Assessment(s) (CSA) for CEPA and OMM as applicable.
 - e. Objective Structured Clinical Examination (OSCE) patient interviews.
 - f. Preceptor End of Clerkship Evaluation.
4. Students will receive a performance score for each Course. Points will be assigned for learning objective performance, case presentations, Course midterm, the Course final exam and laboratory practical examinations as applicable. A total point score for the Course will be calculated.

Performance Scores will be assigned for the Course by the Assessment and Outcomes Committee. Grades are submitted to the Dean for final approval. The following scale will be used to assign the grades:

%	Two Digit Score	Three Digit Score	Proficiency Score
100	99	>800	10.0
97-99	99	750 - 800	9.5
93-97	93	700 - 749	9.0
89-93	83	650 - 699	8.5
85-89	68	600 - 648	8.0
81-85	48	550 - 599	7.5
77-81	27	500 - 549	7.0
73-77	12	450 - 499	6.5
70-73	4	400 - 449	6.0
< 70	<4	200 - 399	U

Percentage and Skill Proficiency scores will be converted to the equivalent Three Digit Score. Course scores may be adjusted to a mean score of 81% (550) when the section mean falls below 81% (550).

Skills Proficiency scores are reflective of the National Institutes of Health Competencies Proficiency Scale, are associated with a specific skill and as such are not adjusted to a mean score for the assessed skill. The following scale will be used to assign proficiency:

Skills Proficiency		
Score	Expected Proficiency Level	Performance
10.0	Expert (recognized authority)	
9.5		
9.0	Advanced (applied theory)	Honors
8.5		
8.0	Intermediate (practical application)	High Pass

7.5		
7.0	Novice (limited experience)	
6.5		
6.0	Fundamental Awareness (basic knowledge)	Pass
U		

5. End-of-Year Assessment includes:
 - a. Clinical Skills Assessment (CSA), to include Objective Structured Clinical Examinations (OSCE). Skills tested will include doctor-patient communication/interviewing skills, physical exam skills and Osteopathic Clinical Skills, including OMM. Each component will comprise one-third of the test and will be weighted evenly. Students must pass all three (3) components to pass the CSA. Performance will be based upon the expected proficiency level for the assessed skill. For OMS Years I and II, this grade will be included as a component of the Core Entrustable Professional Activities (CEPA) course.
 - b. Year I - Cumulative written examination. The board-like examination will include questions related to the sections completed during Year I. Grading will be Satisfactory/Unsatisfactory. Satisfactory performance will be 70% (400) with the mean adjusted to 81% (550) if the mean falls below 81% (550). Students scoring 93% (700) or greater will be eligible for Honors on their transcript.
 - c. Required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) will be administered during the spring of OMS Year II prior to students taking COMLEX level I.
6. The Registrar will calculate an overall Performance Score and class standing for each semester during the first two (2) years, at the end of the second year and for each required clinical discipline (Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery) in years three and four. Class standing for graduation is based on students cumulative Performance Score at the conclusion of year II. This information will then be reported to students.
 - a. Required Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE) will be administered during the summer of OMS Year III prior to students taking COMLEX level II.

Incomplete Grades

A course director may assign a grade of “I” if student is unable to complete the course/section because of extenuating circumstances beyond the student’s control. An Incomplete Grade Contract should be completed that clearly details the requirements for completion of the course/section.

The student’s signature is not required for the incomplete grade contract to be in force. Upon receipt, the Registrar’s Office will provide a copy of the contract to the student’s Noorda-COM email address. The student will have three business days to decline the incomplete grade and receive the current earned grade with all missing assignments calculated as a zero.

Any student receiving a grade of incomplete “I” must coordinate with the course/curriculum director to satisfy all outstanding coursework for the course/section. Once outstanding requirements for the course are satisfied, the course director will process a change of grade form converting the “I” to a letter grade. The deadline for the grade change is the last day of class of the next full-length (i.e., fall or spring) term. Once this deadline has passed, the “I” becomes an “F.”

A degree cannot be awarded to a student with an incomplete grade on his/her record.

Special Note: In-progress or “IP” grades are reserved only for those instances when students are unable to complete a course by the established deadline due to an course director or administrative challenge (e.g., instructor is hospitalized and several class meetings must be rescheduled, College closes due to inclement weather, etc.).

Grade Changes/Corrections

No grade will be changed unless the associate Dean for academic affairs certifies in writing, that an error occurred in computing or recording the grade, or a section or course has been successfully remediated. Such changes must be approved by the Dean. If the change of grade impacts individual students rather than the entire class, or it’s because a course director neglected to turn their grades in by the established deadline, the change of grade must be documented on a grade change form and submitted to the Office of the Registrar for processing.

Section Grade Appeal Process

A student may request that their section or course grade be reviewed. Students should request the curriculum and assessment coordinator review their points and final grade. If the student feels an error remains, a final request to review the section grade may be made directly to the associate Dean of academic affairs.

Course Repeats and Audits

Students approved for readmission after an academic dismissal will be required to repeat their last year of attendance. Students will be registered for and must successfully repeat all section offerings that they previously failed and may be required by the Dean, to audit those courses previously passed in their last year or semester of attendance. Students approved for readmission after a period of suspension or an approved leave of absence may also be required to repeat or audit previous taken courses/courses.

All course enrollments and earned grades will remain on the student’s academic transcript. However, once a student successfully repeats a course/section, the most recent grade replaces the former grade in the calculation of the student’s grade point average. The maximum grade allowed for the repeat of a traditionally graded course/section is a “P,” which is recorded as a [P] on the academic transcript. If the successfully repeated course is an elective or fourth-year clerkship, the grade will be recorded as an [S] on the transcript.

The fee of \$200 per credit applies to audited courses.

Clerkship Grades

Students must demonstrate progress on the Clinical Competency Assessment, submit all End of Clerkship Assessment and pass any applicable Subject Exam to achieve a grade of pass for a clerkship. Honors may not be awarded or may be removed if the student receives marks demonstrating below expectations ratings, recommendation of failure, or professionalism concerns.

Clerkship Grading rubric is as follows:

- 50% - Subject Exam
- 40% - Preceptor Clinical Competency Assessment
- 10% - On campus final assessment (OSCE's, CSA's, etc.)

All components are required before a final grade is assigned by Noorda-COM:

- Clinical Competency Assessment from the Preceptor
- End of Clerkship Assessment from the Student
 - Evaluation of Clerkship
 - Evaluation of Preceptor
 - Evaluation of Self
- Subject Exam – required for 3rd year core disciplines only

Skills Proficiency			
%	Score	Expected Proficiency Level	Performance
100	10.0	Expert (recognized authority)	
97-99	9.5		
93-97	9.0	Advanced (applied theory)	Honors
89-93	8.5		
85-89	8.0	Intermediate (practical application)	High Pass
81-85	7.5		
77-81	7.0	Novice (limited experience)	
73-77	6.5		
70-73	6.0	Fundamental Awareness (basic knowledge)	Pass
< 70	U		

Example of how grades are reflected on the transcript:

- Clinical Clerkship Grade
 - Pediatrics (Core) P
 - Family Med (Core) F/P
 - Internal Med (Core) H
 - Surgery (Core) H

Subject Exams

Students must pass a shelf exam from either the National Board of Osteopathic Medical Examiners (NBOME) Comprehensive Osteopathic Medical Achievement Test (COMAT) or the National Board of Medical Examiners (NBME) Subject Exam upon completion of each 3rd year core discipline:

- Family Medicine

- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry/Behavioral Health
- Surgery
- Osteopathic Principles and Practice OPP (Required exam is scheduled during second half of 3rd year)

Students may be awarded Honors (H) or High Pass (HP) for excellent performance on a Clerkship. End-of-Clerkship (Shelf Exams) are benchmarked against the NBOME or NBME academic-year norms for all students in that discipline.

Students are expected to study for these exams with similar rigor as all other high stakes examinations and are required to utilize the Course Syllabi. A retake of a shelf exam is only allowed to achieve a passing score.

Clinical Competency Assessment

Preceptors complete a Clerkship-Clinical Competency Assessment at the end of the clerkship to evaluate student performance. The purpose is to provide feedback to guide both clinical and professional development. The preceptor documents performance of expected competencies as compared to other students at the same educational level.

Assessments submitted by interns or residents must be cosigned by an attending physician or the Director of Medical Education (DME) or Designated Institutional Officer (DIO). We ask preceptors complete the evaluation/assessment within one week of the clerkship end date and maintain confidentiality in compliance with the FERPA. If a student works with more than one attending, more than one assessment will be accepted.

Preceptors are encouraged to complete assessments online through Noorda-COM Canvas, the Noorda-COM Department of Clinical Education Student Database. Paper copies are available upon request and may be returned directly to the Noorda-COM Department of Clinical Education. The College recommends that students request an initial discussion of preceptor expectations as well as an informal mid-clerkship assessment to allow the student to determine whether there is consistency between the preceptor's and student's performance perceptions. In addition, should a student be experiencing difficulty on a clerkship, a mid-clerkship assessment allows the student to proactively address any problems and avoid potential surprises.

Preceptor approaches vary widely in providing students with feedback on performance. Preceptors may or may not review their assessment with the student; it is appropriate for the student to request such a review prior to completion of the clerkship. If the preceptor is not available to review the assessment with the student and the student has questions or concerns, the student should contact their Coordinator to discuss the most constructive way to obtain the desired feedback.

Student Evaluations of Courses

Continuous Quality Improvement (CQI) is a process of constructive self-study that encourages the participation of all Noorda-COM students. The SCOPE evaluation is an anonymous team-based management strategy that communicates Strengths, Challenges and Opportunities for Improvement and commendations to the Curriculum Council. Curriculum Council reviews final SCOPE report from the Student Curriculum Council, cross references with objective data and determines a Plan of Action to include responsible parties and deadlines to Execute the plan.

The SCOPE evaluation process involves all students as active participants in their educational program. It recognizes the limitations both in reaching consensus and in implementing change. The evaluation process is an anonymous process. All comments made are anonymous and are not associated with an IP address or student login data.

Process

At the end of each course an evaluation will be posted to Canvas that all students are required to complete.

1. Students
 - a. Complete the end-of-section SCOPE evaluation by the stated deadline.
 - b. May submit an issue through the course SCOPE link on Canvas.

2. SCOPE Course Team
 - a. Representation for all core curricula:
 - i. Courses
 - ii. Clerkships
 - b. Consists of 3 students and Curriculum or Clerkship Coordinator (as ad hoc member).
 - i. Group selects a student as Chair.
 - ii. Meets:
 1. At the beginning of the course.
 2. Within a week of the scheduled conclusion of the course.
 - iii. For longitudinal courses and clerkships, the team will meet and report once a semester.
 - c. A copy of all student comments is distributed to the SCOPE Course Team.
 - i. Reviews all student responses
 - ii. Summarizes the main ideas of the report in a consensus report.
 - iii. Course Chair submits and presents preliminary reports to Student Curriculum Committee

3. Student Curriculum Committee (SCC)
 - a. Consists of SCOPE Course Teams Chairs
 - b. Reviews for trends across courses, professionalism issues, etc.
 - c. Approves final report to be submitted to Curriculum Committee

Promotion

OMS Years II and III

1. Satisfactory performance scores on:
 - All Coursework
 - Learning Objectives
 - Clinical Skills Assessments
 - Cumulative Examination
 - CEPA, OMM and Anatomy Practical Examinations
 - COMSAE Level 1
 - COMLEX Level 1 (prior to participation in clerkship experiences)
2. Successful completion of
 - BLS and ACLS certifications
 - All preclinical training requirements
 - Immunizations
 - Orientations
 - Proof of insurance
 - Successful background check
 - Others as specified
3. Be recommended for promotion by the Student Promotion and Graduation Committee. All records are reviewed to determine whether or not the student has fulfilled all academic requirements; has maintained the standards of ethical, moral, personal and professional conduct required for the continued study of osteopathic medicine; and is mentally and emotionally fit to become a physician.

Special Note: Students have three (3) attempts to successfully pass COMLEX Level I. If a student is unsuccessful in their first or second attempt to pass COMLEX Level I, they may be required to demonstrate an acceptable level of preparedness as determined by the Director of Learning Services prior to another attempt on the COMLEX Level I exam. Students in this scenario are considered promoted to third year, but are ineligible for clerkship participation unless otherwise allowed by the Dean.

OMS Year IV

1. Satisfactory completion of:
 - a. All required clerkships
 - b. Four (4) of the six (6) subject exams
2. Prior to taking COMLEX Level II, the student should satisfactorily complete the following or request an exception to the Noorda-COM Academic Policy
 - b. Comprehensive Osteopathic Medical Self-Assessment Examination (COMSAE II)

Students may request to take the exam after June 15th if their COMLEX exam is scheduled later than the middle of July. A request should be sent to the Associate Dean for Academic Affairs to facilitate scheduling the COMSAE II.

DEFINITIONS

BLS – Basic Life Support

ACLS – Advanced Cardiac Life Support

CEPA – Core Entrustable Professional Activities

CSA - Clinical Skills Assessment

COMLEX - Comprehensive Osteopathic Medical Licensing Exam

COMSAE - Comprehensive Osteopathic Medical Self-Assessment Examination

OMM – Osteopathic Manipulative Medicine

OSCE - Objective Structured Clinical Examination

SCOPE – Strengths, Challenges, Opportunities for Improvement, Plan of Action, Execute

VIOLATIONS

Students who do not complete the SCOPE evaluation at the end of the course or End-of-Clerkship evaluation, will not receive course or clerkship grade. In the event the student has failed the course or clerkship, they will be notified of the failure but must complete the SCOPE or End-of-Clerkship evaluation prior to review of the exam.

SEE FULL POLICY FOR ADDITIONAL DETAILS

Semester Credit Definition

The United States Department of Education requires that post-secondary institutions develop written policies regarding assignment of credit hours that conforms to the definition of a Credit Hour (§§ 600.2, 602.24, 603.24, and 668.8)

Noorda-COM awards semester credit based on an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates to no less than 750 minutes (12.5 clock hours) of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes) for a total of 2,250 minutes or 37.5 clock hours for each semester credit awarded. Additionally, Noorda-COM recognizes that formalized instruction may take place in a variety of delivery methods and variable lengths of time within the semester calendar definition. As such, Noorda-COM utilizes the following semester credit calculations based on delivery method and the expectation that the minimum amount of formalized instruction, independent learning, and intended outcomes are being accomplished.

Guidelines – Student learning outcome equivalencies are to be based on documented qualitative and quantitative expectations for:

- Time required of students to complete assigned learning activities
- Time required of students to read and understand content developed by course/section faculty, excluding time required to read assignments in a course syllabus;

- Time required of course/section faculty to respond to student questions received through electronic mediums (e.g., email, online classroom, discussion boards, chat rooms; and
- Time required of course/section faculty and students to participate in online conference activities.

DEFINITIONS

Academic hour - 50 minutes

Learning Objectives – 4.5 Learning Objectives is equivalent to one (1) academic hour of didactic instruction

Didactics - 12.5 clock hours of didactic instruction (plus 25 clock hours of student out-of-class independent learning) = one (1) semester credit.

Small group discussions and learning activities are considered the same as didactics for credit hour calculation purposes.

Labs – 25 clock hours of formalized instruction (plus 12.5 clock hours of student out-of-class independent learning) = one (1) semester credit.

Clerkships, Directed Study, Independent Study, Practicum and Research - 37.5 clock hours of instruction and/or student out-of-classroom independent learning in any combination = one (1) semester credit.

Academic Records

General Academic Information

Responsibility of the Student

Students are expected to become familiar with the academic policies, curriculum requirements and associated deadlines as posted to this *College Catalog* and the *Student Handbook*. An academic advisor will aid students in understanding the academic program requirements as well as interpretation of policies whenever necessary. However, it is ultimately the student's responsibility to be cognizant of and comply with all College policies and procedures and to meet all stated requirements for the degree. It is also the student's responsibility to frequently monitor campus email, the College website and intranet, and also their Canvas accounts; these communications venues have replaced mass mailing as the College's most effective and efficient ways to disseminate important information to the campus community.

Academic Advising

Each student is assigned a docent team. Docents are charged with the responsibility of assisting students in the successful completion of the student's program of study.

Academic Load

Fall and Spring Semesters:

Full-time = 19 or more semester credits

Half-time = 10 to 18.5 semester credits

Part-time = 0.5 to 9.5 semester credits

Summer semester (third- and fourth-year COM students):

Full-time = 10 or more semester credits

Half-time = 5 to 9.5 semester credits

Part-time = 1 to 4.5 semester credits

Good Academic Standing

Students are considered to be in good academic standing when they meet the minimum criteria for continued enrollment. Refer to the COM Eligibility for Continued Enrollment section of this catalog for additional details.

Registration

Unlike traditional undergraduate and graduate institutions where students individually register for courses, Noorda-COM engages in block registration for each student cohort (with the exception of course electives). Consequently, first- and second-year students are required to report on the orientation/registration date as specified in the Academic Calendar.

First-year students who fail to appear within the first hour of orientation risk losing their seat. All students failing to appear at the beginning of registration may be required to pay the late registration fee.

Third- and fourth-year students must complete registration materials, including financial aid arrangements, by the specified date, prior to participating in clerkships.

All outstanding financial obligations to the College or College-affiliated clerkship sites must be cleared in order for a student to register. Students who are not in College compliance may not attend classes or participate in clerkships.

Electronic Capture of Learning Activities

Electronic capture and maintenance of learning activities is the responsibility of the Media and Information Technology Department, which follows College guidelines for obtaining appropriate permissions from those involved. Learning activities at Noorda-COM can include asynchronous and synchronous lectures, labs, small groups, presentations, reviews, demonstrations, and any activity in which faculty members, patients, or off-campus visitors are participating.

Capturing any of these events using video recorders, cameras or camera devices, digital recorders in any form, including cell phones and PDAs, is not allowed without the express written consent of all persons involved and the administration. Posting of any material for “personal use” to any website also requires written consent in advance. A request form is available from the departments of Academic Affairs or Media and Information Technology and should be completed with signatures prior to any activity. The form should be returned signed to the Department of Academic Affairs.

Students who initiate electronic capture of faculty, staff, visitors, or a curriculum activity without permission will be asked to discontinue the activity immediately. Additional action may involve referral to the College Administration for unprofessional conduct.

Participation in the Dual-Degree Program

Students are required to have a minimum cumulative G.P.A. of 2.5 to be eligible to enroll and/or participate in any other degree program while an active COM student. Enrollment without the permission of the COM Dean may result in disciplinary action, including dismissal from the COM.

Dual-degree students who receive a failing grade on any COM section, COM clerkship or COMLEX board examination, or who falls below a COM cumulative G.P.A. of 2.5 must either withdraw or take a leave of absence from the respective dual-degree program.

Leaves of Absence (Maternity/ Paternity Leave)

A leave of absence may be granted from the College for several reasons, including:

- Medical emergency or illness;
- Financial emergency;
- Personal emergency;
- Military service;
- Pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized educational institution.

The Associate Dean for Student Affairs may grant a leave of absence for a designated period of time with or without conditions. Conditions are commonly prescribed in cases of academic deficiency or medical related issues. Students granted a leave of absence with conditions may be required to meet with the Associate Dean for Student Affairs before reinstatement.

Students granted a medical leave of absence must have a licensed physician, selected by the Associate Dean for Student Affairs, certify in writing that their physical and/or mental health is sufficient to continue in a rigorous educational program before they may return to the College.

Students granted a financial leave of absence must, prior to returning to the College, demonstrate to the Finance Department of the College that they have the financial capability to advance in their education.

Students seeking an academic leave of absence must verify that all terms and conditions of the leave are stated before the leave will be granted, thereby ensuring that the student does not miss important core information.

All leaves of absence should be requested in writing to the Associate Dean for Student Affairs and submitted to the Dean, who is responsible for approving or denying requests for leaves of absence.

Leaves of Absence may be required in accordance with AACOM and AAMC guidelines to be reported on the students Medical School Performance Evaluation (MSPE), commonly known as the Deans Letter, as part of the graduate medical education application process.

Students granted a leave of absence must follow the checkout process detailed below:

1. Students must present the Registrar with a letter signed by the and Dean of the College of Osteopathic Medicine indicating that a leave of absence has been approved and that check-out is in order;

2. Before leaving campus, the student must secure a checkout form from the Office of the Registrar and undergo an exit interview with the:
 - a. Office of Financial Aid;
 - b. Bursar;
 - c. Library;
 - d. Office of Media and Information Technology;
 - e. Department of Anatomy;
 - f. Department of Clinical Education (COM OMSIII and OMSIV students); and
 - g. Safety and Emergency Management.
3. The completed checkout form must be submitted to the Office of the Registrar.
4. Once the student completes all obligations, the Office of the Registrar will release student records upon signed consent.

Note: Students approved for a leave of absence will retain their Noorda-COM email account and have access to eNCOMpass, but all other access to electronic services will be suspended until such a time that the student is officially reinstated to active status.

Request for Reinstatement Following a Leave of Absence

Following a leave of absence (LOA), a student must request reinstatement in writing at least two (2) weeks in advance to the Associate Dean for Student Affairs. Documentation regarding the completion of any/all conditions placed on the student as part of their LOA must accompany the request for reinstatement.

Disciplinary Situations

In cases where the administrative officers deem it necessary, a disciplinary situation may be referred to the Promotion and Graduation Committee, as detailed in the Student Conduct Guidelines. For additional information on Student Conduct Guidelines, disciplinary actions and appeal processes, please refer to the *Student Handbook*.

College Withdrawal

It is imperative that any student who leaves the College (becomes a non-student), for any reason, complete the College's checkout procedure. Failure to complete this checkout procedure within 10 business days, unless otherwise approved, will cause the College to withhold all records pertaining to the student's attendance.

The checkout procedure for a student withdrawing from the College is as follows:

1. The student must present the Associate Dean for Student Affairs with a letter of withdrawal;
2. The student presents the registrar with a signed letter from the Associate Dean for Student Affairs that their request for withdrawal has been approved and that checkout is in order;
3. Before leaving campus, the student must secure a checkout form from the Office of the Registrar and undergo an exit interview with the:
 - a. Office of Financial Aid;
 - b. Bursar;
 - c. Library;

- d. Office of Media and Information Technology;
- e. Department of Anatomy;
- f. Department of Clinical Education (COM OMSIII and OMSIV students); and
- g. Safety and Emergency Management.

The completed checkout form must be submitted to the Office of the Registrar no later than two (2) weeks after the decision to withdraw was made.

4. Once the student completes all obligations, the Office of the Registrar will release student records upon written request.

Request for Readmission Following a College Withdrawal

Students who withdrew from the College on their own volition may request readmission consideration by submitting a written request to the Dean at least eight (8) weeks before the start of the academic year the students wishes to return.

If the student was in good academic standing at the time of withdrawal and no more than two (2) years have passed since last enrolled, the Dean may elect to approve/disapprove the request for readmission without a formal recommendation from the Admissions Committee.

If the student was not in good academic standing at the time of withdrawal and/or it has been longer than two (2) years since last enrolled, the student must start the admissions process afresh. A new AACOMAS application and Noorda-COM College of Osteopathic Medicine Secondary Application must be submitted in addition to the request for readmission. Once the applications and all supplemental documents have been received by the Admissions Office, the application will be reviewed for potential interview selection. If the applicant is selected for an interview and they receive a recommendation to readmit from the Admissions Committee, then the Dean will review the application for a final decision.

Student Academic Records

Office of the Registrar

The Office of the Registrar is committed to providing exemplary service to students, graduates and faculty. The office functions to provide accurate information and efficient service to the constituencies of the College while not only facilitating and coordinating activities in accordance with College policy and federal regulations, but also serving as the custodian of student academic records. The Registrar's Office serves as an information resource for students, graduates, faculty and staff, and actively seeks ways to effectively communicate and inform those associated with the College of their rights and responsibilities.

Academic Records Requests

Requests for academic records (excluding Medical Student Performance Evaluations) will be processed by the Registrar's Office in the order they are received. Federal regulations mandate a signed request to authorize the release of student academic records. Consequently, phone requests for transcripts are not acceptable. Email requests, however, are acceptable for unofficial copies only. Active Noorda-COM students are encouraged to utilize eNCOMpass our online service utility, to review and print unofficial transcripts.

The Registrar's Office makes every effort to respond to requests in a timely manner with a commitment to process transcript requests within three (3) to five (5) working days from the time the request was received. Requests for multiple transcripts, several different documents (e.g., a request for a Transcript as well as Board scores) or requests during peak operating times (e.g., graduation), may require additional processing time. Information which is required to meet a third-party deadline should be requested with at least two (2) weeks lead time to ensure expedient delivery and appropriate recording.

Official transcripts cost \$10, due at the time of request. Requests will not be processed unless payment has been received in full and the student or alumnus has fulfilled all financial obligations to the College. All services will be withheld in situations of default on student loans or other similar financial obligations. Official transcripts are generally forwarded directly to the receiving party. Unofficial transcripts do not carry the college seal and are stamped with a red ink identifier. Unofficial transcripts are free of charge.

A graduate who has lost his or her original diploma or requests a duplicate due to a name change must make a request through the Registrar's Office with supporting legal documentation. The cost for a duplicate diploma is \$150. A new diploma will have the word "duplicate" printed on the lower left corner.

NAME CHANGE

If a name change is required, the student must submit a request, along with legal documentation, to the Office of the Registrar. It is the responsibility of the student to ensure that these records are kept up to date.

Medical Student Performance Evaluation

The Medical Student Performance Evaluation (commonly known as the Dean's Letter) is an important document designed to assist students in obtaining admission to postgraduate programs, specifically internships and residencies. Data utilized in the creation of the Medical Student Performance Evaluation (MSPE) include academic progress, assessment of professionalism, COMLEX scores, faculty recommendations, clerkship evaluations and comments from preceptors. Information regarding volunteer service, leadership opportunities, research and/or membership in service organizations is noted. Academic Affairs personnel solicit information from students during their second and third year of study by having them submit a curriculum vitae for inclusion in the MSPE.

Confidentiality and Disclosure of Student Records

In accordance with the Family Educational Rights and Privacy Act and the regulations promulgated there under (34 C.F.R. Part 99, Regulations), the College will permit inspection and review of education records of students upon the following conditions:

1. The College will notify students of their rights to review records by referring to this policy;
2. An eligible student will be allowed to inspect and review his/her education records. Requests for copies of the records should be made in the Office of the Registrar, in writing, on the forms provided, and signed by the student. Records will be released in a reasonable time, and, in any event, no more than 45 days from the date of the request;

- a. Educational records include all transcripts, confidential letters and confidential statements of recommendation, receipt of an honor or honorary recognition, letters of reprimand and all letters from the Promotion and Graduation Committee to the student;
 - b. The College will not permit a student to inspect and review educational records that are financial records, including any information those records contain, of his/her parents, or any confidential letters or statements that the student has waived his/her right to inspect and review. This provision includes confidential admission information;
3. Personal identifiable information will not be released from an educational record without the prior signed consent of the student personally identified unless:
- a. The disclosure is to other school officials, including faculty and contracted entities, within the College whom the College has determined to have legitimate educational interests;
 - b. The disclosure is, subject to the requirements of §99.35 of the Regulations, to authorized representatives of:
 - i. The Comptroller General of the United States;
 - ii. The Secretary of Education; or
 - iii. State and local educational authorities.
 - c. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
 - i. Determine eligibility for the aid;
 - ii. Determine the amount of the aid;
 - iii. Determine the conditions for the aid; or
 - iv. Enforce the terms and conditions of the aid.
 - d. The disclosure is to accrediting organization to carry out their accrediting functions;
 - e. The disclosure is to comply with a judicial order or lawfully issued subpoena. The College will disclose information under this paragraph only after making a reasonable effort to notify the eligible student of the order or subpoena, or the parent of a dependent student, in advance of compliance. In addition, the College will attempt to obtain the student's written consent to the release of educational records prior to compliance with the judicial order or subpoena. If the College is unable to obtain the student's written consent, the College will notify the requesting party of its requirements under §99.33 of the Regulations concerning re-disclosure of the information. The College is required to only use reasonably good faith efforts to obtain the above referenced consents. In the event that such consents are not obtained, the College will use reasonably good faith efforts to obtain a protective order prohibiting public disclosure of such efforts;
 - f. The disclosure is in connection with a health or safety emergency, under the conditions described in §99.36 of the regulations;
 - g. The disclosure is directory information. The College has designated the following types of personally identifiable information as directory information: Student's name, address, telephone listing, e-mail address, date and place of birth, photograph, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, most recent previous educational agency or institution attended; and location, training institution and medical specialty identified for postdoctoral education;

- h. The disclosure is in conjunction with the MSPE/Dean's Letter for submission on behalf of the student for an application for internship, residency, or fellowship;
 - i. The disclosure is in connection with a transfer of education records, under the conditions described in §99.31 and §99.34 of the regulations.
4. A legitimate educational interest by school officials, including faculty, includes requests for advisement purposes, information needed for writing letters of recommendation or commendation, or information needed to determine the academic status of a student for disciplinary measures;
 5. The College will maintain a record of all disclosures made pursuant to this policy for the length of time it maintains the educational records of the student. The record of disclosures will be available for inspection by the student.

If an eligible student believes the educational records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy, he or she may ask the College to amend the record. The College reserves the right to decide whether to amend the record as requested. If the College decides not to amend the records the student will be informed of his/her right to a hearing.

For a detailed review of FERPA legislation, please refer to the U.S. Department of Education website at www.ed.gov/policy/gen/reg/ferpa/index.html.

Graduation Requirements

Noorda-COM graduates students who meet and surpass the minimum expectations of the Commission on Osteopathic College Accreditation. At a minimum, a graduate must be able to:

1. Demonstrate basic knowledge of osteopathic philosophy and practice and osteopathic manipulative treatment;
2. Demonstrate medical knowledge through one or more of the following:
 - a. Passing course tests
 - b. Standardized tests of NBOME
 - c. End-of-clerkship tests
 - d. Research activities, presentations, and participation in directed reading programs and/or journal clubs
 - e. Other evidence-based medical activities
3. Demonstrate interpersonal and communication skills with patients and other health care professionals;
4. Demonstrate knowledge of profession, ethical, legal, practice management and public health issues applicable to medical practice;
5. Demonstrate basic support skills as assessed by nationally standardized evaluations.

Each student must successfully complete all required credit hours (at a minimum 160 hours) and receive credit for all clerkships to qualify for graduation. A student who has fulfilled all the academic requirements may be granted the Doctor of Osteopathy degree provided the student:

- Has been in residence, the last two (2) years at Noorda-COM

- Has passed COMLEX-USA Level I, Level II-CE and PE
- Has complied with all the curricular, legal and financial requirements of Noorda-COM
- Has received formal approval for graduation from the Faculty Council and the Board of Trustees
- Attends, in person, the ceremony at which time the degree is conferred (unless excused by the Dean)
- Has demonstrated suitability for the practice of osteopathic medicine as evidenced by
 - the ethical, personal and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine
 - the assumption of responsibility for patient care and integrity in the clinical activities

Noorda-COM students must graduate within six (6) years of the date of matriculation. Exceptions to the six (6) year policy will be considered by the Dean on an individual basis, considering only extenuating circumstances.

Career counseling is broadly provided across the continuum of the students education at Noorda-COM. Faculty, appropriate staff and all credentialed instructional staff are provided with professional development in support of maintaining an accurate and current knowledge of the challenges and opportunities students will encounter in the graduate medical education application and match process.

In addition, external resources are available through Department of Clinical Education. The ultimate decision on what specialty to pursue is at the discretion of each individual student. Entrance and completion of medical school does not guarantee further career opportunities up to and including matching and/or placement in a residency training program.

Class Rank and Latin Honors

Class rank at graduation is based on the cumulative performance across the continuum of years one thru four:

The criteria for graduating with Latin honors are as follows:

- Top 5 percent of class: Summa Cum Laude
- Next 5 percent of class: Magna Cum Laude
- Next 5 percent of class: Cum Laude

Student Health and Wellness

At Noorda College of Osteopathic Medicine (Noorda-COM) we understand that your wellbeing is an essential part of your educational success.

Noorda-COM's curriculum includes a required wellness component that is a vital part of the student's educational progress. The wellness curriculum is designed with strategies and evaluative mechanisms lead by the Wellness Committee to assure regular upkeep of wellness plans and programs,

conduct wellness assessment of the college facilities, execute student health assessments and set up an environment that supports student wellness.

Noorda-COM's Student Health services are committed to promoting your health and wellness so that you can better achieve your educational and personal goals. Noorda-COM provides diagnostic, preventive and therapeutic health and behavioral services through on-campus facilities in compliance with all HIPAA regulations during the academic week. We provide from all training locations, 24/ 7/ 365 access to urgent care needs through Intermountain Connect Care and behavioral health services through our relationships with Wasatch Mental Health and StudentLinc.

Wellness Curriculum

As a component of the longitudinal Core Entrustable Professional Activities (CEPA) course, students must document at least one hour of mental or physical wellness activity each week. Any activity related to mental, emotional, or physical wellness will be accepted as completion of this requirement. Some examples of these activities may include golf, biking, yoga, retail therapy, ice skating, walking, skiing, etc.

Unstructured Time

Unstructured time is inherently built into the curricular model through helping to maximize wellness opportunities and minimize fatigue. Didactic content is available asynchronously allowing students the ability to define their own schedule. Structured activities are spread across the period for each course providing students with a variety of times to demonstrate proficiency in clinically related skills. Elective content allows students to pursue personal interests that will augment their educational experience and grow in their desired clinical specialty acumen.

Wellness Committee

A Wellness Committee that includes students, faculty, and staff is charged with assuring regular upkeep of wellness plans and programs, conducting wellness assessments of the college facilities, executing student, faculty, and staff wellness surveys, and upholding a community environment that supports wellness.

Fitness and Recreation Programs

In collaboration with the City of Provo, Noorda-COM provides membership to [Provo Triple Play access](#). This provides students access to all fitness classes at Provo Recreation Center as well as the Peaks Ice Arena and East Bay Golf Course. Engagement with these opportunities is an acceptable component of the Core Entrustable Professional Activities (CEPA) course's wellness curriculum.

Student Health

Upon completion of On-campus clinic, care is provided on a walk-in basis, and all services, except certain immunizations, are provided free of charge. Our services include the following:

- Care for acute illnesses and injuries

- Preventive health services, including immunizations
- Administration of Immunotherapy shots
- Sexual health evaluation, treatment, and counseling
- Coordination of outside care and referrals

Students who seek care with us can rest assured that they are in a safe environment. Outside of the student health center, Noorda-COM recommends the use of Intermountain Connect Care for non-urgent and minor health issues. For urgent healthcare needs that cannot wait for regular clinic hours, it is recommended to present to one of Intermountain 31 Instacare locations. There are fees associated with these services. Our staff clinicians and Intermountain providers involved in Connect Care and Instacare are not involved in teaching or in evaluating a student's academic or clinical performance. Read our full policy on the provision of confidential care.

If you're experiencing a life-threatening emergency outside of our clinic hours, call emergency services (911) or go to the nearest hospital emergency room, and notify us of your treatment as soon as possible.

Required Preadmission Health Forms

Newly admitted students should begin this process as soon as possible to allow ample time to gather health information, complete necessary screening, and receive needed immunizations. Complete the mandatory Noorda-COM health packet to document your medical history, physical examination, blood work, and the receipt of certain vaccinations prior to your arrival.

We advise incoming students to schedule an appointment with a healthcare provider (cannot be a family member) to review the mandatory health packet information and confirm that all preadmission health requirements are met.

Immunizations

Important Notes Regarding Vaccination Requirements:

Clinical experiences are part of the basic curriculum to obtain a degree of Osteopathic Medicine and therefore Noorda-COM does not waive immunization or student health requirements for religious or personal preferences.

Students will not be allowed to participate in any patient care activities until all immunization requirements have been met, including but not limited to:

- Clinical Experiences
- Health Outreach Events
- International Mission Trips
- Clinical Rotations

Inability to participate in clinical experiences due to noncompliance with Noorda-COM immunization policies may result in unexcused absences leading to failure of a course, academic probation, failure to progress, delay in graduation or even dismissal from the College.

All current students must log all immunization requirements on the standard [AAMC immunization form](#).

After documenting the required immunizations for matriculation, the following are required of current students each year:

- Tuberculosis Testing
- Influenza immunization

We strongly recommend that all medical students receive a meningococcal conjugate vaccine (at least one dose of Menveo® or Menactra® after the age of 16 and within the previous 5 years); however, students can submit a meningococcal vaccine refusal form to waive this requirement.

Students are required to keep all immunizations current during their time at Noorda-COM.

How to Submit Required Health Information

Submit all required health documents to the following email address:

Noorda-COM Student Health Service – studenthealth@noordacom.org

If you have questions about health entrance requirements, contact the Student Health Service at studenthealth@noordacom.org

Behavioral Health

At Noorda-COM, we understand that the academically rigorous environment of medical school may cause unfamiliar stress. To help you deal with that stress, we provide free, confidential mental health services, by appointment, through the Department of Student Affairs. Students may self-refer or may be identified by and referred to counseling support services by others, all in a confidential manner.

Our Student Health Service provides short-term counseling. Issues we may be able to help with include the following:

- Depression
- Stress
- Anxiety disorders
- Alcohol or drug use
- Eating disorders
- Concerns about academic performance
- Relationship problems
- Family problems
- Sexual concerns
- Identity concerns

If we recommend long-term treatment beyond the initial counseling sessions, our psychologist may refer you to a mental health specialist who can provide care tailored to your needs.

Students who utilize off-campus behavioral health resources and submit a receipt to Student Affairs will be reimbursed for ride-share travel expenses.

Wasatch Behavioral Health

Noorda-COM has partnered with Wasatch Behavioral Health to provide quality mental health care for our students. Wasatch Behavioral Health is a comprehensive community mental health center offering an array of programs and services in both Utah and Wasatch Counties.

Wasatch Behavioral Health offers following services are provided: inpatient, residential, day treatment, case management, outpatient, 24-hour crisis line, outreach, follow-up, referral screening, consultation, education and prevention.

UTAH STATE CRISISLINE (800) 273-TALK (8255) 24 hours a day / 7 days a week

Trevor Lifeline 1-866-488-7386 is part of the Trevor Project—a leading national organization in providing emergency services for **LGBTQ young people**.

Additional Resources are available off site through StudentLinc. Access to and education on utilization of these apps are to be preloaded to tablets issued to the students during orientation.

StudentLinc

Noorda-COM will provide access to StudentLinc, a Student Assistance Program available 24/7 to provide confidential and professional guidance for personal or school concerns. This service is available by phone, video Counseling, email, SMS/Text, and mobile/desktop chat.

Health Insurance Information

All Noorda-COM students are required to maintain personal health insurance and current, updated immunizations. Students must submit proof of personal health insurance and immunizations to the Admissions Office before matriculating and to the Department of Clinical Education before beginning first-year early clinical experiences and again before beginning clinical clerkships.

All students must report any break in coverage or change in health insurance to the Associate Dean for Student Affairs during their first two (2) years. COM students must report any break in coverage or change in health insurance to the Department of Clinical Education during the third and fourth years.

Students may have insurance through a variety of options including insurance through parents, spouses, or health exchanges. To ensure students have access to a comprehensive plan, Noorda-COM is making available a student health insurance plan for the 2021-2022 school year through NFP - National General. All students must enroll in the Noorda-COM sponsored health plan or provide proof of other acceptable health coverage.

Noorda-COM requires all students to have health insurance and does not waive immunization or student health requirements for religious or personal preferences.

Noncompliance with Noorda-COM health and immunization policies may result in unexcused absences leading to failure of a course, academic probation, failure to progress, delay in graduation or even dismissal from the College.

911 Emergency

- +1 (800) 273-8255 National Suicide Prevention Lifeline
- +1 (800) 799-7233 National Domestic Violence Hotline
- +1 (800) 996-6228 Family Violence Helpline
- +1 (800) 784-2433 National Hopeline Network
- +1 (800) 366-8288 Self-Harm Hotline
- +1 (800) 230-7526 Planned Parenthood Hotline
- +1 (800) 222-1222 American Association of Poison Control Centers
- +1 (800) 622-2255 Alcoholism and Drug Dependency Hope Line
- +1 (800) 233-4357 National Crisis Line, Anorexia and Bulimia
- +1 (888) 843-4564 GLBT Hotline
- +1 (866) 488-7386 TREVOR Crisis Hotline
- +1 (800) 221-7044 AIDS Crisis Line
- +1 (800) 422-4453 The Childhelp National Child Abuse Hotline
- +1 (800) 273-8255, Press 1 Veterans Crisis Line



NOORDA COLLEGE of OSTEOPATHIC MEDICINE

Enrollment Agreement

Noorda Medical School, LLC
d.b.a. Noorda College of Osteopathic Medicine
A Subsidiary of Wasatch Education, LLC.
122 E 1700 S Building 3
Provo, UT 84606
(385) 375-8724

Student A. Jones
1234 Street Name
Anytown, USA 10000
(123) 456-7890

Noorda-COM, a private institution, extends to _____ this offer of enrollment into the College of Osteopathic Medicine for the 2021-2022 academic year.

The College does not discriminate against disabled individuals who are otherwise qualified, while expecting applicants and students to meet certain minimal technical standards as set forth herein. In adopting these standards, the College believes it must keep in mind the ultimate safety of the patients for whom its graduates will eventually care. The standards reflect what the College believes, in its professional and academic judgment, are the minimum expectations of osteopathic medical students (and physicians) necessary for the safe, efficient and effective delivery of medical care.

Technical Standards: A candidate for the Doctor of Osteopathy degree must have multiple abilities and skills, including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. These attributes are applicable to all matriculated students who have documented physical, learning and/or psychological disabilities. Technological compensation can be made for handicaps in some of these areas, but a candidate must be able to perform in a reasonably independent manner.

The osteopathic medical profession uses a variety of treatment models, and through the skills development process, the student learns the art and skills of manipulative treatment. Psychomotor skills are developed by repeated practice. Reading and observation, although helpful, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development laboratory sessions. These skills are taught by treating and being treated by a cadre of students of all genders and with varying body types to simulate a medical practice setting.

The holder of a Doctor of Osteopathy degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the

activities described below, candidates for the D.O. degree must be able to consistently, quickly, and accurately integrate all information received and have the ability to learn, integrate, analyze and synthesize data.

By accepting this offer for enrollment, the applicant acknowledges that they satisfy all technical standards required for satisfying the elements described were within in application to patient care.

Tuition and Fees: I am responsible for the tuition and fees pertaining to the program's required course of study during the designated enrollment period. Tuition and fees may be subject to an increase each academic year. The tuition and fee amounts provided are estimates based on the prevailing tuition rate and minimum program credit requirements, both of which may be subject to change.

I am responsible for informing the Noorda-COM records office of any changes in my name, address, email address, or phone number within thirty (30) days of any such change.

Suspension of Services: I understand and agree that Noorda-COM may withhold grade reports, transcripts, diplomas and other services if I fail to pay tuition and fees or break any of my promises under this agreement.

Refund Policies: The Institutional Refund Policy applies to students who drop all courses in a semester, whether through providing notification to the College or ceasing attendance without notification. Students dropping all courses in a semester are considered withdrawn for refund purposes. If the student participates in Federal Financial Aid, the withdrawal is also subject to the Return of Title.

Renewal: I understand and acknowledge that this agreement is executed at the time of my initial enrollment at Noorda-COM and that my enrollment in subsequent semesters shall constitute a renewal of the terms of this Agreement, except for the tuition and fees which may be subject to change.

Acknowledgement: I acknowledge that I have read this agreement thoroughly, have received my copy and agree to be bound by it. I agree to abide by the rules and regulations described in the College Handbook and any other policies and/or procedures pertinent to my program/course of study. I understand that the refund policy is subject to change in accordance with Federal and State regulations and institutional policies.

I have had reasonable time to read and understand its terms, and that I have received: (a) written or web-based material which includes a description of the courses and educational services to be provided by the Noorda College of Osteopathic Medicine, including all material facts concerning the College and the program, which are likely to affect my decision to enroll; and (b) a written or web-based statement of the College's Tuition Refund Policy. The Student's Date of Enrollment shall be the postmark date under which this Enrollment Agreement was sent to the College.

I hereby enroll at Noorda-COM in the Doctor of Osteopathy program. I understand my enrollment agreement is subject to acceptance by Noorda-COM and my graduation date is subject to change depending on my timely completion of all program requirements, as less than full-time enrollment (in

program where applicable), and breaks in continuous enrollment, will impact my anticipated graduation date.

Director of Admissions Noorda – COM

Date

I, the undersigned, have read, understand and agree to abide by all the provisions set forth in the foregoing enrollment agreement.

Curriculum Course Designations

General Overview

The curriculum at Noorda College of Osteopathic Medicine Doctor of Osteopathy program is structured to provide medical students with the interpersonal and professional skills necessary to be competent, confident clinicians. Osteopathic principles and philosophy are integrated across the continuum of the four-year curriculum. A blended curricular model utilizes multiple modalities to develop the student's acumen in the proficiencies necessary to meet the core entrustable professional activities required of physicians. This ensures our students will be ready for their first day as a physician in a graduate medical education training program.

Curriculum Philosophy

The goal and objective of our blended curricular model is to harness technology and learning science to empower our students with the essential personal and professional skills needed to be competent, confident, and compassionate osteopathic physicians who are dedicated to meeting healthcare challenges within the communities they serve.

The curriculum design breaks down key medical concepts into manageable chunks, each addressing a single learning objective with incorporated clinically relevant examples, simulations and experiences. These content modules are designed for students to study together in small groups with application exercises to stimulate active learning and assess their understanding of the material. This allows us to provide timely feedback to both students and faculty so that we can tailor both individual study recommendations and group instruction.

The foundations of anatomy, physiology, biochemistry, epidemiology, genetics, microbiology, immunology, pathology, pharmacology, medical ethics, medical jurisprudence, osteopathic principles and practices, and the clinical disciplines of internal medicine, pediatrics, family medicine, surgery, OB/GYN, and psychiatry, as well as many subspecialties are incorporated into clinical presentations and boards-style assessments and reinforcement covering common presentations encountered in day-to-day practice. Interprofessional education, health-care policy, medical informatics, professionalism, nutrition, lifestyle management, and health and wellness are also integrated across the curriculum.

The patient-centered curriculum prepares students to analyze and integrate medical information in a format used by medical practitioners. The curriculum approach integrates the basic and clinical sciences from the first day of medical school and includes opportunities for clinical experiences early in the

student's education. This allows our students to become meaningful members of health care teams early in their educational process.

Teaching Methods

A variety of teaching and learning methods are used across the continuum of the curriculum. These methods include curated instruction delivered to small groups based in on-campus learning pods, with bi-weekly faculty focus sessions in person, laboratory exercises, small-group discussions, specialized workshops, and the use of standardized patients, task trainers and human patient simulators.

First-Year Curriculum

The courses offered in the first year are shown in the sequence in which they are taken:

OMED 501	Academic Skills (2 weeks)
CEPA 501	Core Entrustable Professional Activities I (20 weeks)
OMED 502	Intro. to Osteopathic Principles and Philosophy (8 weeks)
OMED 503	Foundations of Medicine (12 weeks)
OMED 504	Structure and Function (12 weeks)
CEPA 502	Core Entrustable Professional Activities II (20 weeks)
OMED 505	Inherent Abilities (12 weeks)
OMED 506	Mechanisms of Disease (12 weeks)
CUM EX I	Cumulative Examination I (non-credit, required)

First-Year Course Descriptions

OMED 501 – Academic Skills (2 weeks)

Academic Skills is structured to provide the learner an understanding of their personal learning strengths and weaknesses and how to leverage their strengths through learning science, study skills, time management, academic principles, test taking strategies and stress management. Additionally, goals include introducing the student to the blended classroom environment and an introduction to professionalism and entrustable professional activities. Debt management, student loans, financial aid, and scholarships will also be addressed.

0.5 semester credits

OMED 502 – Introduction to Osteopathic Principles and Philosophy (8 weeks)

Introduction to Osteopathic Principles and Philosophy introduces the student to the history, tenets and philosophy of osteopathic medicine, demonstrating the integration of those into the patient centered care model. Foundational elements of Osteopathic Manipulative Medicine (OMM) are introduced. The student will also be introduced to the foundations of health systems sciences.

3.5 semester credits

OMED 503– Foundations of Medicine (12 weeks)

Foundations of Medicine is designed to build a knowledge base that will assist first-year students in understanding the material presented in subsequent sections. The course focuses on baseline fundamental knowledge in areas of biochemistry, molecular and cellular biology, and genetics.

6.0 semester credits

OMED 504 – Structure and Function (12 weeks)

The Structure and Function course introduces the interrelation between anatomic structures and the physiologic function through prosected anatomy instruction and aligned physiology, histology, and developmental biology. Related topics covered in this section include embryology, aging, impact of common disease states. In this section, students will also begin exposure to medical imaging and anatomy labs.

8.0 semester credits

CEPA 501 – Core Entrustable Professional Activities I (20 weeks)

CEPA 501 is the first semester of a four-year longitudinal course. It is designed to teach students how to perform a history and physical exam, appropriately communicate with patients, and integrate the use of osteopathic principles and practices into patient care. Medical scribing will also be included to prepare students to work in the community and function as a scribe as a second-year student. The primary areas of focus in the course are inter/professional communication; history and physical examination skills and electronic medical record documentation; principles of patient safety; osteopathic manipulative medicine diagnostic skills; and integrating the social determinants of health. The varied learning opportunities provide foundational cognitive and psychomotor skills to prepare the student to progress into further CEPA curricular offerings. Students will begin a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course.

7.0 semester credits

OMED 505 – Inherent Abilities (12 weeks)

This course introduces concepts of humoral and cellular immunology necessary to understand the concepts of the bodies inherent defense mechanisms. Among the topics, the course includes content on microbiology, activation of immunity, antigen recognition, immunogenetics, cytokines, inflammation and infection, and histology of organs related to the immune system. Clinical application including how allergy/immunology, dermatology, oncology and rheumatology accentuate the function of the immune system will be presented.

6.0 semester credits

OMED 506 – Mechanisms of Disease (12 weeks)

The objective of this course is to provide a sound foundation for the understanding of the etiology, diagnosis, progression, and appearance of human disease processes. Mechanisms of Disease addresses the fundamental principles of pathology common to all disease processes with a focus on epidemiology. Introduction of foundational elements of pharmacology, epidemiology, nutrition and lifestyle medicine interventions of the disease states are emphasized.

6.0 semester credits

CEPA 502 – Core Entrustable Professional Activities II (20 weeks)

CEPA 502 is the second semester of a four-year longitudinal course. It is designed to teach students how to perform a history and physical exam, appropriately communicate with patients, and integrate the use of osteopathic principles and practices into patient care. Instruction in medical scribing will also be included to prepare students to work in the community and function as a scribe as a second-year student. The primary areas of focus in the course are inter/professional communication and physical examination skills and electronic medical record documentation; principles of patient safety; osteopathic manipulative medicine diagnostic skills; and integrating the social determinants of health. The varied learning opportunities provide foundational cognitive and psychomotor skills to prepare the student to progress

into further CEPA curricular offerings. Students will continue a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course.

At the conclusion of the course student's communication/interviewing skills, physical exam skills and integrated osteopathic clinical skills will be assessed through Objective Structured Clinical Exams (OSCE).

11.0 semester credits

Cum Ex I – Cumulative Examination I

A cumulative examination is required at the completion of the first year of academic study and must be passed to progress to the second year of study. This non-credit exam is recorded on the transcript at the end of the second semester of the first year and is posted as H/HS/S/U.

Second-Year Curriculum

The courses offered in the second year are shown in the sequence in which they are taken:

OMED 601	Longitudinal Community Medicine (46 weeks)
CEPA 601	Core Entrustable Professional Activities III (18 weeks)
OMED 602	Neuroscience (6 weeks)
OMED 603	Endocrine (2 weeks)
OMED 604	Reproduction and Development (4 weeks)
OMED 605	Skin, Blood and Lymph (4 weeks)
OMED 606	Renal (2 weeks)
CEPA 602	Core Entrustable Professional Activities IV (18 weeks)
OMED 607	Cardiopulmonary (8 weeks)
OMED 608	Gastroenterology (2 weeks)
OMED 609	Musculoskeletal (4 weeks)
OMED 610	Surgery (2 weeks)
OMED 611	Pediatrics (2 weeks)
OMED 612	Transitions to Clinical Care (4 weeks)
OMED 613	Clinical Management (4 weeks)

Second-Year Course Descriptions

OMED 601 – Longitudinal Community Medicine

After receiving certification as a medical scribe, students will work two, eight-hour shifts per month in the clinical setting as a medical scribe. Students will enhance their electronic medical record and documenting skills, enhance their understanding of the duties of members of a complete clinical care team, and increase their professional communication skills.

4.0 semester credits

CEPA 601 – Core Entrustable Professional Activities III (18 weeks)

CEPA 601 is the third semester of a four-year longitudinal course. It is designed to teach students more of the history and physical exam as related to systems covered within the simultaneous sections, begin the process of learning how to apply medical research studies to the patient encounter, continue to learn how to appropriately communicate with patients by beginning to integrate the physical examination skills and understand social determinants of health, and incorporate the use of osteopathic principles and

practices into patient care. The varied learning opportunities provide foundational cognitive and psychomotor skills to prepare the student to progress into further CEPA curricular offerings. Students will continue a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course.

At the conclusion of the course student's communication/interviewing skills, physical exam skills and integrated osteopathic clinical skills will be assessed through Objective Structured Clinical Exams (OSCE).

5.0 semester credits

OMED 602 – Neuroscience (6 weeks)

The Neuroscience section introduces the neuroscience and pathophysiologic basis of neurologic disease and human behaviors. There is an emphasis on normal and abnormal neurological functioning and an integration of disciplines with diagnosis, treatment and management of diseases affecting the neurologic systems.

6.0 semester credits

OMED 603– Endocrine (2 weeks)

The Endocrine section focuses on the synthesis, function and regulation of various hormones in both normal and disease states. The structure and role of various endocrine organs is studied. Content for each presentation will include basic science material fundamental to understanding of the normal and abnormal endocrine functioning and an integration of disciplines with diagnosis, treatment and management of diseases affecting the endocrine systems.

2.0 semester credits

OMED 604– Reproduction and Development (4 weeks)

The Reproduction and Development section introduces the male and female reproductive systems, introduces the fetus as the patient and takes the student through the life cycle of development. The section will begin with a discussion of the normal structure and function of both the male and female reproductive systems. Clinical presentations of major adult and geriatric reproductive diseases and dysfunctions will be covered, with an emphasis on women's health.

4.0 semester credits

OMED 605 – Skin, Blood and Lymph (4 weeks)

Students will focus on the structure and function of lymphoid tissues to enhance their understanding of the immune system, integumentary system, and hematology. Students will also consider diseases and disease processes affecting red and white cells and lymphoid tissue.

4.0 semester credits

OMED 606 – Renal (2 weeks)

The Renal section introduces students to the diagnosis, treatment and management of diseases affecting the renal system. Particular attention is given to the role of the kidney in the regulation of blood pressure, in acid/base and electrolyte balance, and in red blood cell production.

2.0 semester credits

CEPA 602 – Core Entrustable Professional Activities IV (18 weeks)

CEPA 602 is the fourth semester of a four-year longitudinal course. It is designed to teach students more of the history and physical exam as related to systems covered within the simultaneous sections,

begin the process of learning how to apply medical research studies and continuous quality improvement to the patient encounter, continue to learn appropriate communication with patients by beginning to integrate the physical examination skills, understand social determinants of health, and incorporate the use of osteopathic principles and practices into patient care. The varied learning opportunities provide foundational cognitive and psychomotor skills to prepare the student to progress into further CEPA curricular offerings. Students will continue a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course.

At the conclusion of the course student's communication/interviewing skills, physical exam skills and integrated osteopathic clinical skills will be assessed through Objective Structured Clinical Exams (OSCE).

5.0 semester credits

OMED 607 – Cardiopulmonary (8 weeks)

This course introduces students to the basics of interactions between the cardiovascular and pulmonary systems. The development of the systems is used to introduce the functional aspects of the systems and includes routine laboratory testing, normal reference ranges, and interpretation of results.

8.0 semester credits

OMED 608 – Gastrointestinal (2 weeks)

This course introduces students to the gastrointestinal system with an emphasis on the normal structure and function. The course includes routine laboratory testing, normal reference ranges, and interpretation of results.

2.0 semester credits

OMED 609 – Musculoskeletal (4 weeks)

This course introduces students to the musculoskeletal system through instruction and laboratory experiences. Emphasis is placed on the normal function and evaluation of connective tissues, muscles, bones and joints.

4.0 semester credits

OMED 610 – Surgery (2 weeks)

This course introduces students to skills and concepts of surgical principles. It reinforces fundamental concepts of surgical patient care and common clinical presentations resulting in surgical intervention.

2.0 semester credits

OMED 611 – Pediatrics (2 weeks)

This course introduces the student to the unique health and developmental elements of the newborn, infant, pediatric, and adolescent patient. It prepares the student to recognize and apply concepts specific patient care elements of this population.

2.0 semester credits

OMED 612 – Transitions to Clinical Care

This course incorporates elements required for the transition of students into clinical rotations. HIPPA training, introduction to universal precautions, PPE, needle stick protocols and completion of mask fitting will be addressed. The successful updating of immunizations, drug screen, background check, accomplishment of Basic Life Support (BLS) and Advanced Cardiac Life Support Certification (ACLS) is required to advance to third year of studies. (All students must take the Noorda COM offered course.)

0.5 semester credits

OMED 613 –Clinical Management I

Clinical Management prepares the student for the transition to the direct patient care environment. Clinical decision making and clinical presentation are emphasized. This includes introduction to the clinical use of the library, medical information literacy, medical technologies and evidence-based practice.

0.5 semester credits

Preparatory/Developmental Courses

These are educational experiences designed to help students achieve academic success by developing or enhancing skill level proficiencies for clinical clerkships and/or COMLEX examination preparation. Student participation is determined by the Dean of the College of Osteopathic Medicine. Credits earned for preparatory/developmental courses cannot be used toward degree requirements.

IDIS 001 – COMLEX Level I Preparation

This is a mandatory course for students who are unsuccessful in passing COMLEX Level I. Students focus on the study of osteopathic medical knowledge and clinical skills considered essential for osteopathic generalist physicians to practice medicine without supervision. Course includes consultation with the Director of Learning Enhancement to review course objectives and help construct an individualized study plan including use of reading materials, questions, videos and/or audio materials. May be repeated for credit up to a maximum of 18 credits. Graded S/U.

1-18 semester credits

IDIS 002 – COMLEX Level II-CE Preparation

This is a mandatory course for students who are unsuccessful in passing COMLEX Level II-CE. Students focus on the study of osteopathic medical knowledge and clinical skills considered essential for osteopathic generalist physicians to practice medicine without supervision. Course includes consultation with the Director of Learning Enhancement to review course objectives and help construct an individualized study plan including use of reading materials, questions, videos and/or audio materials. May be repeated for credit up to a maximum of 18 credits. Graded S/U.

1-18 semester credits

IDIS 003 – COMLEX Level II-PE Preparation

This is a mandatory course for students who are unsuccessful in passing COMLEX Level 2-PE. Students are required to return to campus to receive one-on-one instruction from a clinical faculty member as approved by the Dean of the College of Osteopathic Medicine. This course is graded S/U based on passing of the COMLEX Level 2-PE exam and meets no clinical graduation requirement. Credit value is variable depending on the individualized plan of study and required time on task. Credit is assigned based on increments of 1.0 credit or 77.5 contact hours. Students should refer to the *Student Handbook* for additional details.

1-18 semester credits

IDIS 004 – Osteopathic Clinical Skills

This is a clerkship for students who are unsuccessful in passing a clinical clerkship. Students focus on the functional knowledge and application of the multiple facets of osteopathic clinical skills necessary to perform a competent diagnostic evaluation and subsequent treatment of patients. May be repeated for credit up to a maximum of 10 credits. Graded S/U.

5.0 semester credits

Non-Clinical Elective Courses

All elective courses are designed to accommodate the semester format of the College and are graded S/U.

ANAT 201E – Advanced Anatomical Dissection (E)

This course will involve lab-oriented clinical anatomy dissection of one or more cadavers. Students will work in teams and present the clinical anatomy of the specific area. Specific areas of clinical anatomy may include abdomen, thorax, hand and forearm, head and neck and lower limbs, depending on the cadaver and the needs of the anatomy lab in preparation for prosected presentation for OMS I students. Must have completed OMS I, apply and be selected by professor to participate. Anticipated commitment of 6-8 hours per week for two (2) semesters. Graded S/U.

FMED 101E – Basic Disaster Life Support (E)

This course is designed to provide students with introductory training for disasters requiring medical preparedness. This training complies with national guidelines to standardize emergency response training nationally and to strengthen the nation's public health system. This course is a prerequisite to the Advanced Disaster Life Support elective. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

FMED 201E – Sports Medicine (E)

Prerequisite: Successful completion of OMS I Curriculum

This course is designed to educate medical students in the care and management of athletic teams as a part of their future practices. At the conclusion of this course, students will recognize the role of the team physician, understand common equipment utilized by the physician to care for the athlete, recognize common medical emergencies in athletics, perform on-field evaluation and sideline management of common athletic injuries, and gain appreciation for the broad spectrum of care to athletes of varying backgrounds and abilities. This course is a prerequisite to the Advanced Sports Medicine elective. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

FMED 202E – Advanced Disaster Life Support (E)

Prerequisite: FMED 101E

This course is designed to provide students with advanced training for disasters requiring medical preparedness. This training complies with national guidelines to standardize emergency response training and to strengthen the nation's public health system. This course allows students to demonstrate competencies in casualty decontamination, specified essential skills and mass-casualty incident information systems/technology applications. Must complete Basic Disaster Life Support as a prerequisite to this course. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

FMED 203E – Advanced Sports Medicine (E)

Prerequisite: FMED 201E

This course will introduce medical students to advanced concepts and practices of sports medicine. Must complete Sports Medicine as a prerequisite to this course. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

FMED 204E – Advanced Case Presentations in Clinical Medicine (E)

Prerequisite: Permission of instructor

This course focuses on synthesizing information taught during the first and second years of the COM curriculum, with an emphasis on clinical medicine. The top 10 diagnoses seen in primary care, as well as the top five (5) inpatient admitting diagnoses will be covered, and students will practice obtaining medical history, documenting and utilizing evidence-based, cost-effective diagnostic strategies in order to arrive at a treatment plan. Grade is based on Presentations to instructor. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 101E – Ethics for Physicians (E)

This course provides an opportunity to explore the ethical dimensions of medicine at an advanced level, focusing on professional ethics for physicians as well as clinical bioethics topics, such as informed consent and end-of-life care. Approximately 15 hours of instruction and 30 hours of self-study.

IDIS 102E – Bioethics in Action: The OSCE Experience (E)

Physicians face challenging ethical situations every day. This elective will provide students with practical experience in communicating about difficult issues in complex scenarios, including bioethics OSCE experiences that will explore psychosocial and emotional issues that surround end of life experiences, domestic violence and other difficult situations. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 103E – Introduction to Research (E)

The purpose of this course is to provide an overview of research design and its application to research questions. This overview consists of understanding the preliminary considerations that go into selecting a quantitative, qualitative or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical world views, reviewing the literature, understanding the use of theory, anticipating ethical issues and developing writing strategies. The course will include the process of research as it relates to each approach. This process includes writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies. Approximately 30 hours of instruction and 60 hours of self-study. Graded S/U.

IDIS 104E – Introduction to Statistics and Quantitative Analysis (E)

The purpose of this course is to provide an introduction to statistics used in research. The course will provide students with a foundation of practical skills in statistics focusing on data collection, management and analysis. More specifically, the course will cover descriptive statistics, inferential statistics, hypothesis testing, correlation techniques, statistics used in epidemiology and statistics used in decision making. This course includes laboratory time that is dedicated to the effective use of PASW (formally SPSS). Students will be expected to analyze data in the lab and accurately interpret output. Approximately 30 hours of instruction and 60 hours of self-study. Graded S/U.

IDIS 105E – Spanish for Medical Professionals I (E)

This course is designed for those with little to no previous experience with the Spanish language and for those who wish to improve their medical Spanish skills. It is based on the concept of using simple conversations to facilitate a health care interaction and using repetition to learn a new language. Previous knowledge in Spanish is helpful, but not essential. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 106E – Health Policy (E)

Introduces material related to the foundations of health policy to include policy analysis and formulation. Focuses on substantive areas that form the analytic basis for many of the issues within Health Policy. The areas include: Federal and state health policy, uninsured populations, health care workforce, vulnerable populations, quality of care and patient safety, economics of health policy, rural health, multicultural medicine, medical education and health care reform. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 107E – Biomolecular Aspects of Clinical Medicine Journal Club (E)

This course consists of nine sessions for students who are interested in discussing recent journal articles linking clinical cases with relevant and interesting biomolecular science research studies. Approximately 15 hours of instruction and 30 hours of self-study. May be repeated up to four total times. Graded S/U.

IDIS 201E – Spanish for Medical Professionals II (E)

This is an advanced course for students who have completed IDIS 105 or who have equivalent training and experience with medical Spanish. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 202E – International/Travel Health (E)

This broad-based course is designed to provide a review and understanding of common types of medical and community health issues likely to be encountered in developing countries around the globe. Immunizations and preventative health are emphasized. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

IDIS 203E – Medicine and Law (E)

Prerequisite: CEPA I

This course provides the basic doctrines and principles of the law to serve as a foundation for legally sound medical practice. The contents include a comprehensive coverage of the dynamics of the law, its application to health-care professional issues, and recent developments related to health-care delivery. Literature related to all aspects of life with special reference to health and health-care is included throughout the course. Literary narrative writings are discussed to demonstrate the relation to the practice of medicine. Approximately 22.5 hours of instruction and 45 hours of self-study. Graded S/U.

IDIS 204E – Leadership in Health Promotion (E)

The purpose of this elective is for students to demonstrate skills in leadership, organization and self-direction. Approximately 7.5 hours of instruction and 15 hours of self-study. May be repeated for credit up to three times total. Graded S/U.

IDIS 205E – Cultural Competency (E)

This elective course examines the culture of medical professionals and preconceived notions about cultures, races and other groups. The content will identify features that make cultures unique while exploring the commonalities among cultures. The course will teach students new skills to appreciate all cultures. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 206E – Basic Life Support Instructor Training (E)

This elective course provides the training necessary for students to become qualified Basic Life Support instructors. The instructive phase involves didactic and hands-on training. Participants provide BLS instruction to other students to fulfill the course requirement. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

IDIS 207E – Medical Research (E)

This elective is intended to provide a framework within which medical students may engage in biomedical science research projects or a variety of activities related to such research at Noorda COM or other approved institution(s) and receive academic acknowledgement. Students are expected to participate in an ongoing research project or conduct their own study under approved mentorship. Permission of instructor required. Time commitment will vary based on the scope of the project undertaken. May be repeated. Graded S/U.

IDIS 208E – Clinical Research (E)

This elective is intended to provide a framework within which medical students may engage in clinical research projects or a variety of activities related to such research at Noorda COM or other approved institution(s) and receive academic acknowledgement. Students are expected to participate in an ongoing research project or conduct their own study under approved mentorship. Permission of instructor required. Time commitment will vary based on the scope of the project undertaken. May be repeated. Graded S/U.

IDIS 209E – Medical Education Research (E)

This elective is intended to provide a framework within which medical students may engage in medical education research projects or a variety of activities related to such research at Noorda COM or other approved institution(s) and receive academic acknowledgement. Students are expected to participate in an ongoing research project or conduct their own study under approved mentorship. Permission of instructor required. Time commitment will vary based on the scope of the project undertaken. May be repeated. Graded S/U.

IDIS 301E – Spanish for Medical Professionals III (E)

Prerequisite: IDIS 209 or fluent to semi-fluent Spanish speaking skills and permission of instructor

This is an advanced course in medical Spanish intended for those with a Spanish language background who are actively using their past/current Spanish skills. Students will work in a Spanish-speaking community site with a preceptor for this course. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

MBIO 202E – Clinical Immunology and Microbiology (E)

Prerequisite: Successful completion of OMS I

This course is intended to provide a framework within which OMSII students may integrate the principles of basic bacteriology, virology and immunology into the diagnosis of patients within clinical scenarios. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

MIMD 101E/102E – Military Medicine (E)

This course provides students in the Military Medicine track with education and training surrounding military leadership, military medicine and maintenance health and wellness for military physicians.

Curriculum will be delivered through lecture, online and onsite training experiences, anatomy lab and simulation. May be repeated. Graded P/F.

MSK 101E– Ultrasound (E)

Prerequisite: OMED 504

This course provides the student with foundational elements of basic ultrasound principles. The student will be introduced to practical common uses of bedside diagnostic ultrasound in a variety of clinical settings. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

OCS 201E – Foundations in Teaching OMM (E)

This course provides selected second-year students with experience in teaching Principles of Osteopathic Medicine in the laboratory setting. Participants assist first-year students in their weekly laboratory experience and provide individual instruction and demonstration of osteopathic techniques under the supervision of faculty and staff. May be repeated once. Instructor approval required. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

OCS 202E -- Osteopathic Cranial Manipulative Medicine (E)

Prerequisites: Successful completion of OMS I and OMS II

The basic concepts of Osteopathic Cranial Manipulative Medicine (OCMM) were introduced by William Garner Sutherland, D.O. in 1929. Today, OCMM is part of every Osteopathic medical school curricula and tested by the National Board of Osteopathic Medical Examiners. The course is designed to meet the Cranial Academy Introductory Course Guidelines as an avenue for student participants to qualify for Osteopathic Cranial Academy (OCA) student membership and attendance at the Annual Conference. OCMM course completion should facilitate students in feeling confident that they can apply the basics of OCMM, under supervision, on their clinical rotations. It is highly encouraged that students continue in their training and attend courses through either the OCA or the Sutherland Cranial Teaching Foundation. Approximately 30 hours of instruction and 60 hours of self-study. Graded S/U.

OCS 203E -- Osteopathic Approach to Pain Management (E)

The foundations of the Osteopathic profession are tied to the addiction crisis of Dr. A.T. Still time and have been intertwined with the profession ever since. The course will review current trends in pain management and addiction medicine, as well as the historic role of pain management and addiction in Osteopathic medicine. A holistic approach will be reviewed that synergistically integrates modern osteopathic principles and practices with pain management and addiction medicine. Specific examples will be utilized to deepen student understanding and create a mastery of the material. Course completion will result in certificate achievement in "An Osteopathic Approach to Pain Management and Addiction Medicine" and recognition at graduation. Approximately 20 hours of instruction and 40 hours of self-study. Graded S/U.

PEDS 202E – Introduction to Newborn Care (E)

This course provides an introduction to newborn infants in a clinical setting. Students meet with the physician to discuss complicated newborn care, resuscitation, routine care and orders, and palliative care for neonates and parents. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

PEDS 207E – Neonatal Resuscitation (E)

This course provides instruction in neonatal resuscitation based on the American Academy of Pediatrics and the American Heart Association's International Guidelines. NRP certification. Graded S/U. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

PHAR 201E – Transitioning from Basic Pharmacology to Pharmacotherapeutics (E)

This course is intended to provide a framework within which OMSII students may integrate the principles of basic pharmacology, evidence-based medicine guidelines and best practices in the treatment of patients within clinical scenarios. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

RES 201E – Introduction to PASW (SPSS) and Biomedical Statistics (E)

Prerequisite: Permission of instructor

This course is intended to provide advanced exposure and instruction on biomedical statistics and research methodology along with hands-on experience in data management and statistical analysis using PASW (SPSS) Windows-based statistical software. Students learn to enter, import, define, manipulate, transform, recode, combine and calculate variables, as well as assess normality of data, generate descriptive and inferential statistical analyses and associated output, export output, and are provided exposure to test interpretation. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

RES 202E – Data Management Using SPSS II (E)

Prerequisite: RES 201E or permission of instructor

This course is intended to build on the analytical skills acquired in RES 201E. Approximately 15 hours of instruction and 30 hours of self-study. Graded S/U.

SURG 203E – Advanced Suture Skills (E)

This course is designed for students interested in developing better skills in suturing. Students will work in supervised small groups to develop and perfect their skills. Must complete OMS I as a prerequisite to this course. Must apply and be accepted by professor. Approximately 7.5 hours of instruction and 15 hours of self-study. Graded S/U.

WELL 101E – Mind and Spirit Wellness 1

The first tenet of osteopathy is the recognition of mind, body, and spiritual unity. Currently, the required focus in osteopathic medical education is mainly on the body and the various systems, with attention to the mind with attention mainly to its neurophysiologic processes. This first “Mind and Spirit Wellness” course is designed to introduce the OMS to the principles of positive psychology. Positive psychology approaches human beings much like classical osteopathy and looks at healthy psychological function and how to foster its maintenance and growth. This course is designed to be low impact on OMS time requirement but have a high impact on OMS wellbeing. Each month will introduce a new topic to explore at a wellness level, including journaling, gratitude, optimism, personal strengths, and meditation. Approximately 5 hours of instruction and 10 hours of self-study and reflection over 5 months. Graded S/U.

WELL 102E – Mind and Spirit Wellness 2

Prerequisite: WELL 101E

This second “Mind and Spirit Wellness” is designed to continue the exploratory journey of the OMS in the principles of positive psychology. It continues the designed low impact on OMS time requirement and high impact on OMS wellbeing. Monthly topics are covered in this exploration at a wellness level and include lightheartedness, socialization, coping, flow, tolerance, and forgiveness. Approximately 5 hours of instruction and 10 hours of self-study and reflection over 5 months. Graded S/U.

WELL 103E – Mind and Spirit Wellness 3

Prerequisites: WELL 101E, WELL 102E

This third “Mind and Spirit Wellness” course is designed to continue the exploratory journey of the OMS in the principles of positive psychology. It continues the designed low impact on OMS time requirement and high impact on OMS wellbeing. Monthly topics are covered in this exploration at a wellness level and include savoring, goal setting, connection, personal philosophy, and empathy. Approximately 5 hours of instruction and 10 hours of self-study and reflection over 5 months. Graded S/U.

WELL 103E – Mind and Spirit Wellness 4

Prerequisites: WELL 101E, WELL 102E, WELL 103E

This fourth “Mind and Spirit Wellness” is designed more towards a more self-exploratory journey for the OMS in the principles of positive psychology with a greater emphasis on application in the clinical setting. It continues the designed low impact on OMS time requirement and high impact on OMS wellbeing. Topics covered may include any of those previously covered, as well as positive organizational psychology. Approximately 5 hours of instruction and 10 hours of self-study and reflection over 5 months. Graded S/U.

Fellowship Opportunities

OCS 799E – Undergraduate OMM Fellowship (E)

The OMM Fellowship provides selected students with advanced professional education in osteopathic manipulative medicine, and provides a framework under which they develop teaching and research skills. Variable credit with fall and spring offerings awarded 20 credits and summer offerings awarded 8 credits. This is a 12-month program with a maximum value of 88 credits. Prerequisite: Selection through application process. Graded S/U.

8.0 or 20.0 semester credits

Third- and Fourth-Year Curriculum

Clinical clerkships in the third and fourth years reinforce and expand on the training of the first two (2) years of medical school with emphasis on the skills learned during the CEPA I-IV courses and continuing longitudinal learning for enhancement of professional clinical skills. Each student must complete a minimum of 17 blocks (80 semester credits) of clinical clerkships. All clerkships are identified in terms of “blocks,” which are either four to six (6) weeks in duration or carry a credit value of 4 - 6 semester credits each.

Third year consists of six (6) required clinical clerkship blocks for a total of thirty-five (35) semester credits. In each block students will spend one week on campus preparing for the clerkship, four weeks in the clinical environment, and one week on campus studying and being assessed for knowledge and skill. These include: Family Medicine, Internal Medicine, Pediatrics, Surgery, Obstetrics/Gynecology, and Psychiatry. Assignment to sites is determined during the second year. Curricular modules with learning objectives and compulsory assignments are provided for all required clerkships to enhance student learning. Students also take two (2) semesters of Core Entrustable Professional Activities (CEPA) and six (6) weeks of Clinical Management II.

Fourth year consists of one required Emergency Medicine clerkship, six (6) elective clerkships and two (2) or more sub-internships for a total of nine (9) or more blocks and spanning no less than 36 weeks (35 semester credits). Required third and fourth-year clinical clerkships are completed at designated training sites. Elective clinical clerkships and sub-internships are arranged by the student, with some selectives available locally. Students also take two (2) semesters of Core Entrustable Professional

Activities (CEPA). At the conclusion of the fourth-year students complete a capstone course allowing for completion of compulsory scholarly activities pursued during CEPA.

Clinical Clerkship Credit and Grading

All core clinical clerkships are awarded five (5) semester credits. All elective and sub-internship clinical clerkships are awarded credit based on length. Two-week long elective and sub-internship clerkships receive two (2) credits and four-week long elective and sub-internship clerkships receive 4 credits. All required discipline-specific clerkships are awarded Honors (H), High Satisfactory (HS), Satisfactory (S) or Unsatisfactory (U) grades. Some elective clerkships and sub-internships will also qualify for Honors (H) and High Satisfactory (HS) grades. All remaining clerkships (electives and sub-internships) are graded satisfactory/ unsatisfactory (S/U).

Enrollment Status of Third- and Fourth-Year Students

Students enrolled in clerkships are considered full time. This full-time status is based on a schedule, approved by the Associate Dean of Clinical Affairs, allowing the student to complete the sequence of graduation requirements with his/her class. While the College operates under a semester calendar system and admits students as a cohort group with each academic year typically starting in August, the fourth-year COM program typically starts on June 1.

Travel for Clinical Experiences

Students participating in the curriculum are required to receive instruction in a clinical setting. As a result, it will be necessary for students to make arrangements for transportation to and lodging near clinical facilities. The College does not provide for the cost of transportation or lodging. Travel arrangements are the sole responsibility of the student. Students are not considered agents or employees of the College and are not insured for any accidents or mishaps that may occur during any travel to and/or from educational activities unless the travel is completed as a group in direct supervision of a College official and in direct connection to the educational and/or College sponsored event. Students are responsible for all out-of-pocket expenses associated with clinical education, such as transportation, housing, meals, professional attire, laboratory fees, etc.

Clinical Clerkship Terms and Definitions

Core Clerkships: The seven (7) clinical core clerkships required of all students that are designed to provide students with exposure, observation and training to further their understanding of patient care in a variety of clinical, office and hospital settings. Serving as the foundation for clinical training, all required clerkships are enhanced by specific goals, learning objectives and reading assignments. Required clerkships are graded as Honors (H), High Satisfactory (HS), Satisfactory (S) or Unsatisfactory (U).

Electives: Clerkships selected by the student to obtain clinical exposure, observation and training within an area of interest. Elective clerkships are enhanced by specific goals and learning objectives. Some elective clerkships will also qualify for Honors (H) and High Satisfactory (HS) grades. All remaining elective clerkships are graded satisfactory/unsatisfactory (S/U).

Sub-internships: Fourth-year clerkships are selected by the student to obtain additional clinical exposure, observation and training within areas of interest. Students serve as the primary care provider under direct supervision of the attending physician or faculty and may perform simple diagnostic procedures. Focus is placed on self-education and more advanced study of the selected discipline area. Sub-internships are enhanced by specific goals and learning objectives. Some elective sub-internships will

qualify for Honors (H) and High Satisfactory (HS) grades. All remaining sub-internships are graded satisfactory/ unsatisfactory (S/U).

Third-Year Curriculum

Clerkship offerings for the third year are:

FMED 701	Family Medicine
IMED 701	Internal Medicine
OBGY 701	Obstetrics/Gynecology
PEDS 701	Pediatrics
PSYC 701	Psychiatry
SURG 701	General Surgery I

Required courses for the third year are:

OMED 701	Clinical Management (6 weeks)
CEPA 701	Core Entrustable Professional Activities (2 semesters)

Fourth-Year Curriculum

Clerkship offerings for the fourth year are:

EMED 801	Emergency Medicine
Electives	(six (6) blocks)
Sub-internships	(two or more blocks)

Required courses for the fourth year are:

Capstone Course	(five (5) weeks)
CEPA 801	(two (2) semesters)

Third- and Fourth-Year Clerkship Registration

The Office of the Registrar will register all third-year medical students for a placeholder clerkship block called ROTA 7A (fall – 20 credits) and ROTA 7B (spring – 20 credits) in this sequence. These placeholder codes will later be detailed to the specific course ID on the student’s transcript when the Department of Clinical Education submits the final grade rosters.

Similarly, fourth-year medical students will be registered for a placeholder clerkship block called ROTA 8A (summer – 10 credits), ROTA 8B (fall – 20 credits) and ROTA 8C (spring – 20 credits), in this exact sequence. These placeholders will follow the same transcript procedures as identified for third-year experiences.

Required Clinical Clerkship Descriptions

FMED 701 – Family Medicine

This required clerkship provides students with clinical exposure, observation and training to further their understanding of family medicine. Themes are addressed during family medicine clerkships: 1) prevention and wellness, and 2) communities and populations 3) acute and chronic illness. Students focus on ambulatory management of common acute and chronic medical problems within a primary care setting.

6.0 semester credits

IMED 701 – Internal Medicine

This required clerkship provides students with clinical exposure, observation and training to better understand principles and practices of general internal medicine. Students focus on inpatient and outpatient management of adults to prepare for more advanced study of the discipline.

6.0 semester credits

OBGY 701 – Obstetrics and Gynecology

This required clerkship provides students with clinical exposure, observation and training to further their understanding of obstetrics and gynecology. Students focus on the diagnosis, treatment and management of common OB/GYN conditions to prepare for more advanced study of the discipline.

6.0 semester credit

PEDS 701 – Pediatrics

This required clerkship provides students with clinical exposure, observation and training to further their understanding of pediatrics. Students focus on inpatient and outpatient medical management of infants and children to prepare for more advanced study of the discipline.

6.0 semester credits

PSYC 701 – Psychiatry

This required clerkship provides students with clinical exposure, observation and training to further their understanding of psychiatry. Students focus on assisting with the inpatient and outpatient treatment and medical management of patients with psychiatric disorders to better understand mental health and illness to prepare for more advanced study of the discipline.

6.0 semester credits

SURG 701 – General Surgery

This required clerkship provides students with clinical exposure, observation and training to further their understanding and skills of general surgery. Students actively participate in the care of patients in various stages of evaluation and treatment. These include, but are not limited to, preoperative visits, inpatient admission, operative procedures, and inpatient and outpatient recovery. Students participate as members of a multidisciplinary team responsible for patient care to prepare for more advanced study of the discipline.

6.0 semester credits

EMED 801 – Emergency Medicine

This fourth year required clerkship is designed to provide students with clinical exposure, observation and training to further their understanding of emergency medicine. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult emergency medicine patient. Highlights how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline.

6.0 semester credits

Elective and Sub-Internship Clerkship Descriptions

Mission

The mission of the Clerkship Electives Program is to prepare students for entry into clinical practice through elected experiences that complement and extend the training gained in required core clerkships. These elected experiences will facilitate broad-based reflection on career goals and choice while also enhancing skills in patient assessment, evaluation and treatment.

Goals

Electives provided by Noorda COM and affiliated partner institutions will:

Prepare students to confidently and competently assess patients with undifferentiated disease; identify medical problems; and diagnose, treat and communicate findings to the patient; Assist students in selecting a career focus and identify programs which match career goals; Facilitate student understanding of the role of the physician in patient care and community health; and Prepare students for entry into clinical training programs.

The following list of elective and sub-internship clerkships are designed to provide students with clinical exposure, observation and training to further their understanding within a selected area of interest as specified in the course title. These experiences take place in a wide variety of clinical, office and hospital settings presenting unique opportunities with regard to the spectrum of clinical situations encountered. Learning is enhanced with specific goals and learning objectives. Core elective clerkship syllabi with detailed course descriptions are available in the Curriculum section of Noorda COM's website.

Sub-internships are restricted to fourth-year students and are designed to provide the student with an increased level of patient care responsibility. Students serve as the primary care provider under the direct supervision of the attending physician or faculty and may perform simple diagnostic procedures. Training focuses on self-education and includes more advanced study of the discipline. Sub-internships must be completed as full block experiences. These clerkships are awarded 2.0-4.0 semester credits and graded S, HS, H, U.

Electives are generally completed as full-block experiences and are awarded 4 semester credits. Students may obtain special permission to participate in up to two, two-week electives and be awarded 2.0 semester credits for each experience. Exceptions to credit values are rarely made and only in extenuating circumstances, as approved by the Dean of COM.

Course ID	Title
ANES 801E/802s	Anesthesiology (E) or (Sub-I)
ANES 801E/802s	Pain Management (E) or (Sub-I)
CLMD 801E	Healthcare Improvement (E)
CLMD 802E	Healthcare Management and Public Health Policy (E)
CLMD 803E	Integrated Medicine (E)
CLMD 804E	Medical Informatics (E)
EMED 801E/801s	Emergency Medicine (E) or (Sub-I)
EMED 802E/802s	Wilderness Medicine (E) or (Sub-I)
FMED 801E	Community Medicine (E)
FMED 802E/802s	Family Medicine (E) or (Sub-I)
FMED 803E/803s	Geriatrics (E) or (Sub-I)
FMED 804E	Hyperbaric Medicine/Wound Care (E)
FMED 701E*	International Community Medicine Independent Study (E)
FMED 702E*	International Community Medicine (E)
FMED 805E	Travel Medicine (E)
FMED 806E/806s	Physical Medicine and Rehabilitation (E) or (Sub-I)

FMED 807E/807s	Primary Care (E) or (Sub-I)
FMED 808E	Rural/Underserved Primary Care II (E)
FMED 810E/810s	Sports Medicine (E) or (Sub-I)
GENE 801E	Clinical Topics in Medical Genetics (E)
GENE 899E	Medical Genetics Research (E)
IDIS 800E**	Clinical Independent Study (E)
IDIS 801E	Bioethics (E)
IMED 801E/801s	Allergy/Immunology (E) or (Sub-I)
IMED 802E/802s	Addiction Medicine (E) or (Sub-I)
IMED 803E/803s	Cardiology (E) or (Sub-I)
IMED 804E/804s	Critical Care Medicine (E) or (Sub-I)
IMED 805E/805s	Dermatology (E) or (Sub-I)
IMED 806E	Electrocardiogram Interpretation (E)
IMED 807E/807s	Endocrinology/Metabolism (E) or (Sub-I)
IMED 808E/808s	Gastroenterology (E) or (Sub-I)
IMED 809E/809s	General Internal Medicine - outpatient (E) or (Sub-I)
IMED 810E/810s	Geriatrics (E) or (Sub-I)
IMED 811E/811s	Hematology/Oncology (E) or (Sub-I)
IMED 812E/812s	Hospice/Palliative Care (E) or (Sub-I)
IMED 813E/813s	Infectious Diseases (E) or (Sub-I)
IMED 814E/814s	Internal Medicine – Hospital/inpatient (E) or (Sub-I)
IMED 815E/815s	Medical Genetics (E) or (Sub-I)
IMED 816E/816s	Nephrology (E) or (Sub-I)
IMED 817E/817s	Neurology (E) or (Sub-I)
IMED 818E/818s	Pulmonary Medicine (E) or (Sub-I)
IMED 819E/819s	Rheumatology (E) or (Sub-I)
IMED 820E	Sleep Medicine (E)
OBGY 801E/801s	General Gynecology (E) or (Sub-I)
OBGY 802E/802s	General Obstetrics (E) or (Sub-I)
OBGY 803E/803s	General Obstetrics/Gynecology (E) or (Sub-I)
OBGY 804E/804s	Gynecologic Oncology (E) or (Sub-I)
OBGY 805E/805s	Maternal Fetal Medicine/Genetics (E) or (Sub-I)
OBGY 806E/806s	Reproductive Endocrine (E) or (Sub-I)
OCS 801E/801s	Osteopathic Manipulation (E) or (Sub-I)
PATH 801E/801s	Anatomic Pathology (E) or (Sub-I)

PATH 802E/802s	Blood Banking (E) or (Sub-I)
PATH 803E/803s	Clinical Pathology (E) or (Sub-I)
PATH 804E/804s	Forensic Pathology (E) or (Sub-I)
PATH 805E/805S	Hematopathology (E) or (Sub-I)
PATH 806E/806s	Toxicology (E) or (Sub-I)
PEDS 801E/801s	Adolescent Medicine (E) or (Sub-I)
PEDS 802E/802s	Community Pediatrics/Inpatient Hosp (E) or (Sub-I)
PEDS 803E/803s	Developmental Pediatrics (E) or (Sub-I)
PEDS 804E/804s	General Pediatrics /Outpatient (E) or (Sub-I)
PEDS 805E/805s	Neonatology (E) or (Sub-I)
PEDS 806E/806s	Pediatric Allergy/Immunology (E) or (Sub-I)
PEDS 807E/807s	Pediatric Cardiology (E) or (Sub-I)
PEDS 808E/808s	Pediatric Critical Care Medicine (E) or (Sub-I)
PEDS 809E/809s	Pediatric Dermatology (E) or (Sub-I)
PEDS 810E/810s	Pediatric Emergency Medicine (E) or (Sub-I)
PEDS 811E/811s	Pediatric Endocrinology/Metabolism (E) or (Sub-I)
PEDS 812E/812s	Pediatric Gastroenterology (E) or (Sub-I)
PEDS 813E/813s	Pediatric Genetics (E) or (Sub-I)
PEDS 814E/814s	Pediatric Hematology/Oncology (E) or (Sub-I)
PEDS 815E/815s	Pediatric Infectious Disease (E) or (Sub-I)
PEDS 816E/816s	Pediatric Nephrology (E) or (Sub-I)
PEDS 817E/817s	Pediatric Neurology (E) or (Sub-I)
PEDS 818E/818s	Pediatric Pulmonary Medicine (E) or (Sub-I)
PEDS 819E	Pediatric Rehabilitation (E)
PEDS 820E/820s	Pediatric Rheumatology (E) or (Sub-I)
PMED 801E/801s	Aerospace Medicine (E) or (Sub-I)
PMED 802E/802s	Environmental Health (E) or (Sub-I)
PMED 803E/803s	General Preventive Medicine (E) or (Sub-I)
PMED 804E/804s	Occupational Medicine (E) or (Sub-I)
PMED 805E/805s	Public Health (E) or (Sub-I)
PSYC 801E/801s	General Psychiatry (E) or (Sub-I)
PSYC 802E/802s	Pediatric Psychiatry (E) or (Sub-I)
RADI 801E/801s	Body Imaging (E) or (Sub-I)
RADI 802E/802s	General Radiology (E) or (Sub-I)

RADI 803E/803s	Interventional Radiology (E) or (Sub-I)
RADI 804E/804s	Nuclear Medicine (E) or (Sub-I)
RADI 805E/805s	Pediatric Radiology (E) or (Sub-I)
RADI 806E/806s	Radiation Oncology (E) or (Sub-I)
SURG 801E/801s	Cardiovascular/Thoracic Surgery (E) or (Sub-I)
SURG 802E/802s	Colorectal Surgery (E) or (Sub-I)
SURG 803E/803s	General Surgery (E) or (Sub-I)
SURG 804E/804s	Neurosurgery (E) or (Sub-I)
SURG 805E/805s	Ophthalmology (E) or (Sub-I)
SURG 806E/806s	Orthopedic Surgery (E) or (Sub-I)
SURG 807E/807s	Otolaryngology/ENT (E) or (Sub-I)
SURG 808E/808s	Pediatric Surgery (E) or (Sub-I)
SURG 809E/809s	Plastic Surgery (E) or (Sub-I)
SURG 810E	Podiatry/Foot Ankle (E)
SURG 811E/811s	Transplant Medicine (E) or (Sub-I)
SURG 812E/812s	Trauma Surgery (E) or (Sub-I)
SURG 813E/813s	Urology (E) or (Sub-I)
SURG 814E/814s	Vascular Surgery (E) or (Sub-I)

*** FMED 701E – International Community Medicine Independent Study (E)**

Prerequisites: OMS III or OMS IV status, application and approval

This four-week elective clerkship allows a student to study medicine or health care systems in another country. Application including supervising physician and learning objectives must be submitted. Approval by the Assistant Dean for Clinical Affairs must be gained no later than 4 months in advance of the first date of the clerkship. This elective may not be taken at any point during the month of March. Graded S/U.

*** FMED 702E – International Community Medicine (E)**

Prerequisites: OMS III or OMS IV status, application and approval

This four-week elective consists of approximately two (2) weeks on Noorda COM's campus to conduct didactic review sessions regarding travel safety, prevalence of disease/illness in the location of planned travel set up through a partner organization in preparation for a medical mission. The remaining two (2) weeks are spent on site providing supervised medical care. Graded S/U.

**** IDIS-E 800 – Clinical Independent Study (E)**

This elective is designed to provide students with an opportunity for independent study in areas of medical education, clinical practice, research, or investigational inquiry. An application and approval of the study project by the Associate Dean of Academic Affairs or the Dean of the College of Osteopathic Medicine is required. Time commitment varies by scope of project. Graded S/U.

The following elective clerkship experiences are designed to provide the student with a basic understanding of the selected area of interest. Students focus on the development and execution of a guided research project or participate with an existing study. Emphasis is placed on the integration of research into medical practice to prepare for more advanced study in the discipline. These clerkships take place in a wide variety of clinical, hospital or laboratory settings. Specific goals and learning objectives are determined by the supervising preceptor and a formalized plan must be submitted to the Department of Clinical Education in advance for consideration and approval. Graded S/U.

ANAT-E 899 Anatomy Research (E)

ANES-E 899 Anesthesiology Research (E)

BCHE-E 899 Biochemistry Research (E)

EMED-E 899 Emergency Medicine Research (E)

FMED-E 899 Family Medicine Research (E)

GENE-E 899 Medical Genetics Research (E)

IMED-E 899 Internal Medicine Research (E)

MBIO-E 899 Microbiology Research (E)

OBGY-E 899 OB/GYN Research (E)

OSPP-E 899 OPP Research (E)

PATH-E 899 Pathology Research (E)

PEDS-E 899 Pediatric Research (E)

PHAR-E 899 Pharmacology Research (E)

PHYS-E 899 Physiology Research (E)

PMED-E 899 Research in Preventive Medicine/Public Health (E)

PSYC-E 899 Psychiatry Research (E)

RADI -E 899 Radiology Research (E)

SURG-E 899 Surgery Research (E)

1.0-8.0 semester credits

Additional Required THIRD- AND FOURTH-YEAR Descriptions

CEPA 701 – Core Entrustable Professional Activities V (40 weeks)

CEPA 701 is the third year of a four-year longitudinal course. Students will continue a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course. Variable credit based on scope of research project.

2.0-4.0 semester credits

OMED 701 –Clinical Management II

Clinical Management prepares the student for the transition to the direct patient care environment. Clinical decision making and clinical presentation are emphasized. This includes introduction to the clinical use of the library, medical information literacy, medical technologies and evidence-based practice.

0.5 semester credits

CEPA 801 – Core Entrustable Professional Activities VI (40 weeks)

CEPA 801 is the third year of a four-year longitudinal course. Students will continue a research project that will span the course of the curriculum culminate during the fourth-year Capstone Course. Variable credit based on scope of research project.

2.0-4.0 semester credits

CAP 801 – Capstone Course

In the Capstone Course students apply the knowledge acquired throughout the four-year longitudinal CEPA course and encapsulate all the learning objectives through submission for publication or presentation at college, local, regional, or national conferences content related to their longitudinal research efforts. Graded S/U.

1.0 semester credit