



NOORDA COLLEGE
of OSTEOPATHIC MEDICINE

CATALOG

and Student Handbook

2021-2022

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Noorda College of Osteopathic Medicine Catalog and Handbook

This catalog and student handbook is the official bulletin of Noorda College of Osteopathic Medicine and is intended to provide general information. The catalog contains policies, regulations, procedures and fee information effective July 1, 2021. Noorda-COM reserves the right to make changes at any time to reflect current board policies, updates to administrative regulations and procedures, amendments by state and/or federal law, and fee changes. Information provided in this document is subject to change without notice and does not constitute a contract between Noorda-COM and a student or an applicant for admission. Noorda-COM is not responsible for any misrepresentation or provisions that may arise as a result of errors in document preparation.

Students are responsible for observing the policies and regulations contained within the catalog and student handbook along with the online policy library. This document does not contain all institutional rules, regulations or policies for which students may be responsible. Other Noorda-COM sources of expectations for and policies applicable to students may include the Clinical Education Handbook and the Noorda-COM intranet-based policy and procedure library, the COMmons.

Contact Information

Noorda College of Osteopathic Medicine
1712 South East Bay Blvd
Provo, Utah 84606
www.noordacom.org

Admissions | admissions@noordacom.org
Financial Aid | financialaid@noordacom.org
Registrar | registrar@noordacom.org
Student Accounts | studentaccounts@noordacom.org
Student Affairs | studentaffairs@noordacom.org

Administrative offices are open weekday from 8:30am to 4:30pm. Visitors are strongly encouraged to make appointments before visiting campus to ensure the availability of professional staff and faculty.

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, embraces diversity and inspires a servant's heart towards caring for the poor and needy.

Guiding Principles

Noorda-COM centers on a set of guiding principles. These allow for all voices to be heard in our decisions, yet remain grounded in our mission, vision, and values. They are the basis of our curricular, pedagogical, and administrative decisions. We, as an institute, hope to never lose sight of learning and never confuse profit for growth. The work of Noorda-COM centers around the following nine guiding principles:

- People matter most, our students are at the center of all that we do.
- Quality academic programs and excellence in teaching are our priorities.
- Strong moral character, ethical decision-making, and mutual respect are embedded in all that we do.
- Diversity is an essential element of the Noorda-COM experience.
- Technology and innovation are positioned to enhance learning and improve operational efficiency.
- College resources are applied to achieve the highest quality in our students, faculty, and programs.
- Financial decisions are driven by balancing costs with stabilizing student debt.
- Investments in people are made in the form of fair compensation and individual opportunities of growth.
- A culture of service to our community guides our relationships.

Diversity and Inclusion

The Noorda College of Osteopathic Medicine (Noorda-COM) is committed to creating a culture that promotes and celebrates

diversity and inclusion at all levels of the institution. The admissions committee uses a holistic process in reviewing applications to select a diverse student body that will enhance the quality of education, the cultural competency of all students and improve access to quality care for underserved communities. We support, encourage and facilitate diversity and inclusion to ensure diverse recruitment, appointment and retention strategies to enrich our research and work environments and make Noorda-COM more attractive to faculty and staff from diverse backgrounds. Noorda-COM strives to create and foster a culturally-sensitive campus environment where everyone feels valued and respected. It is the goal of Noorda-COM to build an ecosystem that promotes and fosters connection and engagement on our campus.

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.

Board of Trustees

Officers

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John J. Dougherty, D.O., FACP, FAOASM, FAODME Founding Dean

Richard P. Nielsen, P.T, D.HSc, ECS - Founding President/CEO



Academic Calendar



Academic Calendar

Academic Year 2021-2022

Fall 2021

Monday, July 26, 2021
Saturday, July 31, 2021
Monday, August 2, 2021
Friday, August 6, 2021
Monday, September 6, 2021
Thursday, November 25, 2021
Friday, November 26, 2021
Friday, December 17, 2021
Wednesday, December 22, 2021
Friday, December 31, 2021

OMSI Orientation & Registration
OMSI White Coating Ceremony
OMSI Classes Begin
Last day to Add/Drop
Labor Day - College Closed
Thanksgiving Break - College Closed
Thanksgiving Break - College Closed
Last Day of Classes
Winter Break Begins - College Closed
Winter Break Ends - College Closed

Spring 2022

Monday, January 3, 2022
Monday, January 17, 2022
Monday, February 21, 2022
Monday, April 4, 2022
Friday, April 8, 2022
Friday, May 27, 2022
Monday, May 30, 2022

OMSI Classes Begin
Martin Luther King, Jr. Day - College Closed
President's Day - College Closed
Spring Break Begins - College Closed
Spring Break Ends - College Closed
Last Day of Classes
Memorial Day - College Closed

Summer 2022

Monday, June 6, 2022
Monday, July 4, 2022
Friday, July 29, 2022

Classes Begin
Independence Day - College Closed
Last Day of Classes



Admissions

Admissions

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 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 Doctor of Osteopathic Medicine 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 Osteopathic Medicine (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. **A baccalaureate degree earned from a regionally accredited college or university is required.**

The preferred minimum academic requirements for admission to Noorda-COM are the following:

- Medical College Admissions Test (MCAT)
 - » Total score of 500 or higher is preferred.
 - » MCAT scores are required and will not be waived. Applications will not be reviewed without official MCAT scores. Applications submitted without MCAT scores will be placed on hold until official MCAT scores are received. For the 2021-22 application cycle, MCAT scores from exams taken prior to January 2018 will not be accepted. We will accept MCAT scores for exams taken through September 2021.
- GPA
 - » Minimum cumulative and science GPAs of 3.0 are preferred.
- Prerequisite Coursework
 - » Complete the following courses with a grade of C or higher:
 - 8 semester credits of:
 - ✓ Biology/Zoology with lab (1)
 - ✓ Inorganic Chemistry with lab
 - ✓ Organic Chemistry with lab
 - * 4 semester credits of Biochemistry may be substituted for the second semester of Organic Chemistry
 - ✓ Physics with lab
 - 6 semester credits of:
 - ✓ English Composition and/or Literature (1)
 - ✓ Behavioral Sciences (2)

- * Psychology and sociology highly recommended
- ✓ Math/Statistics

The following courses are not required but are recommended as additional preparation:

- » Anatomy (3)
- » Physiology (3)
- » Immunology
- » Histology
- » Embryology
- » Philosophy
- » Medical Terminology

¹ AP Credit acceptable

² Please see [AACOMAS Course Subjects for courses classified as behavioral sciences](#)

³ Completion of courses in anatomy and physiology is highly preferred and will give applicants a competitive advantage. Accepted students who have not completed these courses at enrollment will need to complete additional content prior to matriculation.

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 submitting an [Admissions Requirement Substitution/Waiver Request and supporting documentation](#) to the Office of Admissions. Supporting documentation may include the following:

- A faculty letter detailing course content; and,
- A copy of the course description from the College Catalog; and,
- 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.

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 sent directly from the educational institution to

AACOMAS

- Begin AACOMAS application
- Earliest application submission date: Opening date of AACOMAS

JUNE

- Noorda-COM begins receiving verified applications from AACOMAS

SEPTEMBER

- Personal interviews begin

FEBRUARY

- Primary Application Deadline: Applications must be verified by AACOMAS and received by Noorda-COM by February 1

MARCH

- Secondary Application Deadline: All required supplemental materials must be submitted to Noorda-COM by March 1

AACOMAS – American Association of Colleges of Osteopathic Medicine Application Service

Step 1 – AACOMAS Application

AACOMAS is a web-based application for individuals seeking admission to colleges of osteopathic medicine. The application allows prospective osteopathic medical students to submit their application to osteopathic medical schools through a secured web server. AACOMAS 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, and certain biographical information and to 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. This application will include submission of a video, an attestation of minimum technical standards, letters of recommendation, and a \$100 fee (non-refundable, waived for applicants who qualify for AACOMAS Fee Waiver or AAMC Fee Assistance Program).

Letters of recommendation/evaluation are required from three 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, a second science faculty letter or a letter from an employer may be substituted.

Note: Letters must be signed and on letterhead and dated within two (2) years prior to application submission. Letters from family members are not accepted.

Applicants who anticipate applying for military scholarships should obtain additional copies of the letters of recommendation written on their behalf -sealed in an envelope to ensure confidentiality- to submit with such scholarship applications. Military scholarship committees require original letters and letters submitted to Noorda-COM will not meet this requirement.

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

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 all 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.

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.

Step 3 - Interview and Admissions Decisions

Following the above assessment, selected applicants are invited to visit the campus to participate in 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.

Enrollment Requirements

All incoming students are required to submit official transcripts from all universities or colleges attended directly to the Office of Admissions. Transcripts submitted to AACOMAS within the application process are not forwarded to the College and will not satisfy this requirement. Acceptance is conditional until all official transcripts are received from institutions where a degree was earned or prerequisite coursework was completed. Transcripts must be on file prior to matriculation. It is expected that all required coursework 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. Transcripts must be submitted electronically 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 a 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) years, drug-or-alcohol-related
 - » Termination
 - » Suspension
 - » Reprimand
- The possession, use or distribution of 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.

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 the 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 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 Office of Clinical Education during the third and fourth years.

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

Special Accommodations in the Admission Review and Process

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 prevents 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
 - » 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 the following:

- 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

Noorda-com adheres to strict privacy protocols that specify that only the applicant can 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 minimum technical standards for the program.

Important Note:

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.

Misrepresentations in the Admissions Process

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.

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 their currently enrolled accredited medical school, 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 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 exams 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 files are forwarded to the Admissions Committee for consideration.
- If the Admissions Committee recommends transfer admission, the applicant's 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 Office of Admissions.

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

Readmission

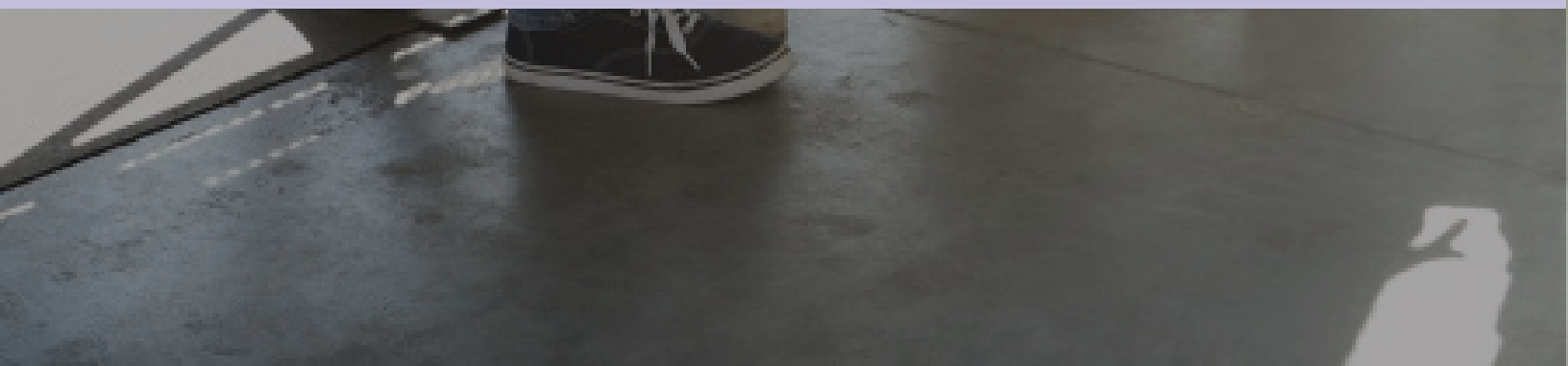
Students who withdrew from the College of their own volition may request readmission consideration by submitting a written request to the Dean at least eight (8) weeks before the start of the academic year the students wishes to return.

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 Accounts



Student Accounts

Tuition and Fees

Please note that the above information is for tuition, fees, and supplies only and does not include indirect costs such as room and board, transportation, personal expenses, and/or health insurance. Tuition is locked for four years. If a student is required to repeat a term or year, the student will be charged tuition and fees for the new cohort.

Students are assessed charges for tuition and fees on a semester basis. All fees are paid in the fall term. In the event a student is repeating spring semester only, the repeater will be charged fees for spring only. Tuition and fees are due and payable in full before the first day of class for each term unless the student has an approved tuition payment plan or has accepted financial aid sufficient to cover the outstanding balance.

TUITION FEES SUPPLIES	ACADEMIC YEAR 2021-2022
Tuition	\$53,300
Fees	\$ 2,862
Per Credit <Full-time	\$ 1,150

Communication

Noorda-COM Office of Student Accounts will communicate charges, payments, and other important information and notices to students via their official Noorda-COM email. Students are required to check their email account regularly.

Students will receive an invoice four (4) weeks prior to the start of each term. Tuition and fees are due on the first day of classes each term.

Method of Payment

Tuition and fee payments may be made online in the COMmons with a debit/credit card or an ACH payment. Payment may also be made over the phone, regular mail, or in person (e.g. personal check, credit card, money order, or direct bank account debit). A check payment should be made payable to: Noorda College of Osteopathic Medicine and sent to the address below:

Noorda College of Osteopathic Medicine
Office of Student Accounts
Building 5 | Suite 300
1712 South East Bay Boulevard
Provo, Utah 84606

Payment must be received by the Office of Student Accounts no later than end of business on the specified due date. Students with an outstanding balance after the due date may be subject to late fees.

Payment Plan

Tuition can also be paid in monthly installment payments each month throughout the semester. This is called a Semester Payment Plan. If the Semester Payment Plan option is selected, the total semester tuition balance must be paid off by the last day of the current semester. Payments are made in equal monthly installments over the course of the term due on the first of each month. There is a one-time payment plan fee of \$70 of the tuition and fee balance per semester.

A student opting into the Semester Payment Plan will go to the COMmons, and set up their payment plan. Payments will be auto deducted using a credit or debit card or direct bank account debit. If a monthly payment is declined, a \$25 fee will apply for each declined payment. A signed Semester Payment Plan must be activated before the tuition due date to avoid a tuition late payment fee.

Financial Drop Date

If a student has not made a tuition payment or does not have an approved Semester Payment Plan on file by the first day of classes, the student will be dropped from their courses for that term, and the tuition charges will be voided. Students will be required to pay a \$100 Re-Enrollment Fee to be added back into their courses. The Office of the Registrar will not process the re-enrollment request until the fee has been paid and arrangements have been made to pay tuition in full.

Financial Hold

Students who have an outstanding balance owed to Noorda-COM will have a Financial Hold placed on their student account. Students with a Financial Hold may not participate in their academic program until the Financial Hold is resolved.

with the Office of Student Accounts. This means that a student on Financial Hold may not physically attend class on-site, access the learning management system, progress to the next semester, take a qualifying exam, perform recognized research, request academic transcripts, nor graduate until the Financial Hold is resolved with the Office of Student Accounts.

Audit Fee

The fee to audit a course is \$200. Audit fees are not eligible for financial aid.

Late Payment Fees

Tuition payments that are received after the due date incur a late payment fee of \$100.

Returned or Declined Payments

Any payment that is declined or returned will incur a \$25 fee.

Refund Policy

Students have the right to cancel enrollment at Noorda-COM. Students are required to submit a written notice of withdrawal to the Office of the Registrar by email, online form, or by regular mail. The student's withdrawal date is the date that this written notice arrives at Noorda-COM. The amount of paid tuition refundable is based on the student's withdrawal date. A student is eligible to receive a 100% refund of paid tuition and fees until the Add/Drop deadline. If the withdrawal date is after the Add/Drop deadline, a student is not eligible for a refund of paid tuition. If a student is on a semester payment plan and withdraws from Noorda-COM after the Add/Drop Date, the remaining tuition balance will be due and payable even though the student is no longer attending. Payments will continue to be withdrawn as outlined in the signed payment plan documents.

Add/Drop date is end of business on the first Friday of the first week of classes.

Federal Return to Title IV (R2T4) Policy

At this time Noorda-COM does not award federal funding to students and is not required to perform the Federal Return to Title IV (R2T4) calculation. At the point Noorda-COM applies for and receives a Title IV School Code (OPEID) the Federal Return to Title IV Policy will be expanded to the current R2T4 Regulations and properly updated both in the catalog and on the financial aid website. Noorda-COM will apply the institutional refund policy.

Student Accounts Appeals Committee

Students wishing to appeal any charges to their student account, the amount of their refund, or any matters having to do with their student account with the Office of Student Accounts may request to submit an appeal to the Student Accounts Review Committee. The committee is a staff-led committee that includes representation from the offices of Financial Aid, Student Accounts, and the Registrar. Student must notify Noorda-COM of their desire to have the matter reviewed by emailing their appeal to: studentaccounts@noordacom.org.

The committee reserves the right to meet with the appealing students but does not necessarily meet with every student. Once reviewed, the committee will provide the student with a written response of their decision.



Office of Financial Aid

Office of Financial Aid

The Noorda-COM Office of Financial Aid (OFA) is dedicated to assisting students with receiving financial aid information, coordinating financial aid workshops, and providing individualized financial aid counseling. Each Noorda-COM student will be required to attend at least two (2) financial aid workshops on debt management while attending Noorda-COM. One-on-one advising is available to current, prospective, and newly admitted students. General resources on financial aid, as well as information on costs, budgets, tuition, and fees, are available on the Noorda-COM website at <https://noordacom.org/financialaid>.

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 catalog and on the Noorda-COM Office of Financial Aid webpage, as well as information provided to them by the OFA via email and/or any other mode of communication.

Noorda-COM's Status of Eligibility for Participation in Title IV Student Aid Programs

Currently, Noorda-COM is ineligible to participate in federally sponsored student loan programs. Federal regulations require new schools to have full accreditation prior to being eligible to apply to participate in Title IV federal funding programs (e.g., Federal Unsubsidized Stafford and Federal Graduate PLUS Loans). Upon the graduation of our inaugural class in 2025, we will be eligible to submit our application, known as the Program Participation Agreement (PPA), to participate in Title IV financial aid programs. Approval of the application by the U.S. Department of Education may take 6–12 months or longer. We cautiously anticipate that we will begin offering a federal student loan option midway through our 2025–26 academic year. Once approval has been granted, Noorda-COM will begin to offer Federal Student Aid to students who are currently enrolled and to students enrolled thereafter.

The Office of Financial Aid will provide periodic updates as soon as we are able to begin preparing for our PPA submission.

Financial Aid Eligibility

Eligibility for student financial aid awards is determined based on enrollment status, satisfactory academic progress, and Cost of Attendance. For the fall and spring semesters, full-time enrollment is defined as 9+ units/credits, and half-time enrollment is defined as 4.5 to 8.5 units/credits. For the summer semester, full-time enrollment is defined as 6+ units/credits, and half-time enrollment is defined as 3.5-5.5 units/credits.

Enrollment Status

A student must be enrolled at least half-time each semester to attain and/or maintain eligibility for student financial aid. Typically a student enrolled less than half-time in a semester will not be considered eligible for a student financial aid award for that semester. There are some private lenders that may consider offering student loans to students enrolled in less than half-time enrollment. Only courses that are required for their degree will be included in the enrollment calculation; extra classes taken outside of those outlined for the program are not considered for the purposes of financial aid eligibility.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) requirements are used to ensure a student is progressing through their program at a pace necessary to successfully complete the program within progression limits. A student must meet all SAP requirements to remain eligible for student financial aid. For details about SAP, please review the Noorda-COM Satisfactory Academic Progress policy in addition to the summary outlined in the catalog.

Cost of Attendance

The Cost of Attendance (COA) is an estimation of expected education-related expenses for a period of enrollment. The total of all financial aid received by the student cannot exceed the posted COA. If an over-award occurs, appropriate adjustments will need to be made to the student's aid package, and the student will be notified. The estimated Cost of Attendance is developed using the parameters set forth by the U.S. Department of Education and various other sources of information. These sources include but are not limited to student surveys, U.S. Bureau of Labor Statistics, guidance provided by programmatic organizations, and a cost-of-living analysis of the Provo, Utah area.

The estimated Cost of Attendance (COA) is broken into direct and indirect costs. Direct costs are expenses billed by Noorda-COM, including tuition and fees. Indirect costs include expenses that are not charged by Noorda-COM but are incurred by the student, such as additional supplies, transportation to/from Noorda-COM and/or clerkship sites, personal expenses, health insurance, 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 education-related costs incurred while a student at Noorda-COM.

We encourage all students to prepare a budget using the [Budget Worksheet](#) and to monitor their budget frequently and adjust as needed.

Students can review the current estimated Cost of Attendance online at <https://noordacom.org/cost-of-attendance>. For more information about how the Cost of Attendance is developed, please visit the Noorda-COM Financial Aid website and review the Cost of Attendance section.

Additional requirements may apply and are summarized below. To be eligible for financial aid at Noorda-COM, a student must:

- Be enrolled and accepted into an eligible degree program.
- Be enrolled in at least half-time enrollment.
- Be in good academic standing and making satisfactory academic progress.
- Be enrolled in courses that are required for completion of their degree.
- Not be in default on any student loan or on a loan guaranteed or insured under the Federal Student Loan Program.
- Not owe a refund on a federal grant previously received or be in default of other federal debt, and
- Meet other eligibility requirements, such as those related to selective service registration, citizenship, drug convictions* and aggregate aid limits as applicable for the aid they are receiving.

**Note: During a period of enrollment for which the student is receiving Title IV or HEA program funds, conviction for any offense under any federal or state law involving the possession or sale of illegal drugs will result in the loss of federal aid eligibility. Other types of aid may also be impacted, and student would need to request advising from all funding sources to identify impact.*

Types of Assistance

Noorda-COM students who need financial assistance to pay their tuition and fees and/or need funds to assist with their living expenses will be able to apply for private student loans and/or scholarships, utilize VA benefits, set up a payment plan to pay tuition and fees each semester, and/or pay cash. Information about the different types of assistance available while attending Noorda-COM is available on the Office of Financial Aid webpage at <https://noordacom.org/types-of-assistance>. The website is the best source of the most up-to-date information regarding financial aid.

Reporting Additional Resources

As a recipient of financial aid, you are required to report all educational resources to the Office of Financial Aid. Additional resources are included when calculating your financial aid eligibility for loans and other types of aid. Examples of assistance that must be reported include the following:

- Tuition remission
- Grants
- Scholarships
- Employer tuition support
- Stipends
- National Guard education

Annual Funding Statement/Notification

All Noorda-COM students must provide assurance, ninety (90) days prior to the start of the fall semester each year, that they have secured funding for tuition, fees, and budgeted living expenses for the entire upcoming academic program. Students will notify Noorda-COM by submitting their **Annual Funding Statement** to the OFA by May 1st (or designated due date set by the Office of Financial Aid) of each year to meet the 90-day requirement. If a student's funding source changes, students are required to submit an **Annual Funding Statement** revision upon the change in funding.

Incoming first-year students who are unable to provide funding assurance will not be allowed to matriculate in the current academic year. Incoming first-year students who are not able to secure funding will need to discuss their options for deferring their admit status to the next year or withdrawal of their application with the Office of Admissions. Deferred students will be advised of any funding assurance they need to provide and when they must secure funding. Funding assurance for a deferred student could be earlier than the usual 90-day requirement.

Notification and Acceptance of Awards

Students will only be able to apply for Private/Alternative Student Loans and/or scholarships until Noorda-COM is approved to participate in the Title IV federal aid programs. 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 your award notification from Noorda-COM about these loans will be available through the student portal. Students will be able to print an Award Notification.

During the 2021–22 award year, the Office of Financial Aid expects to begin receiving loan certifications in late February to early May. 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 first day of the fall semester, the first day of the spring semester, and, for students who attend summer and are eligible for financial aid, the first day of the summer semester.

Upon receipt of the student's loan disbursement from the lender, the Noorda-COM Office of Student Accounts will debit the funds to the student's tuition, fees, and any amount owed to Noorda-COM. Any charges that remain owed on the student's account will be the student's responsibility. If residual funds are available after tuition and fees are paid, these funds will be credited to the student as a refund.

Disbursement of Aid

Noorda-COM students will be enrolled in a fall and a spring semester each academic year. Therefore, student aid will be disbursed the week prior to the fall and spring semesters. In the rare instance that a student is enrolled during the summer term, is eligible for summer aid, and has secured summer funding, a summer disbursement will occur. Students enrolled in the summer term may not be eligible for financial aid; a case-by-case review of eligibility will be completed at the request of the student, who will use the *Request for Financial Aid Form* to apply for aid for the summer term.

Before any funds are disbursed, the student must be properly enrolled and must meet all Satisfactory Academic Progress (SAP) standards. A student must notify the Office of Financial Aid if their enrollment level is expected to change to determine if there will be any impact on the aid that they have accepted/secured. Students will be advised of any revision that is made to their financial aid package. Tuition and fees are paid first, and if a student has a remaining credit balance, a refund will be generated and sent to them by the Office of Student Accounts within fourteen (14) days of the school receiving the funds. Student refunds are to be used to offset their educational and living expenses for the semester. Students are strongly encouraged to sign up for Direct Deposit through the Office of Student Accounts.

Entrance Counseling

Private Student Loan Entrance Counseling is required for all students who borrow a private/alternative loan to attend Noorda-COM. Students will be notified of the steps necessary to fulfill this requirement when they apply for and are approved to receive a private student loan. Attending entrance counseling will ensure students understand their responsibilities and the obligations they are assuming when borrowing student loans. Topics include the following:

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

Satisfactory Academic Progress

****For financial aid eligibility****

The following information is a summary of the Satisfactory Academic Progress Standards students must meet to be eligible for financial aid. To acquire a more in-depth understanding of the Satisfactory Academic Progress Policy, students must review and be aware of the Satisfactory Academic Progress Policy.

[Satisfactory Academic Progress Policy](#)

The SAP Policy in its entirety is also available on the Noorda-COM Financial Aid website under Financial Aid Resources Policies & Procedures section.

Federal regulations require colleges and universities to establish standards of academic progress for students who are the recipients of student aid. Satisfactory Academic Progress (SAP) ensures students can complete their academic program in a timely manner while achieving and maintaining compliance with minimum academic standards.

To maintain eligibility for student assistance, students must maintain progress in their academic programs. Noorda-COM has established qualitative and quantitative standards for a student's progress toward completion of their degree. These standards must be met for a student to maintain financial aid eligibility. Students who are not meeting all SAP standards will not be eligible for financial aid funding. The school is responsible for establishing the specific requirements for satisfactory academic performance, tracking their students' progress, enforcing the consequences of unsatisfactory progress, and outlining the appeal process for students who experience extenuating or unusual circumstances that have an impact on their academic performance.

Standards of Satisfactory Academic Progress

The Standards of Satisfactory Academic Progress measure a student's performance in three areas:

1. Qualitative Standard

The qualitative standard is measured using a specified grade point average (GPA) set by the program or its equivalent measured against a norm for institutions that do not measure qualitative progress using GPA. Noorda-COM does not measure academic progress by means of a cumulative GPA. Students are required to complete required courses with a "P" passing grade or the equivalent. Passing grades include a 3-digit comprehensive score of 400 or higher, 2-digit comprehensive score of 6 or higher, and High Pass (HP), Honors (H), Pass (P), or Satisfactory (S).

The qualitative measure for the Doctor of Osteopathic medicine degree program is having no un-remediated failures at the end of the spring semester, which is the last semester of the academic year for most of our students. If a student enrolls in courses for the summer term, their official SAP review will occur at the conclusion of the summer semester, whether the courses they are taking are eligible for financial aid or not. All enrolled courses must be evaluated during the SAP review.

- a. To determine SAP, each course will be assigned a value of 1. To meet SAP, a student must maintain a value of 1 at the end of the academic year. To determine this, the number of passed courses will be divided by the number of attempted courses.
 - i. For example, if a student attempts 8 courses, they have a total point value of 8. If the student passes all 8 courses, the calculation $8/8$ is 1. If the student fails one course, the calculation $7/8$ is .87; the student is placed on Financial Aid (FA) Suspension, with a chance to appeal and be placed on Financial Aid (FA) Probation. Students should read through the SAP Policy Section B: Impact of Pass/Fails, Satisfactory/Unsatisfactory, Remediation, Incompletes/No Grade, Withdrawals, Repeats, and Transfer Credits for more information about the impact that not passing a class will have on their financial aid eligibility.
- b. A student with an institutional academic standing of Academic Warning status, as determined by the Student Promotions Committee (SPC) and conveyed to the student through the Student Advisory Committee (SAC), at the end of the spring term will not be meeting the Satisfactory Academic Progress (SAP) standards. Students on Academic Warning who have an extenuating or unusual circumstance that contributed to their academic performance will need to submit a completed Financial Aid Satisfactory Academic Progress Appeal along with supporting documentation to the Office of Financial Aid. Students will need to include any guidance/letters that they have received from SPC and/or SAC to support their request for a probation period for the purposes of being eligible to receive financial aid. The Student Advisory Committee (SAC) will review the student's appeal and render a decision regarding financial aid eligibility for the next semester/academic year.

A student who is on an Academic Warning for more than one (1) semester may risk losing their financial aid eligibility. Students with extenuating or unusual circumstances always have the right to submit an appeal to the Office of Financial Aid for consideration.

- c. A student who has been placed on Academic Probation, as determined by the Student Promotions Committee (SPC) and conveyed to the student through the Student Advisory Committee (SAC), will need to submit a completed Financial Aid Satisfactory Academic Progress Appeal along with supporting documentation of the extenuating circumstance that impacted their academic performance. Students will need to include any SPC and/or SAC documentation the student has received with their FA SAP Appeal. The Student Advisory Committee will review and render a decision regarding financial aid eligibility for the next semester/academic year. The academic probation/remediation plan, along with any conditions outlined in their approved FA SAP Appeal, should enable the student to complete the degree within the 6-year MTF to earn their degree.

2. Quantitative Standard

The quantitative standard is measured by reviewing a student's Pace, which demonstrates the student is on track to complete their academic program within the set timeframe. A student must be completing at least 67% (66.6667%) of their attempted courses to be on target to finish within their maximum time frame. Pace is measured by dividing the total credits earned by the total credits attempted.

3. Maximum Time Frame (MTF) Standard

All students are expected to earn their degree within a maximum time frame (MTF) no longer than 150% of the

published length of their program. The MTF for the Doctor of Osteopathic Medicine program is 6 years, excluding any academically approved Leave of Absences on file with the Office of the Registrar.

Students will need to review the Noorda-COM Satisfactory Academic Progress Policy to understand the impact of Pass/Fail, Satisfactory/Unsatisfactory, Remediation, Incompletes, Withdrawals, Repeats, and Transfer Credits on their financial aid eligibility and SAP standing.

SAP Frequency, Evaluation, Notification, and Right to Appeal

1. Frequency

Noorda-COM evaluates SAP annually at the end of the spring semester, which is the last semester of the academic year for most of our students. OMS I students who are attending the summer term will have their annual review at the end of the summer term. Any program that is one (1) year or less will have their SAP reviewed at the end of every term.

2. Evaluation

The Office of Financial Aid will perform an annual review of each student's progress to ensure that students are meeting each of the SAP standards. If it is determined that the student is not compliant with one or more of the standards, the student becomes ineligible to receive financial aid and will be placed on financial aid suspension. If a student has an extenuating or unusual circumstance, the student has the right to appeal their financial aid suspension status. If the student has a remediation or academic plan through the Student Promotions Committee (SPC) and/or Student Advisory Committee (SAC), this will need to be included with the student's appeal.

3. Notification

Students who are not meeting one or more SAP standards will be notified in writing of their Financial Aid Suspension status after all grades have been posted by their program. The notification will include an explanation of the Standards evaluated and which Standard(s) they are not meeting. Written notification will be sent electronically via their Noorda-COM email account and/or mail via the last known mailing address according to the Office of the Registrar's records. Students will also be able to see that they have a SAP issue needing to be resolved via their student portal.

Students will receive information about their right to appeal along with instructions on how to submit a written appeal and supporting documentation for review by the Student Advisory Committee (SAC).

4. Appeal

Students who are placed on Financial Aid (FA) Suspension have the right to make a written appeal to the SAP Committee. Students who appeal must demonstrate all the following:

- That failure to meet the minimum standard(s) was caused by an extenuating or unusual circumstance beyond their control (corroborating documentation must be supplied).
- That they have resolved the issue(s) that caused the deficit, and
- That the issue(s) will not affect their performance in the future, and they have outlined a plan for academic success.

When students are notified of their SAP Status, they will be provided a Satisfactory Academic Progress (SAP) Appeal Form outlining the process and what types of documentation they will need to include with their SAP Appeal.

Detailed information about the appeal process is included in the Noorda-COM Satisfactory Academic Progress Policy.

Financial Wellness Program

The Office of Financial Aid is committed to the success of each of our students. We encourage students to utilize all available resources in the process of managing their financial affairs and planning for their future. As an osteopathic medical student, the Commission on Osteopathic College Accreditation (COCA) requires each student to attend at least two (2) financial wellness workshops. Workshops that meet the COCA requirement will be scheduled throughout each academic year, and students will be notified by the Office of Financial Aid. We encourage our students to exceed this minimum and attend a variety of sessions while enrolled at Noorda-COM.

A variety of Financial Wellness resources and learning opportunities will be provided to students while attending Noorda-COM. These resources will include in-person workshops, webinars, modules, videos, articles, and websites. These resources will focus on debt management, credit, repayment/forgiveness programs, and financial planning.

Refund Policy

Students have the right to cancel enrollment at Noorda-COM. Students are required to submit a written notice of withdrawal to the Office of the Registrar by email, online form, or by regular mail. The student's withdrawal date is the date that the written notice arrives at Noorda-COM. The amount of paid tuition refundable is based on the student's withdrawal date. A student is eligible to receive a 100% refund of paid tuition and fees until the Add/Drop deadline. If the withdrawal date is after the Add/Drop deadline, a student is not eligible for a refund of paid tuition. If a student is on a semester payment plan and withdraws from Noorda-COM after the Add/Drop Date, the remaining tuition balance will be due and payable even though the student is no longer attending. Payments will continue to be withdrawn as outlined in the signed payment plan documents.

Add/Drop date is the end of the business day on the first Friday of the first week of classes.

Federal Return to Title IV (R2T4) Policy

At this time, Noorda-COM does not award federal funding to students and is not required to perform the Federal Return to Title IV (R2T4) calculation. At the point Noorda-COM applies for and receives a Title IV School Code (OPEID), the Federal Return to Title IV Policy will be expanded to the current R2T4 Regulations and properly updated both in the catalog and on the financial aid website. Noorda-COM will apply the institutional refund policy.

Policy and Statement of Non-Discrimination

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

Anticipated Funding once Noorda-COM is approved for Title IV funding

In preparation for Noorda-COM's submission of our application to participate in Title IV federal programs, we will begin to implement policies and procedures required by the federal government for schools who receive federal funding. This will assist Noorda-COM to have all required policies and procedures in place before we apply for our Title IV school code. Upon receiving our Title IV School Code, we will be able to begin offering federal student loan options to our students. We anticipate that we will receive our school code after the 2025–26 academic year has begun (mid-academic year) and will provide guidance to our students as we approach this timeframe. Federal Direct Loans that we anticipate offering to students upon approval will include the Unsubsidized Stafford Loan and the Graduate Loan programs.

Students Rights and Responsibilities

As a student you have the right to:

- Have confidential protection of your financial aid records as mandated by the Family Educational Rights and Privacy Act (FERPA).
- Know what financial assistance is available to you, including federal, state, institutional, and private financial aid opportunities.
- Know the steps required to apply for and receive financial aid and be aware of any applicable deadlines.
- Be given an explanation of the types of aid contained in your financial aid package as well as how to retain eligibility for those funds (as applicable).
- Know the method and frequency of financial aid disbursements.
- Know the Satisfactory Academic Progress Policy standards that a student must meet to receive and retain financial assistance, including the process by which a student who has failed to maintain satisfactory progress may re-establish eligibility for financial assistance.
- Know how your financial need is determined, including understanding how estimated Cost of Attendance budgets are determined and which budget items can be included.
- Know what resources are considered in the calculation of your financial need and how much of your need has been met.
- Request a review of your current financial situation to see if there will be an impact on the types and amount of financial aid that you are eligible to apply for and/or receive.
- Consult with the Office of Financial Aid staff concerning your financial aid application, your financial aid package, information related to your student loans, your estimated Cost of Attendance, satisfactory academic progress standards, and/or financial challenges you may encounter while a student at Noorda-COM.
 - » Know the refund policy and when and why funds may need to be returned to the lender
- Understand the rights and responsibilities of borrowing a loan through entrance and exit counseling and other pertinent publications
- Be assured that 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

As a student you have the responsibility to:

- Be aware of your ability to pay any institutional charges based on your available financial aid and/or personal resources.

- Secure adequate funding to cover all education-related expenses in a timely manner.
- 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.
- Use student financial assistance you receive to pay ONLY for the cost of your education and education-related expenses associated with your enrollment at Noorda-COM for each academic year you are enrolled.
- Be aware of and understand the criteria for continued student eligibility for each type of financial aid that you apply for and receive.
- Be aware of the financial aid process, including awarding, maintaining financial aid eligibility, method of disbursements, and frequency of financial aid disbursements.
- Be responsive to all communications sent from the Office of Financial Aid and, when possible, submit all documents at the same time and avoid submitting piecemeal.
- Monitor your Noorda-COM email account and voicemails daily.
- Seek out and maintain an awareness of all deadlines.
- Complete all requirements accurately, in a timely manner, and by the appropriate deadlines.
- Inform the Office of Financial Aid if you intend to enroll in less than full-time for any given term so that your aid can be properly adjusted and/or disbursed, if necessary.
- Promptly report all sources of funding, including outside scholarships, grants, loans, living allowances/stipends received from external entities (e.g., military, scholarships, fellowships, Armed Forces Health Professions Scholarship Program, Veteran Affairs Health Professions Scholarship Program, NHSC, or similar) 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 requirement may result in cancellation or reduction of your financial aid award.
- Read and understand all forms that you are asked to submit or sign, realizing that you are legally responsible for all agreements that you sign.
- Manage your financial aid experience.
- Keep your personal contact information up to date with the Office of the Registrar, loan servicers, and/or lenders.
- Maintain a file or digital folder of all aid applications, award notices, scholarship agreements, promissory notes, and other financial aid–related information for your personal records.
- 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.
- Refer to the published disbursement schedule BEFORE inquiring about refund status.
- 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 the Satisfactory Academic Progress Policy that a student must meet to receive financial assistance and the criteria by which a student who has failed to maintain satisfactory progress may reestablish 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.
- Reapply 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.

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 and the NASFAA Statement of Ethical Principles.

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 of the following:
 - » Compensation
 - » Fee
 - » Payment
 - » Other financial benefit (including a stock purchase option)
 - » Gifts of greater than a nominal value

- » Anything of value

In exchange for the following:

- » Service on an advisory board
- » Commission
- » Consulting arrangement
- » Contract to provide services

From any or on behalf of the following:

- » 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.

NASFAA Statement of Ethical Principles

We, financial aid professionals, declare our commitment to the following Statement of Ethical Principles. Financial aid administrators shall do the following:

Advocate for students

- Remain aware of issues affecting students and continually advocate for their interests at the institutional, state, and federal levels.
- Support federal, state, and institutional efforts to encourage students, as early as the elementary grades, to aspire to and plan for education beyond high school.

Manifest the highest level of integrity

- Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.
- Deal with others honestly and fairly, abiding by our commitments and always acting in a manner that merits the trust and confidence others have placed in us.
- Protect the privacy of individual student financial records.
- Promote the free expression of ideas and opinions and foster respect for diverse viewpoints within the profession.

Support student access and success

- Commit to removing financial barriers for those who want to pursue postsecondary learning and support each student admitted to our institution.
- Without charge, assist students in applying for financial aid funds.
- Provide services and apply principles that do not discriminate based on race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.
- Understand the need for financial education and commit to educate students and families on how to responsibly manage expenses and debt.

Comply with federal and state laws

- Adhere to all applicable laws and regulations governing federal, state, and institutional financial aid programs.
- Actively participate in ongoing professional development and continuing education programs to ensure ample understanding of statutes, regulations, and best practices governing the financial aid programs.
- Encourage colleagues to participate in the financial aid professional associations available to them at the state, regional, or national level and aid other aid professionals as needed.

Strive for transparency and clarity

- Provide our students and parents with the information they need to make good decisions about attending and paying for college.
- Educate students and families through quality information that is consumer-tested when possible. This includes (but is not

limited to) transparency and full disclosure on award notices.

- Ensure equity by applying all need-analysis formulas consistently across the institution's full population of student financial aid applicants.
- Inform institutions, students, and parents of any changes in financial aid programs that could affect students' aid eligibility.
- Strive to ensure that Cost of Attendance components are developed using resources that represent realistic expenses.

Protect the privacy of financial aid applicants

- Ensure that student and parent private information provided to the financial aid office by financial aid applicants is protected in accordance with all state and federal statutes and regulations, including FERPA and the Higher Education Act, Section 483(a)(3)(E) (20 U.S.C. 1090).
- When Noorda-COM is approved for Title IV funding: Protect the information on the FAFSA from inappropriate use by ensuring that this information is only used for the application, award, and administration of aid awarded under Title IV of the Higher Education Act, state aid, or aid awarded by eligible institutions.

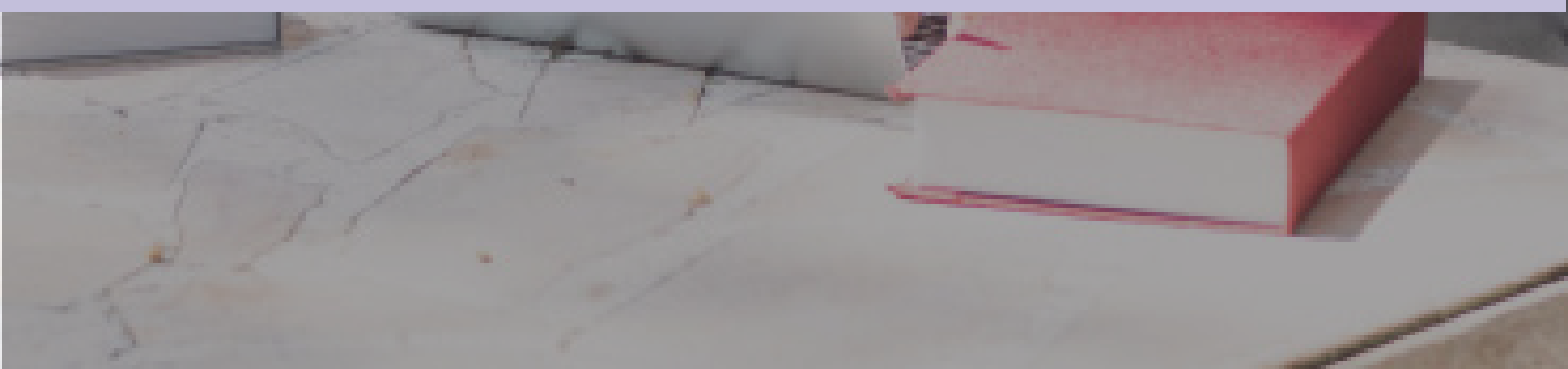
NASFAA Code of Conduct

The following Code of Conduct was last updated by a vote from NASFAA's Board of Directors in November 2020 and published in January 2021. Subject to [enforcement procedures](#) that went into effect July 1, 2015, NASFAA institutional members of NASFAA will ensure that:

1. No action will be taken by financial aid staff that is for their personal benefit or could be perceived to be a conflict of interest.
 - a. Employees within the financial aid office will not award aid to themselves or their immediate family members. Staff will reserve this task to an institutionally designated person to avoid the appearance of a conflict of interest.
 - b. If a preferred lender list is provided, it will be compiled without prejudice and for the sole benefit of the students attending the institution. The information included about lenders and loan terms will be transparent, complete, and accurate. The complete process through which preferred lenders are selected will be fully and publicly disclosed. Borrowers will not be auto assigned to any lender.
 - c. A borrower's choice of a lender will not be denied, impeded, or unnecessarily delayed by the institution, even if that lender is not included on the institution's preferred lender list.
 - d. No amount of cash, gift, or benefit more than a de minimis amount shall be accepted by a financial aid staff member from any financial aid applicant (or his/her family) or from any entity doing business with or seeking to do business with the institution (including service on advisory committees or boards beyond reimbursement for reasonable expenses directly associated with such service).
2. Information provided by the financial aid office is accurate, unbiased, and does not reflect preference arising from actual or potential personal gain.
3. Institutional financial aid offers and/or other institutionally provided materials shall include the following:
 - Breakdown of estimated individual Cost of Attendance components, including which are direct (billed by the institution) costs vs. indirect (not billed by the institution) costs
 - Clear identification and proper grouping of each type of aid offered, indicating whether the aid is a grant/scholarship, loan, or work program.
 - Estimated net price.
 - Standard terminology and definitions, using NASFAA's glossary of terms.
 - Renewal requirements for each aid type being offered, as well as next steps and financial aid office contact information.
4. All required consumer information is displayed in a prominent location on the institutional website(s) and in any printed materials, easily identified and found, and labeled as "Consumer Information."
5. Financial aid professionals will disclose to their institution any involvement, interest in, or potential conflict of interest with any entity with which the institution has a business relationship.



Student Academic Services & Policies



Student Academic Services and Policies

Office of the Registrar

The Office of the Registrar is committed to providing exemplary service to students, alumni, 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 Noorda-COM community 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 will be processed by the Office of the Registrar in the order they are received. Federal regulations mandate a signed request to authorize the release of student academic records. Consequently, phone requests for academic records and official or unofficial transcripts are not acceptable. Email requests, however, are acceptable for unofficial copies only. Active Noorda-COM students are encouraged to utilize the COMmons to review and print unofficial transcripts.

The Office of the Registrar 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.

Transcripts - Please note that NSC service will be available beginning November 1, 2021. All requests should come through the Office of the Registrar until that time.

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/alumnus has fulfilled all financial obligations to the Noorda-COM. 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.

Noorda-COM has authorized the National Student Clearinghouse (NSC) to provide transcript ordering via student authentication through the Noorda-COM network. There are multiple delivery options available through NSC, therefore it is recommended that students review transcript and delivery fees prior to requesting a transcript.

Delivery Type	Transcript Cost	Shipping Costs	Total Costs	Please Note
Secure Electronic PDF	\$10	\$10	\$10	This is the quickest method of delivery; recipient's email address must be provided for the order
In-Person Pickup	\$30	\$0	\$25	
Standard USPS	\$25	\$0	\$25	3 to 5 days to process from date of receipt
Certified Mail	\$25	\$6.50	\$31.50	3 to 5 days to process from date of receipt
FedEx	\$25	United States: \$20 Canada/Mexico: \$25 International: \$55	\$45-80	3 to 5 days to process from date of receipt

Requests are processed upon receipt of payment. Students/Alumni must have fulfilled all financial obligations to Noorda-COM. 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. If a transcript is verified as received via certified mail or FedEx but the recipient is unable to locate the transcript, the student/alumnus is responsible for requesting and paying for another transcript to be sent.

Unofficial transcripts are available via STUDENT PORTAL. If a student requests an unofficial transcript from the Office of the Registrar, the cost is \$5. Unofficial transcripts do not carry the college seal and are stamped with a red ink identifier.

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 the term and for the first class 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 to be registered. Students who are not in College compliance may not attend classes or participate in clerkships.

Add/Drop Deadline

Add/Drop date is end of business on the first Friday of the first week of classes.

Academic Load

Fall and Spring	Full-time	9+ units
	Halftime	4.5 to 8.5 units
	Less than halftime	Less than 4.5 units
Summer	Full-time	6+ units
	Halftime	3.5 to 5.5 units
	Less than halftime	Less than 3 units

Academic Progress

Students are expected to make satisfactory progress toward their degree each academic year. Students must complete the DO program within six academic years from the date of matriculation.

Personal Information

Name

Students must submit a request along with legal documentation to the Office of the Registrar for a change to their legal name. It is the responsibility of the student to ensure that records are current.

Legal documentation for a name change includes the following:

1. Certified copy of a marriage certificate, court order, or dissolution decree reflecting the new name in full; AND,
2. At least one government-issued official proof of identity. [Driver's License, State Identification, Passport, etc.]

Preferred Name Policy

Noorda-COM is committed to fostering an environment of inclusiveness and supporting students' form of self-identification. Noorda-COM recognizes that some students prefer to identify themselves by a first and/or middle name other than their legal name, and as long the use of a different name is not for the purposes of misrepresentation, Noorda-COM permits students to use a preferred name where possible in the course of Noorda-COM education and business.

Any student may choose to identify a preferred first and/or middle name in addition to the legal name. Students may request this service via the COMmons. The student's preferred name may be used in many contexts including class rosters, Canvas, ID Cards, etc. The student's preferred name will appear in the Noorda-COM directory unless a FERPA block is requested. There are certain Noorda-COM records that require a legal name; however, wherever reasonably possible, a student's preferred name will be used. University administrators, Campus Safety, and your supervisor (if you are employed on campus) will have access to your Legal and Preferred Names.

The legal name is required for, but not limited to just, the following:

- Student Information System
- Student Financial Services documentation
- Financial Aid
- Federal Requests for Information
- Immigration Documents
- Medical Documents

- National Student Clearinghouse
- Official correspondence with external entities
- Official and unofficial Transcripts
- Academic Certifications and Verifications
- Clinical Rotation Applications and Communications
- Diplomas
- Paychecks/W-2/1098-T
- Campus Safety

Student may designate (or remove) a first and/or middle preferred name through the Office of the Registrar. The Office of the Registrar will review and respond to all requests. Noorda-COM reserves the right to not accept a preferred name if it is deemed inappropriate, including a preferred name that is vulgar, offensive, fanciful, or creates confusion with another person. Allowable name formats include (but are not limited to):

- A shortened derivative of a name (e.g. “Katie” for “Katherine”)
- A middle name instead of a first name
- First and middle initials (e.g. “M.J.” for “Mary Jane”)
- An anglicized name (e.g. “Simon” for “Bao”)
- A name that better represents the individual’s gender identity
- A name to which the individual is in the process of legally changing

An approved preferred name does not affect your legal name. Please note that it may take up to seven (7) business days for the request to be completed through all Noorda-COM systems.

Reports of misuse and abuse of both preferred name and legal names in accordance with existing policies and procedures will be reported to Student Affairs. Depending on the individual and circumstances involved, this could include Human Resources, Academic Affairs, General Counsel, and/or appropriate law enforcement agencies. Noorda-COM reserves the right to remove preferred names that are deemed misrepresentative and to suspend the individual’s privilege to update a preferred name.

Address and Telephone Number

Student will have access to update their personal address information in the COMmons. Noorda-COM requires students to keep their permanent home address and telephone number on file with the Office of the Registrar. Permanent address information is required by the Department of Education for Enrollment Reporting.

A campus address, where you are located when you matriculate and attend, and your mobile telephone number can be kept on file as your preferred (local) address. Students are responsible for keeping their local address information current.

Graduation Services

Degree Audit

An audit of the Doctor of Osteopathic Medicine will occur at the beginning and end of the fourth year. Student can review their progress online. All degree requirements are listed in the catalog; refer to the specific program requirements.

Conferral of Degrees

Degrees are conferred upon completion of the degree requirements and approval of College faculty and administration. Diplomas are ordered after conferral and graduation in May.

Diplomas

Student Diplomas will be provided to students at graduation. Students are required to attend graduation. If a student does not attend graduation, students will need to pick-up their diploma at the Office of the Registrar after graduation during business hours. We will hold diplomas for sixty (60) days after graduation. If the diploma is not retrieved by the deadline, it will be destroyed, and the student will be required to order a replacement diploma.

Replacement Diplomas

A graduate who has lost their original diploma or requests a duplicate due to a name change must make a request through the Office of the Registrar. If a request is based on a name change, the request must be accompanied by legal documentation supporting the change. The cost for a replacement diploma is \$150.00. A new diploma will have the word “duplicate” printed on it.

Honors and Standing

Latin Honors

Latin Honors are calculated on the first two years (core curriculum) and core rotations.

Summa Cum Laude

Top three (3) or no less than three (3) percent

Magna Cum Laude

Next four (4) or no less than four (4) percent of class

Cum Laude

Next five (5) or no less than five (5) percent of class

Presidential Clinical Scholars

Students who receive Honors in four (4) disciplines during third-year core clinical rotations receive the Presidential Clinical Scholar designation. Student will receive an Honor Cord at graduation. The transcript notation will read: Presidential Clinical Scholar.

Dean's List

The Dean's list will be calculated at the end of each term (Fall and Spring) in years OMSI and OMSII. The Dean's list is comprised of the top quartile of the OMSI and OMSII class. The Dean's List notation will be listed after each term on the official transcript. The notation will read: Dean's List.

Core Clerkship Honors

The Core Clerkship Honors will be calculated after the conclusion of the OMSIII. The Core Clerkship Honors is comprised of the top quartile for each core clerkship. The Core Clerkship Honors notation will be listed after the Spring OMSIII term on the official transcript.

The awarded notations will read:

- Core Clerkship Honors: Family Medicine
- Core Clerkship Honors: Internal Medicine
- Core Clerkship Honors: Obstetrics and Gynecology
- Core Clerkship Honors: Pediatrics
- Core Clerkship Honors: Psychiatry
- Core Clerkship Honors: Surgery

Class Rank

The Offices of the Registrar and Assessment will calculate class rank at the end of the first two years—OMSI and OMSII. Class Rank for graduation is based on the student's cumulative overall performance. Class rank is calculated only for the top quartile of the COM class.

Class Rank is noted on the Official Transcript for the top quartile of the COM class at the end of the first two years.

Clinical Class Ranks

Clinical Class Ranks are based on individual student scores for first attempts on each of the six core clerkships. If any component of the clerkship is repeated, the first attempt is used for ranking purposes. The core clerkships include the following:

- Family Medicine
- Internal Medicine
- Obstetrics and Gynecology
- Pediatrics
- Psychiatry
- Surgery

Clinical Class Ranks are listed on the MSPE. It is not displayed on the Official Transcript. Student may choose to exclude Clinical Class Ranks from the MSPE.

Good Academic Standing

Students who are successfully completing all medical school requirements with no missing grades are considered in good standing. Students must be currently enrolled or eligible to be enrolled.

Academic Warning

Academic Warning provides an early warning to the SPC to identify student who academic performance is below average. Students will be placed on academic warning if they fail any course/clerkship. Students who fail any Comprehensive Osteopathic Medical Licensing Examination (COMLEX examination) or any Comprehensive Osteopathic Medical Achievement Test (COMAT)/departmental examination will also be placed on academic warning. Student will remain on academic warning until successful completion or remediation of failed courses/examinations.

Disciplinary Warning

A student may receive an oral or written warning for violating the professional code of conduct. Any further violation of the Professional Code of Conduct shall result in further disciplinary actions such as probation, suspension or dismissal.

Academic Probation

Academic Probation is assigned to students who fail multiple courses, clerkships, and/or examinations including COMLEX (Level 1 or 2), COMAT, and/or departmental examinations during their academic career. Student will remain on academic probation until they have successfully remediated course, clerkship and/or examination failures. SPC has broad discretion regarding student on academic probation and may place additional requirements on the student. Requirements may include but are not limited to the following or any combination thereof:

- Ongoing appearances before SPC
- Compliance with all recommendations set forth by SPC
- Prohibiting student involvement in co-curricular activities
- Prohibiting students from serving on committees
- Prohibiting students from travel to conventions, conferences, meetings, or other travel that may require time away from study
- Participation in an individualized remediation program
- Other requirements as deemed necessary

Student on academic probation who fail to meet all requirements set forth by SPC may be recommended for Academic Suspension or Dismissal.

Disciplinary Probation

A student placed on disciplinary probation for violating the professional code of conduct. Probation lasts for a specific period of time, and is implemented by terms. Any violation of the Professional Code of Conduct or the conditions of probation committed during the probationary period shall result in further disciplinary action such as suspension or dismissal.

Academic Suspension

Academic Suspension requires the student who are struggling academically to leave Noorda-COM for a specific time period. SPC set the time frame and requirements for a suspension. Academic suspension appears on the official transcript. After the period of suspension expires, the transcript notation is removed.

Disciplinary Suspension

A student placed on disciplinary suspension and required to leave Noorda-COM for a specific period of time. An indication of disciplinary suspension appears on the student's official transcript. After the period of suspension has expired, the transcript notation shall be removed. Suspension includes an exclusion from campus property and activities during the period of suspension

Disciplinary Suspension in Abeyance

A student is suspended from Noorda-COM, but due to mitigating circumstances, the suspension is deferred. The student is permitted to remain in classes during the period of suspension unless s/he is found in violation of another Professional Code of Conduct during the period of suspension. Should this occur, the suspension will be activated immediately and remain in place for the amount of time remaining on the original sanction. The student will additionally face new sanctions associated with the code violation.

Academic Dismissal

Academic Dismissal requires the student to permanently leave Noorda-COM. A notation of academic dismissal remains permanently on the official transcript. Dismissal from Noorda-COM includes an automatic exclusion from campus.

Disciplinary Dismissal

A student who is disciplinarily dismissed is required to permanently leave Noorda-COM. A notation of disciplinary dismissal remains permanently on the student's official transcript. Disciplinary dismissal includes an automatic exclusion from campus.

Academic Calendar

Noorda-COM operates on a semester basis [Fall/Spring/Summer].

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 College of Osteopathic Medicine defines one credit hour as 15 instructional hours plus an average of 30 hours of out of class student work. The pace of learning and studying is not identical for everyone; it is understood that actual time on task will vary from student to student.

This formula will be applied to instructional terms of any duration. An equivalent amount of time on task (i.e. contact time plus out of class student work) per credit hour is required for non-classroom based activities such as a laboratory or small group practica, clinical rotations, asynchronous online or distance instruction and other non-classroom modalities and delivery methods. Calculation of credit hours will be rounded to the nearest 0.5 credit hour per course.

In calculating credit hours, one hour of credit is awarded for:

- 15 instructional hours with anticipated student activity of 2 additional hours per instructional hour for reading, preparing assignment, etc. which is equivalent to 45 hours of student activity
- 30 course lab hours
- 67.5 Learning Objectives
- 1 week of clinical rotations, clerkships, directed study, independent study, and/or practica
- 60 research hours

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) instructional hour of didactic instruction.
- Didactics - 15 instructional hours of didactic instruction (plus 30 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 – 30 formalized instructional course lab hours (plus 15 hours of student out-of-class independent learning) = one (1) semester credit.
- Clerkships, Directed Study, Independent Study, Practicum and Research - 45 hours of instruction and/or student out-of-classroom independent learning in any combination = one (1) semester credit.

Course Numbering

001-099	Preparatory courses
100	First year medical courses
200	Second year medical courses
300	Third year medical courses
400	Fourth year medical courses

Grades

Noorda-COM utilizes a combination of letter and pass/fail grades in the grading system. Courses accepted in transfer toward the Doctor of Osteopathic Medicine program are marked as TR for Transfer. Transfer coursework is not utilized in determining honors or awards.

AU	Audit	Participation and/or observation of a course.
AW	Administrative Withdrawal	Withdrawn from a course(s) or College. Faculty/Administrator-initiated.
CR	Credit	Credit
F	Fail	Failure of a course.
H	Honors	Special recognition for exceptional work.
HP	High Pass	Recognition for above average proficiency.
I	Incomplete	Incomplete coursework due to extenuating circumstances.
NC	No Credit	No Credit
NR	Not Reported	Grade not reported.
Pass	Pass	Pass.
S	Satisfactory	Pass. Satisfactorily met requirements.
TR	Transfer Credit	Credit awarded in transfer.
U	Unsatisfactory	Fail. Did not satisfactorily meet requirements.
W	Withdrawal	Withdrawal from courses(s) or College. Student-initiated.

Courses accepted in transfer toward the Doctor of Osteopathic Medicine program are marked as TR for Transfer. Transfer coursework is not utilized in determining honors or awards.

Grading Schema by Course Category

COURSE TYPE	GRADING SCHEMA
CEPA OMSIII & OMSIV	S/U
Core Clinical Clerkships	H/HP/P/F
Clinical Rotation Electives	S/U
Electives / Independent Study (Non-clinical)	S/U
Sub-Internships	H/HP/P/F
Pre-Clinical Core Courses (OMSI & OMSII)	Letter Grade
Credit/No Credit	CR/NC

Comprehensive Scores for OMSI & OMSII

% on transcript	Grade Equivalent on transcript	2 Digit COM Score on MSPE	3 Digit COM Score on MSPE	Pass / Fail Equivalent reference
97-100	A+	99+	760-800	Pass
93-96	A	97-99	700-759	Pass
90-92	A-	93-96	667-699	Pass
87-89	B+	85-92	626-666	Pass
83-86	B	67-84	573-625	Pass
80-82	B-	50-66	533-572	Pass
77-79	C+	33-49	493-532	Pass
73-77	C	14-32	440-492	Pass
70-72	C-	6-13	400-439	Pass
<69	F	<5	<399	Fail

% = Percentage Correct Range

3 Digit COM Score = 3 digit Comprehensive (COM) Score

2 Digit COM Score = 2 digit Comprehensive (COM) Score

Milestone Levels

At the conclusion of each medical year, student will be assessed a score in the following areas:

- Osteopathic Principles and Practices (OPP)
- Medical Knowledge (MK)
- Patient Care (PC)
- Interpersonal and Communication Skills (ICS)
- Professionalism (P)
- Practice-Based Learning and Improvement (PBLI)
- Systems Based Practices (SBP)

The Milestone Levels for each competency are as follow:

Milestone Level	Dreyfus Stage
≤ Level 1.0	Novice
≤ Level 2.0	Advanced Beginner
≤ Level 3.0	Competent
≤ Level 4.0	Proficient
≤ Level 5.0	Expert

Milestone Level = Score based on ACGME Competencies

Course Repeats

All course enrollment and earned grades will remain on a student's official transcript. Once a student successfully repeats a course, the most recent grade will replace the former grade. The maximum grade permitted for a repeat is a pass.

Program Repeat Audits

Student approved to repeat an academic year after a year of poor academic performance will be required to repeat the entire year of previous attendance. Student will be registered for and must successfully repeat all previously failed offerings. The student may be required by the Dean to audit previously passed courses. Student approved for readmission after a dismissal or an approved leave of absence may also be required to repeat or audit previous courses.

The audit fee is \$200.00 per credit enrolled.

Incomplete Grades

A course director may assign a grade of Incomplete (I) if a student is unable to complete the course/section because of extenuating circumstances beyond the student's control. The course director will complete an Incomplete Grade Contract clearly detailing requirements for completion of the course/section.

The student's signature is not required for the incomplete grade contract. The student will receive a copy of the contract via the students Noorda-COM email address. The student will have three (3) business days to decline the incomplete grade and receive the current earned grade with all missing assignments calculated as a zero.

Students receiving a grade of incomplete must coordinate with the course to satisfy all outstanding coursework for the course/section. Once outstanding requirements for the course are satisfied, the Assistant Dean for Academic Affairs will process a change of grade form converting the incomplete to a grade. DEADLINE: The student has 180 days to work with faculty to complete the incomplete. Once 180 days has passed, the incomplete becomes a fail.

A degree cannot be awarded to a student with an incomplete grade on his/her record. Additionally, satisfactory academic progress (SAP) may be affected by incomplete grades. Please check with the Office of Financial Aid regarding SAP.

Grade Changes

If an error occurred in the computation or recording of a grade, or a course/section has been successfully remediated, the Assistant Dean for Academic Affairs must complete a Grade Change form.

Late Grade Submission

If a course director neglected to submit grades by the established deadline for an individual student, the student grade will be submitted as not reported (NR). The grade must be submitted via the Grade Change form for processing by the Office of the Registrar.

Grade Appeal Process

Within five (5) business days of grade posting, a student may request a review of a course/section grade. Students should first reach out to the Office of Curriculum and Assessment for review of points and grade. If the student believes an error remains, the student should complete a Grade Appeal form for review by the Associate Dean of Academic Affairs, and/or his/her designee.

Leave of Absence

A leave of absence (LOA) is a period of non-enrollment during which students are not considered to be working toward their degree. An LOA can also be used to accommodate students experiencing situations that significantly affect their ability to fully participate in the requirements of the degree program or to accommodate students who wish to interrupt the normal course of study for the purpose of engaging in research, fellowship, and/or creative scholarship.

A leave of absence may be granted for several reasons. Reasons may include, but not be limited to, the following:

- Medical emergency or illness
- Personal emergency
- Military service
- Maternity/Paternity leave
- Academic endeavors, on or off campus that benefit the overall education pursuit of the student in becoming a physician (e.g. fellowships, research, dual degree)

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

Students granted a medical leave of absence must have a licensed physician, approved 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 requests should be requested in writing to the Associate Dean for Student Affairs, who is responsible for approving or denying requests for leaves of absence. If circumstances prevent a student from providing a prior written request, the request may be made through the Associate Dean by exception.

Short-term Leave

Students requesting a leave of less 180 days will be reviewed on a case-by-case basis. Depending on the circumstances, a leave may require a student to be reported to the U.S. Department of Education through the National Student Loan Data System (NSLDS) as withdrawn. Leaves have a significant impact on a student's federal financial aid status. Please contact the Office of Financial Aid regarding the implication related to your leave of absence.

Long-term Leave

Student placed on a leave greater than 180 days will be withdrawn from their coursework and must repeat the semester or year based on direction from Student Progress Committee and/or the Associate Dean of Student Affairs. Students granted a leave of absence must follow the checkout process detailed in the Catalog under the Withdrawal policies. Student will be reported to the U.S. Department of Education through the National Student Loan Data System (NSLDS) as withdrawn. Leaves have a significant impact on a student's federal financial aid status. Please contact the Office of Financial Aid regarding the implication related to your leave of absence.

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

Students on a leave of absence must check-in every thirty (30) days with the Associate Dean of Student Affairs, and/or his/her designee, during the period of leave. Students must request reinstatement in writing to the Associate Dean of Student Affairs thirty (30) days prior to their scheduled return.

Leave of Absence Appeal

Student not approved for a leave of absence will be notified by the Associate Dean for Student Affairs, or his/her designee, for the reason for denial. If a student believes an appeal is warranted, the student must appeal to the Dean within five (5) business days of the receipt of the leave of absence denial. The appeal should contain the following information:

- The reason for the appeal including any hardships the leave of absence denial poses to the student's future of the student's educational career.
- Any additional evidence deemed necessary to reverse the original decision.
- Upon receipt of the formal appeal from the student, the Dean, or his/her designee, will:

- » Acknowledge the receipt of the appeal within five (5) business days.
- » Investigate the claims outlined in the appeal.
- » Notify the student of the decision within five (5) business days of acknowledgment of the written appeal.

The Dean's, or his/her designee's, decision is final.

Withdrawal (Unofficial and Official)

Official Withdrawal

Withdrawal is a voluntary action by a student who chooses to leave Noorda-COM. Any student who leaves for any reason must complete the checkout process. Failure to complete the checkout process will cause the College to put a hold on release of student records.

The checkout process is as follows:

- The student must contact the Associate Dean of Student Affairs and/or the Office of the Registrar and notify of intent to withdraw.
- The Associate Dean of Student Affairs, and/or their designee, will send a checkout form to all administrative offices for checkout directions and signatures.
- The student must make an appointment with the Associate Dean of Student Affairs, and/or their designee, to review and sign the checkout form.

The Associate Dean of Student Affairs and/or their designee, will conduct the exit interview. For the convenience of the student, this will be handled in a single office but include professional from various office to ensure all outstanding issues/needs are resolved. The completed checkout form will be submitted to the Office of the Registrar and will become a part of the permanent record. Once the student completes all obligations, including payment of all outstanding balances, the Office of the Registrar will release student records upon receiving signed consent.

Unofficial Withdrawal

Students who begin coursework at Noorda-Com but stop attending all courses during the term may be considered unofficially withdrawn. The offices of Financial Aid and the Registrar will review students at the end of each academic term to determine if the student unofficially withdrew. A student receiving all grades of fail (F), withdrawal (W) or administrative withdrawal (AW) in any combination may be subject to the Return of Title IV funds calculation (R2T4) if it is determined that the student unofficially withdrew.

The offices of Financial Aid and Registrar will contact instructors and request confirmation of the date the student ceased attending courses through graded class assignments, documented group project work, or other documentation from the instructor. If and/or when instructors provide confirmation of the last date of attendance, documented group project work, or coursework completions, the date will be used to calculate the R2T4 and federal funds to return.

If a last date of attendance cannot be confirmed, the half-way point of the semester may be used and 50 percent of the aid used to pay direct education costs (tuition and fees) must be returned to the U.S. Department of Education on the student's behalf. The Office of Financial Aid will use the policy for Return to Title IV Aid to return the funds.

Student Privacy and Family Education Rights and Privacy Act (FERPA)

Family Education Rights and Privacy Act of 1974, or FERPA, governs privacy for students who are or have attended Noorda College of Osteopathic Medicine. Students have the right to request, inspect, review, and challenge the records maintained by the institution under the provisions of FERPA.

Noorda College of Osteopathic Medicine does not permit access to, or the release of, student's education records or personally identifiable information (PII) outside of directory information without the student's written consent, except to those with an education need-to-know and entities granted access per FERPA.

Student may review the complete text of FERPA at the Office of the Registrar. Questions regarding FERPA should be directed to the Office of the Registrar.

Notification of Rights Under FERPA

FERPA affords students certain rights with respect to their education record. Noorda-COM defines student as any student who is, or has been enrolled, at Noorda-COM. FERPA application begins on the first day of classes of the first term of attendance.

The Right to Review and Inspect

Currently enrolled and former students have the right to inspect and review the student's education record within 45 days after the request is received by the institution. A written request must be submitted to the Office of the Registrar identifying the records the student wishes to inspect. The Registrar, and/or the Registrar's designee, will make arrangements for access and notify the student of the time and place where the records may be inspected.

Please note the following:

- This right does not extend to the financial records, including any information those records contain, of the student's parents. Also, certain restrictions apply to a student's access to confidential letters and confidential statements of recommendation placed in a student's education records. Additionally, certain records may not be accessed by the student because they are excluded from FERPA's definition of "education records."
- If circumstances effectively prevent the student from exercising this right to inspect and review his/her education records, Noorda-COM will either provide the student a copy of the requested records or make other arrangements for the student to inspect and review them.
- Noorda-COM does not charge a fee to search for or to retrieve a student's education records but may charge a fee for a copy of those records, unless doing so would in some way effectively prevent the student from exercising this right.

The Right to Seek an Amendment of a Student's Education Record

A student has the right to request an amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student requesting an amendment must submit a written request to the Office of the Registrar clearly identifying the specific part of the record the student wants amended along with justification for the amendment request. Justification can include inaccurate, misleading information, or in violation of a student's privacy rights. Noorda-COM will follow its internal process to review any request for an amendment. Noorda-COM will respond to an amendment request within ten (10) business days of the receipt of the request. At times, depending on the complexity of the information, it may take longer than ten (10) business days. A student will be notified of timelines. The student requesting the amendment will receive a written response indicating the decision.

The Right to a Hearing Regarding the Request for an Amendment

If Noorda-COM decides an amendment is not warranted, the student will be notified of the decision and advised of the student's right to a hearing regarding the denial of the amendment request.

If, as a result of the hearing, Noorda-COM decides an amendment is warranted, the Registrar will amend the record and will inform the student of the amendment.

If, as a result of the hearing, Noorda-COM decides an amendment is not warranted, the student will be informed of the right to place a statement in the record commenting on the contested information or stating why the student disagrees with the decision of the College, or both. Any such statement placed in the student's education record will be maintained and will be disclosed whenever Noorda-COM discloses the portion of the record pertinent to the statement.

The Right to Prevent Disclosure of Personally Identifiable Information

Students have the right to prevent the disclosure of personally identifiable information (PII) from their education records, except to the extent that FERPA authorizes disclosure without consent. Unless authorized by FERPA exception, Noorda-COM must obtain written consent from a student prior to disclosing PII contained in the student's records. Per requirement, a student's consent must specify the records to be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom disclosure may be made.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, regulations require the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student. Non-consensual disclosure includes but is not limited to the following:

- Legitimate Educational Interests. To school officials with whom Noorda-COM has determined to have legitimate educational interests. A school official is a person employed by Noorda-COM in an administrative, supervisory, academic, research or support staff position (including law enforcement personnel and health staff). It also includes a person serving on Noorda-COM's governing board; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing tasks. Additionally included are contractors, consultants,

volunteers, or other parties (such as attorneys, auditors, or collection agents) to whom Noorda-COM has outsourced institutional services or functions that it would otherwise use employees to perform provided that this outside party is under the direct control of Noorda-COM with respect to the use and maintenance of education records and is subject to FERPA restrictions governing the use and re-disclosure of PII.

- Postgraduate Training Applications. Student education records along with supporting documents relevant to application services used to deliver postgraduate training applications, with whom students are registered, may be disclosed to the application services without the student's prior written consent.
- Judicial Order. Student education records may be released if properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding. In all such cases, reasonable attempts will be made to notify the student of the judicial order in advance of compliance, as permitted by law.
- Financial Aid. Student education records relevant to the student's application for, or receipt of, financial aid may be disclosed without the student's prior written consent.
- Federal and State Authorities. Authorized federal and state official may have access to student education records as required by the audit and evaluation of state and federally supported education programs, or in connection with the enforcement of federal legal requirements which relate to such programs.
- Accrediting or Professional Associations. Designated representatives of accrediting and other professional organizations affiliated with Noorda-COM may have access to student education records to the extent necessary to fulfill the obligation of that affiliation.
- Payment Delinquency. Student education records may be disclosed as necessary to effect collection of a student's financial obligations to the College.
- Student Transfer. Noorda-COM may disclose personally identifiable information from a student's educational records without consent if the disclosure is to another institution for which the student has applied for admission, under the conditions described in 99.31 and 99.34 of the regulations.
- Litigation. Student education records deemed necessary for the defense in a suit filed by a student may be disclosed to attorney's representing Noorda-COM.

Non-consensual disclosures are permitted to parents in the following circumstances:

- Disclosure of a student's personally identifiable information to parents is permitted without a student's written consent if the University determines that there is an articulable and significant threat to the health or safety of the student or other individuals.
- Such disclosure is permitted to parents of the student if the parent provides documentation that the student is a dependent pursuant to Section 152 of the Internal Revenue Code of 1986 and notice is given to the student that a parent has requested such information.
- Such disclosure is permitted if the student is under 21 at the time of the disclosure and the University has determined that the student has committed a disciplinary violation of any federal, state or local law, or of any rule or policy of the University governing the use or possession of alcohol or a controlled substance.
- Disclosure pursuant to the Wetterling Act, 42 U.S.C. 14071. Noorda-COM may disclose without consent information received under the Wetterling Act about a student who is required to register as a sex offender.

Student education records disclosed to a third party are subject to the condition that the third party will not permit any other party to have access to the records without prior approval from the College or the students.

The Right to File a Complaint with the Department of Education

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Notice of Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Noorda-COM, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Noorda-COM may disclose appropriately designated "directory information" without written consent, unless you have advised Noorda-COM to the contrary in accordance with Noorda-COM's procedures. The primary purpose of directory information is to allow Noorda-COM to include information from your education records in certain institutional publications. Examples include:

- Dean's Lists and/or other academic honors awarded by Noorda-COM; and/or,
- Graduation programs; and/or,

- Residency Placement information.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that process transcripts, diplomas, etc. FERPA permits Noorda-COM to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, Noorda-COM may release all directory information to school officials as defined above. Other releases will be limited to those situations where Noorda-COM believes the release would recognize a student for academic or co-curricular achievement or otherwise advance the student's career interests. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or to registry, licensure or certification services. Another example would be the release of directory information in connection with Noorda-COM-sanctioned alumni affairs unless a restriction requested by the student continues to be in force.

Noorda-COM has designated the following information as directory information:

- Student Name
- Campus Address
- Telephone Listing
- Noorda-COM Email Address
- Photograph
- Date of birth (Month and Day)
- Program of Study
- Dates of Attendance
- COM Level
- Participation in officially recognized activities
- Degrees, honors, and awards received
- Location, Training Institution, and Medical Specialty Identified for Postdoctoral Education
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user

Students who wish to opt out of the release of some, or all, of their directory information must notify the Office of Registrar in writing. Upon receipt of such request, the Registrar will designate that portion of the student's directory information as confidential and not to be released outside Noorda-COM except to individuals, institutions, agencies and organizations otherwise authorized by FERPA.

Noorda-COM will honor all requests to withhold any of the categories of directory information listed in the written request, but will not assume any responsibility to contact the student for subsequent permission to release that information. Nondisclosure will be enforced until the student subsequently authorizes its release. A student may not, however, opt out of the disclosure of the student's name, identifier or Noorda-COM email address in a class in which the student is enrolled.

Maintenance of Student Records

Noorda-COM will maintain the following student records information indefinitely:

- Transcripts
- Transcripts for coursework completed at other institutions
- Dates of enrollment, matriculation date, start and end dates of each academic year, dates of leaves of absences, withdrawal, dismissal, conferral/graduation dates
- National exam scores
- Student course performance and clinical clerkship performance evaluations
- MSPE's
- Change of status forms/letters related to leaves, academic schedule variations, remediations, name changes, withdrawal, dismissals, etc.
- Final disposition of disciplinary action records (with or without sanctions)
- Institutional technical standards forms for admissions and/or graduation
- Medical School Diploma (copy)
- Criminal background check, toxicology screenings
- International student documentation
- Student Health and Immunization records

Please note that this is non-exhaustive list. For questions regarding your student record, contact the Office of the Registrar at

registrar@noordacom.org.

Office of 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 terms. Each trimester term 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 instructional hours (or unit measure), as calculated by the Registrar.
2. Student assessment during each Course can may consist of:
 - a. Learning Objective performance; and/or,
 - b. Midterm exam, or in the case of an unusually long section, two (2) exams may be given in lieu of a midterm for longer courses; and/or,
 - c. Comprehensive final exam; and/or,
 - d. Lab practical's for Anatomy, CEPA and OMM as applicable; and/or,
 - e. Objective Structured Clinical Examination (OSCE) patient interviews.
3. Student assessment during each Clinical Experience can may consist of:
 - a. Learning Objective performance; and/or,
 - b. Comprehensive discipline exam; and/or,
 - c. End of the clerkship lab practical's as applicable; and/or,
 - d. Clinical Skills Assessment(s) (CSA) for CEPA and OMM as applicable; and/or,
 - e. Objective Structured Clinical Examination (OSCE) patient interviews; and/or,
 - f. Preceptor End of Clerkship Evaluation.
4. Students will receive a grade 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 percentage score for the course will be calculated.

Letter grades and associated percentages 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:

Noorda-COM will be providing a 3-digit COM score that will allow assessment of progress towards the Medical Knowledge Competency requirement of practice as a physician. This is will be a key metric for student's to support their self-directed learning and will be included in the supplemental transcript/Medical School Performance Evaluation.

Milestone Levels

At the conclusion of each medical year, student will be assessed a score in the following areas:

- Osteopathic Principles and Practices (OPP)
- Medical Knowledge (MK)
- Patient Care (PC)
- Interpersonal and Communication Skills (ICS)
- Professionalism (P)
- Practice-Based Learning and Improvement (PBLI)
- Systems Based Practices (SBP)

The Milestone Levels for each competency are as follow:

Milestone Level	Dreyfus Stage
≤ Level 1.0	Novice
≤ Level 2.0	Advanced Beginner

≤ Level 3.0	Competent
≤ Level 4.0	Proficient
≤ Level 5.0	Expert

End-of-Year Assessment

End-of-year assessment includes:

- 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.
- 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.
- 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.

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.

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

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:
 - ✓ Courses
 - ✓ Clerkships
- b. Consists of 3 students and Curriculum or Clerkship Coordinator (as ad hoc member).
 - ✓ Group selects a student as Chair.
 - ✓ Meets:
 1. At the beginning of the course.
 2. Within a week of the scheduled conclusion of the course.
 - ✓ 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.
 - ✓ Reviews all student responses
 - ✓ Summarizes the main ideas of the report in a consensus report.
 - ✓ 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.

- » 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.

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 Office of the Registrar.

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 good academic standing, scores of 80% or above, and a 3-digit COM score of 500 and above 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/or 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 average of 80% and above and a 3-digit COM score of 500 or above 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 resolve 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.



College of Osteopathic Medicine General Information



Osteopathic Medicine General Information

What is Osteopathic Medicine?

Osteopathy is a 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 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.

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 pro-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 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 Strategic 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 healthcare 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.

Competencies

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 lifelong 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

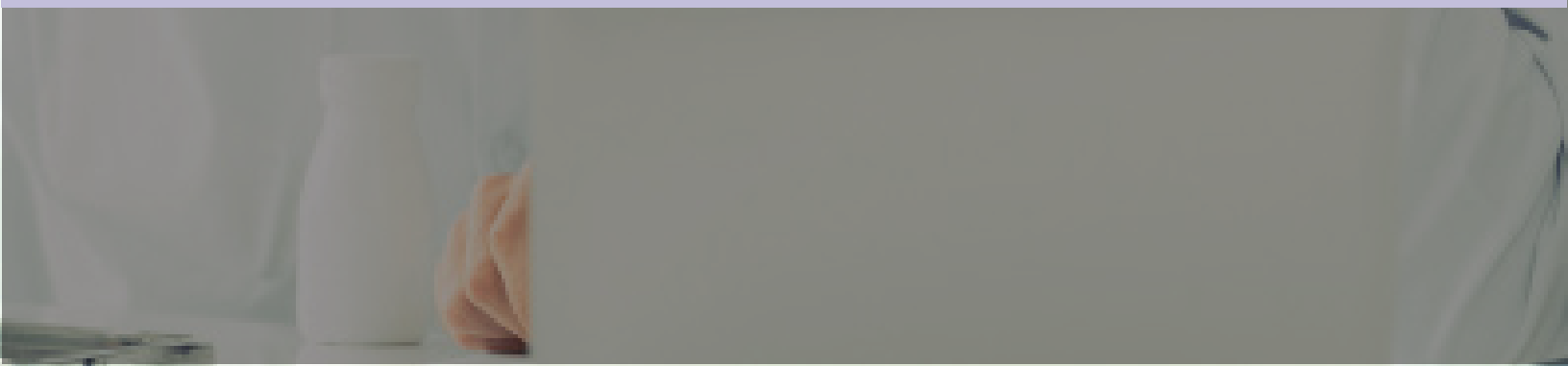
Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.

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.



College of Osteopathic Medicine Program of Study



Osteopathic Medicine - Program of Study

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, compassionate 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 sub-specialties are incorporated into clinical presentations and boards-style assessments and reinforcement covering common presentations encountered in day-to-day practice. Inter-professional 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.

Curriculum

First-Year Curriculum

The courses offered in the first year are shown in the sequence in which they are taken:

Fall	OMSI	CEPA 101	Core Entrustable Professional Activities I	7.00
Fall	OMSI	OMED 102	Introduction to Osteopathic Principles and Philosophy	3.50
Fall	OMSI	OMED 103	Foundations of Medicine	6.00
Fall	OMSI	OMED 104	Structure and Function	8.00
Spring	OMSI	CEPA 102	Core Entrustable Professional Activities II	11.00
Spring	OMSI	OMED 105	Inherent Abilities	6.00
Spring	OMSI	OMED 106	Mechanisms of Disease	6.00
Spring	OMSI	CUM Exam	Cumulative Exam	Required

Second-Year Curriculum

The courses offered in the second year are shown in the sequence in which they are taken:

Fall	OMSII	OMED 201a	Longitudinal Community Medicine	4.00
Fall	OMSII	CEPA 201	Core Entrustable Professional Activities III	5.00
Fall	OMSII	OMED 202	Neuroscience	6.00
Fall	OMSII	OMED 203	Endocrine	2.00
Fall	OMSII	OMED 204	Reproduction and Development	4.00
Fall	OMSII	OMED 205	Skin, Blood, Lymph	4.00
Fall	OMSII	OMED 206	Renal	2.00
Spring	OMSII	OMED 201b	Longitudinal Community Medicine	4.00

Spring	OMSI	CEPA 202	Core Entrustable Professional Activities IV	5.00
Spring	OMSI	OMED 207	Cardiopulmonary	8.00
Spring	OMSI	OMED 208	Gastrointestinal	2.00
Spring	OMSI	OMED 209	Musculoskeletal	4.00
Spring	OMSI	OMED 210	Surgery	2.00
Spring	OMSI	OMED 211	Pediatrics	2.00
Spring	OMSI	OMED 212	Transitions to Clinical Care	0.50
Spring	OMSI	OMED 213	Clinical Management I	0.50

Pre-Clinical Credit and Grading

Pre-Clinical Core Courses will be graded:

Pre-Clinical Core Courses (OMSI & OMSI)	% Three (3) Digit Comprehensive (COM) Score Two (2) Digit Comprehensive (COM) Score Letter Grade
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Comprehensive Scores for OMSI & OMSI

%	3 Digit COM Score	2 Digit COM Score	Grade Equivalent	Pass / Fail Equivalent
97-100	760-800	99+	A+	Pass
93-96	700-759	97-99	A	Pass
90-92	667-699	93-96	A-	Pass
87-89	626-666	85-92	B+	Pass
83-86	573-625	67-84	B	Pass
80-82	533-572	50-66	B-	Pass
77-79	493-532	33-49	C+	Pass
73-77	440-492	14-32	C	Pass
70-72	400-439	6-13	C-	Pass
<69	<399	<5	F	Fail

% = Percentage Correct Range

3 Digit COM Score = 3 digit Comprehensive (COM) Score

2 Digit COM Score = 2 digit Comprehensive (COM) Score

Milestone Level = Score based on ACGME Competencies

The percentage and the letter grade will appear on your official transcript.

Non-clinical electives and independent study courses are graded:

Electives / Independent Study (Non-clinical)	S/U
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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-six (36) 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. Student are supported by Clinical Education department in arranging elective clinical clerkships and sub-internships. 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.

Third-Year Curriculum

Clerkship offerings for the third year are:

CEPA 301a	Core Entrustable Professional Activities V	2.00
OMED 301	Clinical Management II	0.50
FMED 301	Family Medicine	6.00
IMED 301	Internal Medicine	6.00
OBGY 301	Obstetrics and Gynecology	6.00
CEPA 301b	Core Entrustable Professional Activities VI	2.00
PEDS 301	Pediatrics	6.00
PSYC 301	Psychiatry	6.00
SURG 301	General Surgery	6.00

Fourth-Year Curriculum

Clerkship offerings for the fourth year are:

EMED 401	Emergency Medicine	6.00
CEPA 401a	Core Entrustable Professional Activities VII	2.00
Elective 1	Elective 1	4.00
Elective 2	Elective 2	4.00
Elective 3	Elective 3	4.00
Elective 4	Elective 4	4.00
CAP 401	Capstone	1.00
CEPA 401b	Core Entrustable Professional Activities VIII	2.00
Elective 5	Elective 5	4.00
Elective 6	Elective 6	4.00
Sub-I	Sub-I	4.00
Sub-I	Sub-I	4.00

Clinical Clerkship Credit and Grading

Clerkship credit is one unit per completed week (45+ hours in and out of clinical setting).

- All core clinical clerkships are (6) units.
- All elective and sub-internship clinical clerkships are awarded credit based on length.
- All core clerkships and sub-internships are graded:

H	Honors	Special recognition for exceptional work in clinical rotations.
HP	High Pass	Recognition for above average proficiency.
P	Pass	Pass.
F	Fail	Failure of a clerkship.

- All elective clerkships are graded:

S	Satisfactory	Pass. Satisfactorily met requirements.
U	Unsatisfactory	Did not satisfactorily meet requirements.

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.

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 arrange for transportation to and lodging near clinical facilities. Noorda-COM 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 Noorda-COM 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 Noorda-COM official and in direct connection to the educational and/or Noorda-COM 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.

Third- and Fourth-Year Clerkship Registration

The Office of the Registrar in collaboration with the Clinical Education department to register students. All clerkship registrations will be completed by April 15 of the term before the beginning the clerkship. Clerkship registration changes will be handled by Clinical Education. Clinical Education will complete a course change form with the Office of the Registrar.

Elective and Sub-Internship Clerkship Information

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.

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.

List of Electives and Sub-Internships

Course ID	Title	Course ID	Title
ANES 401e/402s	Anesthesiology (E) or (Sub-I)	PATH 403e/403s	Clinical Pathology (E) or (Sub-I)
ANES 402e/402s	Pain Management (E) or (Sub-I)	PATH 404e/404s	Forensic Pathology (E) or (Sub-I)
CLMD 401e	Healthcare Improvement (E)	PATH 405e/405s	Hematopathology (E) or (Sub-I)
CLMD 402e	Healthcare Management and Public Health Policy (E)	PATH 406e/406s	Toxicology (E) or (Sub-I)
CLMD 403e	Integrated Medicine (E)	PEDS 401e/401s	Adolescent Medicine (E) or (Sub-I)
CLMD 404e	Medical Informatics (E)	PEDS 402e/402s	Community Pediatrics/Inpatient Hosp (E) or (Sub-I)
FMED 401e	Community Medicine (E)	PEDS 404e/404s	General Pediatrics /Outpatient (E) or (Sub-I)
FMED 402e/402s	Family Medicine (E) or (Sub-I)	PEDS 405e/405s	Neonatology (E) or (Sub-I)
FMED 403e/403s	Geriatrics (E) or (Sub-I)	PEDS 406e/406s	Pediatric Allergy/Immunology (E) or (Sub-I)
FMED 404e/404s	Hyperbaric Medicine/Wound Care (E) or (Sub-I)	PEDS 407e/407s	Pediatric Cardiology (E) or (Sub-I)
FMED 301e*	International Community Medicine Independent Study (E)	PEDS 408e/408s	Pediatric Critical Care Medicine (E) or (Sub-I)
FMED 302e*	International Community Medicine (E)	PEDS 409e/409s	Pediatric Dermatology (E) or (Sub-I)
FMED 405e	Travel Medicine (E)	PEDS 410e/410s	Pediatric Emergency Medicine (E) or (Sub-I)
FMED 406e/406s	Physical Medicine and Rehabilitation (E) or (Sub-I)	PEDS 411e/411s	Pediatric Endocrinology/Metabolism (E) or (Sub-I)
FMED 408e/408s	Rural/Underserved Primary Care II (E) or (Sub-I)	PEDS 412e/412s	Pediatric Gastroenterology (E) or (Sub-I)
FMED 409e/409s	Sports Medicine (E) or (Sub-I)	PEDS 413e/413s	Pediatric Genetics (E) or (Sub-I)
GENE 499e	Medical Genetics Research (E)	PEDS 414e/414s	Pediatric Hematology/Oncology (E) or (Sub-I)
IDIS 400e**	Clinical Independent Study (E)	PEDS 415e/415s	Pediatric Infectious Disease (E) or (Sub-I)
IDIS 404e	Bioethics (E)	PEDS 416e/416s	Pediatric Nephrology (E) or (Sub-I)
IMED 401e/401s	Allergy/Immunology (E) or (Sub-I)	PEDS 417e/417s	Pediatric Neurology (E) or (Sub-I)

IMED 402e/402s	Addiction Medicine (E) or (Sub-I)	PEDS 418e/418s	Pediatric Pulmonary Medicine (E) or (Sub-I)
IMED 403e/403s	Cardiology (E) or (Sub-I)	PEDS 419e	Pediatric Rehabilitation (E)
IMED 404e/404s	Critical Care Medicine (E) or (Sub-I)	PEDS 420e/420s	Pediatric Rheumatology (E) or (Sub-I)
IMED 405e/405s	Dermatology (E) or (Sub-I)	PMED 401e	Aerospace/Aviation Medicine (E)
IMED 406e	Electrocardiogram Interpretation (E)	PMED 402e	Environmental Health (E)
IMED 407e/407s	Endocrinology/Metabolism (E) or (Sub-I)	PMED 403e	General Preventive Medicine (E)
IMED 408e/408s	Gastroenterology (E) or (Sub-I)	PMED 404e/404s	Occupational Medicine (E) or (Sub-I)
IMED 409e/409s	General Internal Medicine-Outpatient (E) or (Sub-I)	PMED 405e	Public Health (E)
IMED 411e/411s	Hematology/Oncology (E) or (Sub-I)	PSYC 401e/401s	General Psychiatry (E) or (Sub-I)
IMED 412e/412s	Hospice/Palliative Care (E) or (Sub-I)	PSYC 402e/402s	Pediatric Psychiatry (E) or (Sub-I)
IMED 413e/413s	Infectious Diseases (E) or (Sub-I)	RADI 402e/402s	General Radiology (E) or (Sub-I)
IMED 414e/414s	Internal Medicine – Hospital/inpatient (E) or (Sub-I)	RADI 403e/403s	Interventional Radiology (E) or (Sub-I)
IMED 414e/414s	Internal Medicine – Hospital/inpatient (E) or (Sub-I)	RADI 404e	Nuclear Medicine (E)
IMED 415e/415s	Medical Genetics (E) or (Sub-I)	RADI 405e/405s	Pediatric Radiology (E) or (Sub-I)
IMED 416e/416s	Nephrology (E) or (Sub-I)	RADI 406e/406s	Radiation Oncology (E) or (Sub-I)
IMED 417e/417s	Neurology (E) or (Sub-I)	SURG 401e/401s	Cardiovascular/Thoracic Surgery (E) or (Sub-I)
IMED 418e/418s	Pulmonary Medicine (E) or (Sub-I)	SURG 402e/402s	Colorectal Surgery (E) or (Sub-I)
IMED 419e/419s	Rheumatology (E) or (Sub-I)	SURG 403e/403s	General Surgery (E) or (Sub-I)
IMED 420e	Sleep Medicine (E)	SURG 404e/404s	Neurosurgery (E) or (Sub-I)
OBGY 401e	General Gynecology (E)	SURG 405e/405s	Ophthalmology (E) or (Sub-I)
OBGY 402e/402s	General Obstetrics (E) or (Sub-I)	SURG 406e/406s	Orthopedic Surgery (E) or (Sub-I)
OBGY 403e/403s	General Obstetrics/Gynecology (E) or (Sub-I)	SURG 407e/407s	Otolaryngology/ENT (E) or (Sub-I)
OBGY 404e/404s	Gynecologic Oncology (E) or (Sub-I)	SURG 408e/408s	Pediatric Surgery (E) or (Sub-I)
OBGY 405e/405s	Maternal Fetal Medicine/Genetics (E) or (Sub-I)	SURG 409e/409s	Plastic Surgery (E) or (Sub-I)
OBGY 406e	Reproductive Endocrine (E)	SURG 410e	Podiatry/Foot Ankle (E)
OCS 401e/401s	Osteopathic Manipulation (E) or (Sub-I)	SURG 411e/411s	Transplant Medicine (E) or (Sub-I)
PATH 401e/401s	Anatomic Pathology (E) or (Sub-I)	SURG 412e/412s	Trauma Surgery (E) or (Sub-I)
PATH 402e	Blood Banking (E)	SURG 413e/413s	Urology (E) or (Sub-I)
		SURG 414e/414s	Vascular Surgery (E) or (Sub-I)

Degree Requirements-COM2025

OMSI	CEPA 101	Core Entrustable Professional Activities I	7.00
OMSI	OMED 102	Introduction to Osteopathic Principles and Philosophy	3.50
OMSI	OMED 103	Foundations of Medicine	6.00
OMSI	OMED 104	Structure and Function	8.00
OMSI	CEPA 102	Core Entrustable Professional Activities II	11.00
OMSI	OMED 105	Inherent Abilities	6.00
OMSI	OMED 106	Mechanisms of Disease	6.00
OMSI	CUM Exam	Cumulative Exam (Required)	0.00
OMSII	OMED 200	Longitudinal Community Medicine	4.00
OMSII	CEPA 201	Core Entrustable Professional Activities III	5.00
OMSII	OMED 202	Neuroscience	6.00
OMSII	OMED 203	Endocrine	2.00
OMSII	OMED 204	Reproduction and Development	4.00
OMSII	OMED 205	Skin, Blood, Lymph	4.00
OMSII	OMED 206	Renal	2.00
OMSII	OMED 201	Longitudinal Community Medicine	4.00
OMSII	CEPA 202	Core Entrustable Professional Activities IV	5.00
OMSII	OMED 207	Cardiopulmonary	8.00
OMSII	OMED 208	Gastrointestinal	2.00
OMSII	OMED 209	Musculoskeletal	4.00
OMSII	OMED 210	Surgery	2.00
OMSII	OMED 211	Pediatrics	2.00
OMSII	OMED 212	Transitions to Clinical Care	0.50
OMSII	OMED 213	Clinical Management I	0.50
OMSIII	CEPA 301	Core Entrustable Professional Activities V	2.00
OMSIII	OMED 301	Clinical Management II	0.50
OMSIII	FMED 301	Family Medicine	6.00
OMSIII	IMED 301	Internal Medicine	6.00
OMSIII	OBGY 301	Obstetrics and Gynecology	6.00
OMSIII	CEPA 302	Core Entrustable Professional Activities VI	2.00
OMSIII	PEDS 301	Pediatrics	6.00
OMSIII	PSYC 301	Psychiatry	6.00
OMSIII	SURG 301	Surgery	6.00
OMSIV	EMED 401	Emergency Medicine	6.00
OMSIV	CEPA 401	Core Entrustable Professional Activities VII	2.00

OMSIV Elective 1	Elective 1	4.00
OMSIV Elective 2	Elective 2	4.00
OMSIV Elective 3	Elective 3	4.00
OMSIV Elective 4	Elective 4	4.00
OMSIV CAP 402	Capstone	1.00
OMSIV CEPA 402	Core Entrustable Professional Activities VIII	2.00
OMSIV Elective 5	Elective 5	4.00
OMSIV Elective 6	Elective 6	4.00
OMSIV Sub-I	Sub-I	4.00
OMSIV Sub-I	Sub-I	4.00

The degree awarded upon completion of the above 186 units is **Doctor of Osteopathic Medicine**. Students participating in tracks may have additional units requirements.

Curriculum: Tracks and Fellowships

Tracks

Noorda-COM offers three distinct tracks for medical students seeking to specialize in the areas of research and rural and military medicine. Each track has its own application and completion requirements.

Military Medicine

The Noorda-COM Military Medicine track is a specialized curriculum designed to equip medical students with skills critical to becoming a military physician. This track is designed for Health Professions Scholarship Program (HPSP) recipients and for National Guard members who will serve as military physicians in any branch of the armed forces.

The Military Medicine track extends through all four years of medical school. Students engaged in this track will gain experiences through:

- Lecture and didactic presentations that bring military medicine expertise to campus
- Anatomy, surgical skill lab and simulation sessions
- Formal training and electives including disaster medicine (ATLS, ADLS, AWLS)

Requirements

OMSI	MIMD 101	Military Medicine	1 credit
	MIMD 102	Military Medicine	1 credit
OMSII	MIMD 201	Military Medicine	1 credit
	MIMD 202	Military Medicine	1 credit
OMSIII	Rural Medicine Rotation		4 credits
OMSIV	Emergency Medicine Rotation		4 credits
	Two Specialty Rotations @ Military Locations		8 credits
	TOTAL		20 credits

Research

Research and scholarly activity are central to medical education and are incorporated across the Noorda-COM curriculum. For medical students who want to continue and focus on their research endeavors, Noorda-COM offers a Research track. The Noorda-COM Research track curriculum specializes in the areas of research in clinical medicine and provides opportunities for students to engage in their research interests.

The Research track extends through all four years of medical school. Students engaged in this track will gain research acumen through:

- Mentored research experiences
- Advanced research coursework
 - Human and animal research
 - Biostatistics
 - Ethics
- Technique specific training
- Research presentation
- Figure preparation
- Scientific writing

Requirements

RSCH 101	Journal Club	3 credits (minimum)
RSCH 499	Research Practicum	8 credits
	Research Electives	6 credits
TOTAL		17 credits

RSCH 499 is offered during the summer of the first year of medical school. Students who want to engage in the research track must take the course during the first summer.

Rural Medicine

The Noorda-COM Rural Medicine track is designed to give students experiences serving in rural, underserved areas.

Requirements

OMSI and II – 2 of the following electives

MSK 101e	Ultrasound	.5 credit
IDIS 204e	Leadership in Health Promotion	.5 credit
IDIS 106e	Health Policy	1 credit
FMED 101e	Basic Disaster Life Support	.5 credit
FMED 204e	Advanced Case Presentations in Clinical Medicine	.5 credit

OMSIII and IV – 1 of the following rotation/sub-I's

FMED 408e	Rural/Underserved Primary Care (E)	4 credits
FMED 408s	Rural/Underserved Primary Care (S)	4 credits

TOTAL 5 credit (minimum)

Additional Requirements

- Certification in Basic Wilderness Life Support
- Core Clerkship Locations: Emergency Medicine and Family Medicine are done in a rural setting. Locations need to be approved by the Assistant Dean of Clinical Affairs.
- Participation in Rural Health electives track lecture series and club activities.

Fellowship information is forthcoming.



Student Services and Campus Life

Student Services and Campus Life

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 subject to disciplinary action up to and including immediate dismissal.

Information Technology

Noorda-COM recognizes the abundance of technological resources available. It is essential for individuals to have access to the latest technology and information obtainable in order to effectively and efficiently do their jobs, reach their goals, grow professionally and fulfill their educational requirements. For this reason, through the Information Technology department (IT), Noorda-COM provides technological access to individuals. Nevertheless, Noorda-COM must respect and observe the rights and privileges of copyright holders, obey the U.S. Copyright Act and other laws pertaining to educational institutions, and preserve the integrity of its internal network systems.

Account Guidelines

Accounts are automatically created for all matriculated Noorda-COM students, employees, and on an as-needed basis for educational requirements. Accounts will remain in effect until graduation, termination, expiration of the account pursuant to the terms of the special arrangement, or when the provisions of this policy have been violated, as applicable.

User Responsibilities

Individuals who use IT resources at Noorda-COM are granted such access as a privilege. Everyone is expected to use accounts responsibly within the Noorda-COM-approved educational, academic, research and/or administrative guidelines for which such accounts are granted.

- Individuals shall use only the Noorda-COM accounts that have been authorized for their own use.
- Individuals are responsible for any activity conducted on their accounts, and should protect their accounts by keeping passwords confidential.

- Users are responsible for ensuring that Noorda-COM authorized equipment for which they are responsible remains in compliance with this policy.
- Individuals learning of any misuse of Noorda-COM equipment or violations of this policy shall notify the IT department in a timely manner.
- The internet services provided by Noorda-COM are College property. Access to the internet imposes certain responsibilities and obligations. Use of the Internet, including the College's Internet applications, must be ethical and honest with due respect for intellectual property rights, system security, and personal privacy.
- Users must follow Noorda-COM's password management policies and all user accounts will be forced to change their passwords periodically throughout the year.
- College Monitoring Rights
-

Noorda-COM reserves the right to:

- Access or monitor (without notice) any use of the Noorda-COM network and College-owned applications including, but not limited to, internet access, email use, learning management system access and use, storage of electronic, magnetic, and other files and information, etc. Use of any Noorda-COM-sponsored applications constitutes consent to such access and monitoring.
- Request and obtain proof of proper licensing from any user of any software applications found on Noorda-COM authorized equipment.
- Inspect the drive space of all account holders and any Noorda-COM computer equipment.
- Monitor and read email messages and discussion boards. All electronic mail accounts and content of the discussion boards are the property of Noorda-COM.
- Periodically audit all authorized equipment for software and other materials that may violate this policy.
- Prohibited Activities
- Users are strictly prohibited from performing, alone or in conjunction with, activities that include, but are not limited to, the following:
 - Sharing of passwords or logins, such as an individual allowing friends, family, co-workers, or others to use his/her Noorda-COM accounts.
 - Copying software without the proper authorization from Noorda-COM's Director of Technology Operations.
 - Theft of hardware, software (including unauthorized reproduction), supplies or other property.
 - Installing software (including but not limited to games, shareware, freeware, careware, etc.) on any Noorda-COM computer hard drive or network drive without proper authorization from Noorda-COM's Director of Technology Operations.
 - Without proper authorization, attempting to:
 - Access, copy or destroy programs or files that belong to other users or Noorda-COM;
 - Disable or overload any computer system or network;
 - Circumvent any system or procedure intended to protect the privacy or security of any person, network, information, data, program or system; or
 - Place or use, regardless of the means, on Noorda-COM property or in accounts on any Noorda-COM equipment so-called "hacker" files or other computer programs or devices whose principal function is to defeat security or copy protection mechanisms.
- Modifying or altering Noorda-COM computing equipment:
 - Changing computer settings;
 - Introducing viruses, worms, Trojan horses, trap-door programs, or other intentionally destructive or disabling codes into any system running on any Noorda-COM equipment (this includes the internet).
 - Making any changes without written permission from the IT Department.
 - Attempting to undermine network security, to impair functionality of the network, or to bypass restrictions including, but not limited to, security restrictions set by IT or Noorda-COM.
 - Assisting others in violating, or negligently allowing others to violate rules.
 - Sending messages with sexual, racial, discriminating or harassing content, including any offensive or unlawful remarks, jokes, slurs and obscenities.
 - Sending electronic chain letters.
- Using email or internet services, including internet applications, for personal financial gain, business or commercial enterprises, or illegal activities (including use of Noorda-COM's email address or any part of a Noorda-COM domain name to solicit or receive solicited commercial-related or illegal communications).
- Downloading any program to any Noorda-COM computer equipment without the prior consent of NOORDA-COM's Director of Technology Operations.

Discipline

Unauthorized or fraudulent use of the College's computing resources is a serious violation of College regulations and may be against the law. Failure to comply with the stated provisions and applicable local, state and federal laws may result in disciplinary action and/or civil penalties (including damages, criminal fines and/or imprisonment). Information derived from

system monitoring and/or contained in electronic message or files may be used as a basis for administrative, disciplinary or criminal proceedings.

- Individuals who do not comply with the provisions outlined in this policy may have all user privileges suspended, restricted or terminated. In addition, users may be subject to further disciplinary action, which may result in suspension, expulsion or termination from Noorda-COM.
- Any account holder who knowingly or negligently allows a third party to use his/her accounts to do anything otherwise prohibited by this policy shall be disciplined as if the account holder was the responsible party.
- In addition to any action which Noorda-COM may take against the account holder, Noorda-COM reserves the right to pursue all claims (equitable, legal and criminal) against and remedies to which Noorda-COM may be entitled to from the account holder and/or the actual third-party offender.
- Noorda-COM may report to the appropriate law enforcement agencies any actions by account holders that are believed to be against the law.

Alcohol and Drugs

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

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.

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.

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 for Alcohol and Other Drugs

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 633 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.

Professional Conduct

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, non-prescribed controlled substances, or illicit drugs.
- Unlawful use, possession or distribution of illegal drugs, non-prescribed 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 Administrative Council (SAC).
- Senior Administrative Council (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 Administrative Council (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 Administrative 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.

Senior Administrative Council

The Senior Administrative Council (SAC) is made up of Associate Deans from Academic, Clinical, Research and Student Affairs. The SAC reviews any SPC recommendations regarding student academic and professional progress. As part of the comprehensive review, the SAC will determine whether or not to uphold, adjust or deny SPC recommendations. The SAC has broad authority to review student records as part of any final decision.

The role of the SAC includes but is not limited to adjudicating recommendations on student performance from the SPC. Membership includes representation by the Associate Deans from each of the following: Academic Affairs, Clinical Affairs, Student Affairs, and Research.

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.

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.

Drug Definitions

- **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

Potential Student Conduct Outcomes

- 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.

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/>

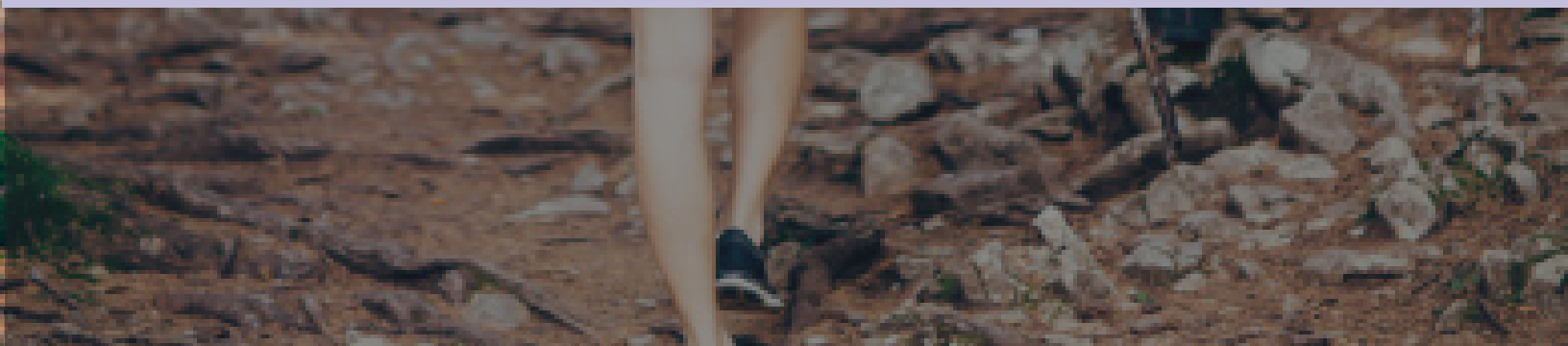
You may request an Utah Voter Registration Form from the Utah Secretary of State website at: <https://elections.utah.gov/Media/Default/Forms/Utah%20Voter%20Registration%20Form.pdf>

- <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](http://www.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>



Student Health and Wellness



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 HSA Consulting. 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.

Additional Helpful Numbers

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

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, epiglottitis), 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 O157: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 unable 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

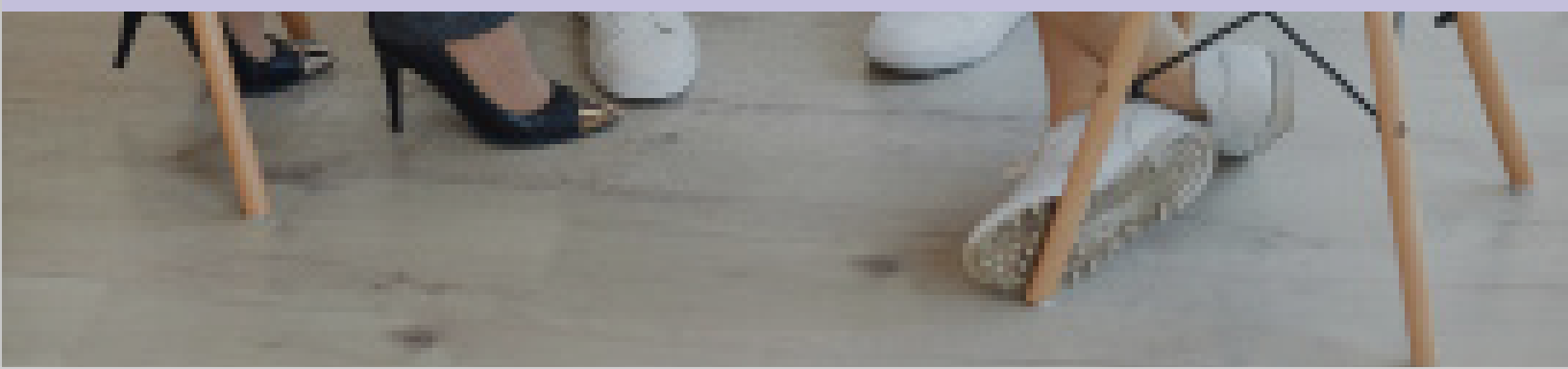
- Immediately wash exposed areas with soap and water.
- If splashed in eyes or mouth, flush with large amounts of water.
- It is critical that you are treated within the first two (2) hours after injury.
- Notify supervisor and follow clerkship site exposure protocols.
- If facility is not equipped to 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



Title IX



Title IX Policy and Process

Non-Discrimination and Anti-Harassment

(Includes Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking, and Retaliation)

Noorda-COM is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sexual harassment and retaliation.

To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, Noorda-COM has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sexual harassment or retaliation.

Noorda-COM values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

Glossary

- Advisor means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the resolution process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.
- Complainant means an individual who is alleged to be the victim of conduct that could sexual harassment based on a protected class; or retaliation for engaging in a protected activity.
- Community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers
- Complaint (formal) means a document submitted or signed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment or retaliation for engaging in a protected activity against a Respondent and requesting that the Noorda-COM investigate the allegation.
- Confidential Resource means an employee who is not a Mandated Reporter of reports of harassment and/or retaliation (irrespective of Clery Act Campus Security Authority status).
- Day means a business day when the Noorda-COM is in normal operation.
- Education program or activity means locations, events, or circumstances where Noorda-COM exercises substantial control over both the Respondent and the context in which the sexual harassment occurs and also includes any building owned or controlled by a student organization that is officially recognized by the Noorda-COM.
- Final Determination: A conclusion by the standard of proof that the alleged conduct did or did not violate policy.
- Finding: A conclusion by the standard of proof that the conduct did or did not occur as alleged (as in a “finding of fact”).
- Formal Grievance Process means “Process A,” a method of formal resolution designated by the Noorda-COM to address conduct that falls within the policies included below, and which complies with the requirements of the Title IX regulations (34 CFR §106.45).
- Grievance Process Pool includes any investigators, hearing officers, appeal officers, and Advisors who may perform any or all of these roles (though not at the same time or with respect to the same case).
- Hearing Decision-maker or Panel refers to those who have decision-making and sanctioning authority within the Noorda-COM’s Formal Grievance process.
- Investigator means the person or persons charged by Noorda-COM with gathering facts about an alleged violation of this Policy, assessing relevance and credibility, synthesizing the evidence, and compiling this information into an investigation report and file of directly related evidence.
- Mandated Reporter means an employee of the Noorda-COM who is obligated by policy to share knowledge, notice, and/or reports of harassment and/or retaliation with the Title IX Coordinator.
- Notice means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing, discriminatory, and/or retaliatory conduct. Written notice can be delivered via hard copy or Noorda-COM e-mail.
- Official with Authority (OWA) means an employee of the Noorda-COM explicitly vested with the responsibility to implement corrective measures for sexual harassment and/or retaliation on behalf of the Noorda-COM.
- Parties include the Complainant(s) and Respondent(s), collectively.
- Process A means the Formal Grievance Process detailed below and defined above.
- Process B means any process designated by the Noorda-COM to apply only when Process A does not, as determined by the Title IX Coordinator.
- Noorda-COM (Noorda College of Osteopathic Medicine) means a postsecondary education program that may be a future recipient of federal funding.
- Remedies are post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence, and restore access to the Noorda-COM’s educational program.
- Respondent means an individual who has been reported to be the alleged perpetrator of conduct that could constitute

- sexual harassment or retaliation for engaging in a protected activity.
- Resolution means the result of an informal or Formal Grievance Process that is concluded.
- Sanction means a consequence imposed by the Noorda-COM on a Respondent who is found to have violated this policy.

Sexual Harassment is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, dating violence and domestic violence.

- Title IX Coordinator is at least one official designated by the Noorda College of Osteopathic Medicine to ensure compliance with Title IX and the Noorda-COM's Title IX program. References to the Coordinator throughout this policy may also encompass a designee of the Coordinator for specific tasks.
- Title IX Team refers to the Title IX Coordinator, any deputy coordinators, investigators, and any member of the Grievance Process Pool.

Applicable Scope

The core purpose of this policy is the prohibition of sexual harassment and retaliation. When an alleged violation of this policy is reported, the allegations are subject to resolution using Noorda-COM's "Process A" or "Process B," as determined by the Title IX Coordinator, and as detailed below.

When the Respondent is a member of the Noorda-COM community, a grievance process may be available regardless of the status of the Complainant, who may or may not be a member of the Noorda-COM community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers. Add this to the definition of community.

The procedures below may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

Title IX Coordinator

The Director of Professionalism and Ethics serves as the Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating Noorda-COM's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sexual harassment, and retaliation prohibited under this policy.

Independence and Conflict-of-Interest

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally.

To raise any concern involving bias or conflict of interest by the Title IX Coordinator, contact the Noorda-COM President. Concerns of bias or a potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

Reports of misconduct committed by the Title IX Coordinator should be reported to the Noorda-COM President or designee. Reports of misconduct committed by any other Title IX Team member should be reported to the Title IX Coordinator.

Administrative Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made internally to:

Name: Dr. Tracy Hill, Director of Professionalism and Ethics
 Title IX Coordinator
 Location/Address: 1712 East Bay Blvd, Bldg 5, Suite 300, Provo UT 84606
 385-375-8724
 Email: tahill@noordacom.org

Noorda-COM has also classified many employees as Mandated Reporters of any knowledge they have that a member of the community is experiencing sexual harassment and/or retaliation.

The section below on Mandated Reporting details which employees have this responsibility and their duties, accordingly.

Inquiries may be made externally to:

Office for Civil Rights (OCR)
 U.S. Department of Education

400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

The Office for Civil Rights (OCR) at the U.S. Department of Health and Human Services (HHS) is responsible for enforcing protections against sex discrimination under Title IX of the Education Amendments of 1972 (Title IX) and Section 1557 of the Affordable Care Act (Section 1557). For complaints to the HHS OCR: OCR Complaint Portal.

For complaints involving employees: Equal Employment Opportunity Commission (EEOC)

Notice/Complaints of Sexual Harassment and/or Retaliation

Notice or complaints of sexual harassment and/or retaliation may be made using any of the following option:

- File a complaint with, or give verbal notice to, the Title IX Coordinator. Such a report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator or any other official listed.

A Formal Complaint means a document submitted or signed by the Complainant or signed by the Title IX Coordinator alleging a policy violation by a Respondent and requesting that Noorda-COM investigate the allegation(s). If a student or employee requires assistance to submit a formal complaint due to trauma or disability, the Title IX Coordinator will assist the Complainant in accessing support services.

A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information in the section immediately above, or as described in this section. As used in this paragraph, the phrase “document filed by a Complainant” means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the Noorda-COM) that contains the Complainant’s physical or digital signature, or otherwise indicates that the Complainant is the person filing the complaint, and requests that the Noorda-COM investigate the allegations.

If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the Complainant to ensure that it is filed correctly.

Supportive Measures

Noorda-COM will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged sexual harassment and/or retaliation.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the Noorda-COM’s education program or activity, including measures designed to protect the safety of all parties or the Noorda-COM’s educational environment, and/or deter sexual harassment and/or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the parties upon receiving notice or a complaint. At the time that supportive measures are offered, the Noorda-COM will inform the Complainant, in writing, that they may file a formal complaint with the Noorda-COM either at that time or in the future, if they have not done so already.

The Title IX Coordinator works with the Complainant to ensure that their wishes are taken into account with respect to the supportive measures that are planned and implemented.

The Noorda-COM will maintain the privacy of the supportive measures, provided that privacy does not impair the Noorda-COM’s ability to provide the supportive measures. Noorda-COM will act to ensure as minimal an academic or occupational impact on the parties as possible.

The Noorda-COM will implement measures in a way that does not unreasonably burden the other party. These actions may include, but are not limited to:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program

- Referral to community-based service providers
- Student financial aid counseling
- Education to the institutional community or community subgroup(s)
- Altering work arrangements for employees or student-employees
- Safety planning
- Providing campus safety escorts
- Providing transportation accommodations
- Implementing contact limitations (no contact orders) between the parties
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Timely warnings
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX Coordinator

Violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement.

Emergency Removal

Noorda-COM can act to remove a student Respondent entirely or partially from its education program or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual justifies removal.

This risk analysis is performed by the Title IX Coordinator in conjunction with the Professionalism, Academics and Clinical Committee (PACC) and using its standard objective violence risk assessment procedures.

In all cases in which an emergency removal is imposed, the student will be given notice of the action and the option to request to meet with the Title IX Coordinator prior to such action/removal being imposed, or as soon thereafter as reasonably possible, to show cause why the action/removal should not be implemented or should be modified.

This meeting is not a hearing on the merits of the allegation(s), but rather is an administrative process intended to determine solely whether the emergency removal is appropriate.

When this meeting is not requested within five (5) business days, objections to the emergency removal will be deemed waived. Pending the meeting and the outcome of the meeting, the Respondent must comply with the removal order until the Coordinator determines that the order should be lifted or altered based on the meeting.

A Complainant and their Advisor may be permitted to participate in this meeting if the Title IX Coordinator determines it is equitable to do so.

A Respondent may be accompanied by an Advisor of their choice when meeting with the Title IX Coordinator for the show cause meeting. The Respondent will be given access to a written summary of the basis for the emergency removal prior to the meeting to allow for adequate preparation.

The Title IX Coordinator has sole discretion under this policy to implement or stay an emergency removal and to determine the conditions and duration. Violation of an emergency removal under this policy will be grounds for discipline, which may include expulsion.

Noorda-COM will implement the least restrictive emergency actions possible in light of the circumstances and safety concerns. As determined by the Title IX Coordinator, these actions could include, but are not limited to: temporarily re-assigning an employee, restricting a student's or employee's access to or use of facilities or equipment, allowing a student to withdraw or take grades of incomplete without financial penalty, authorizing an administrative leave, and suspending a student's participation in extracurricular activities, student employment, or student organizational leadership.

At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an academic impact as possible on the parties.

Where the Respondent is an employee, existing provisions for interim action are applicable.

Promptness

All allegations are acted upon promptly by Noorda-COM once it has received notice or a formal complaint. Complaints take 60-90 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to

take longer, but the Noorda-COM will avoid all undue delays within its control.

Any time the general time frames for resolution outlined in Noorda-COM procedures will be delayed, Noorda-COM will provide written notice to the parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

Privacy

Every effort is made by Noorda-COM to preserve the privacy of reports. Noorda-COM will not share the identity of any individual who has made a report or complaint of harassment or retaliation; any Complainant, any individual who has been reported to be the perpetrator of sexual harassment or retaliation, any Respondent, or any witness, except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law; or to carry out the purposes of 34 CFR Part 106, including the conducting of any investigation, hearing, or grievance proceeding arising under these policies and procedures.

Noorda-COM reserves the right to determine which Noorda-COM officials have a legitimate educational interest in being informed about incidents that fall within this policy, pursuant to the Family Educational Rights and Privacy Act (FERPA).

Only a small group of officials who need to know will typically be told about the complaint, including but not limited to: President, Dean, Associate Dean for Student Affairs, Director of Human Resources, Director of Facilities/Security, and Professionalism, Academic and Clinical Committee.

Information will be shared as necessary with Investigators, Decision-makers, witnesses, and the parties. The circle of people with this knowledge will be kept as tight as possible to preserve the parties' rights and privacy.

Noorda-COM may contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk but will usually consult with the student first before doing so. Confidentiality and mandated reporting are addressed more specifically below.

Jurisdiction of Noorda-COM

This policy applies to the education program and activities of Noorda-COM, to conduct that takes place on the campus or on property owned or controlled by the Noorda-COM, at Noorda-COM-sponsored events, or in buildings owned or controlled by Noorda-COM's recognized student organizations. The Respondent must be a member of Noorda-COM's community in order for its policies to apply.

This policy can also be applicable to the effects of off-campus misconduct that effectively deprive someone of access to Noorda-COM's educational program. Noorda-COM may also extend jurisdiction to off-campus and/or to online conduct when the Title IX Coordinator determines that the conduct affects a substantial Noorda-COM interest.

Regardless of where the conduct occurred, the Noorda-COM will address notice/complaints to determine whether the conduct occurred in the context of its employment or educational program or activity and/or has continuing effects on campus or in an off-campus sponsored program or activity. A substantial Noorda-COM interest includes:

- a. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state, or federal law;
- b. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual;
- c. Any situation that significantly impinges upon the rights, property, or achievements of oneself or others or significantly breaches the peace and/or causes social disorder; and/or
- d. Any situation that is detrimental to the educational interests or mission of Noorda-COM.

If the Respondent is unknown or is not a member of the Noorda-COM community, the Title IX Coordinator will assist the Complainant in identifying appropriate campus and local resources and support options and/or, when criminal conduct is alleged, in contacting local or campus law enforcement if the individual would like to file a police report.

Further, even when the Respondent is not a member of the Noorda-COM's community, supportive measures, remedies, and resources may be accessible to the Complainant by contacting the Title IX Coordinator.

In addition, Noorda-COM may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from Noorda-COM property and/or events.

All vendors serving Noorda-COM through third-party contracts are subject to the policies and procedures of their employers [or to these policies and procedures to which their employer has agreed to be bound by their contracts].

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution, as it may be possible to allege violations through that institution's policies.

Similarly, the Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences sexual harassment or retaliation in a clinical rotation, research lab, or other environment external to Noorda-COM where sexual harassment policies and procedures of the facilitating or host organization may give recourse to the Complainant.

Time Limits on Reporting

There is no time limitation on providing notice/complaints to the Title IX Coordinator. However, if the Respondent is no longer subject to Noorda-COM's jurisdiction and/or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible.

Acting on notice/complaints significantly impacted by the passage of time (including, but not limited to, the rescission or revision of policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures and/or remedies, and/or engage in informal or formal action, as appropriate.

When notice/complaint is affected by significant time delay, Noorda-COM will typically apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of notice/complaint.

Online Sexual Harassment and/or Retaliation

The policies of Noorda-COM are written and interpreted broadly to include online manifestations of any of the behaviors prohibited below, when those behaviors occur in or have an effect on the Noorda-COM's education program and activities or use Noorda-COM networks, technology, or equipment.

Although Noorda-COM may not control websites, social media, and other venues in which harassing communications are made, when such communications are reported to Noorda-COM, it will engage in a variety of means to address and mitigate the effects.

Members of the community are encouraged to be good digital citizens and to refrain from online misconduct, such as feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexual or sex-based messaging, distributing or threatening to distribute revenge pornography, breaches of privacy, or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the Noorda-COM community.

Any online posting or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc., occurring completely outside of the Noorda-COM's control (e.g., not on Noorda-COM networks, websites, or between Noorda-COM email accounts) will only be subject to this policy when such online conduct can be shown to cause a substantial in-program disruption or infringement on the rights of others.

Otherwise, such communications are considered speech protected by the First Amendment. Supportive measures for Complainants will be provided, but protected speech cannot legally be subjected to discipline.

Off-campus harassing speech by employees, whether online or in person, may be regulated by Noorda-COM only when such speech is made in an employee's official or work-related capacity.

Policy on Nondiscrimination

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title 11, Title 11, Rehab Act, ADA, Title IX, and the Utah Anti-discrimination Act) the Noorda College of Osteopathic Medicine (Noorda-COM) 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, color, religion, cultural heritage, gender, sex, sexual orientation, gender identity, political beliefs or affiliation, non-disqualifying disability, genetic information, amnesty, military status or status as a covered veteran in accordance with applicable federal, state and local nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations.

Noorda-COM considers Sex Discrimination 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, childbirth, or pregnancy-related conditions, gender identity, and failure to conform to stereotypical notions of femininity and masculinity.

Sexual Harassment, 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.

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. Noorda-COM'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.

Definition of Sexual Harassment

The Department of Education's Office for Civil Rights (OCR), the Equal Employment Opportunity Commission (EEOC), and the State of Utah regard Sexual Harassment as an unlawful discriminatory practice.

Noorda-COM has adopted the following definition of Sexual Harassment in order to address the unique environment of an academic community.

Acts of sexual harassment may be committed by any person upon any other person, regardless of the sex, sexual orientation, and/or gender identity of those involved.

Sexual Harassment, as an umbrella category, includes the actual or attempted offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking, and is defined as:

Conduct on the basis of sex or that is sexual that satisfies one or more of the following:

- 1) Quid Pro Quo:
 - a. an employee of the Noorda-COM,
 - b. conditions the provision of an aid, benefit, or service of the Noorda-COM,
 - c. on an individual's participation in unwelcome sexual conduct.
- 2) Sexual Harassment:
 - a. unwelcome conduct,
 - b. determined by a reasonable person,
 - c. to be so severe, and
 - d. pervasive, and,
 - e. objectively offensive,
 - f. that it effectively denies a person equal access to Noorda-COM's education program or activity.
- 3) Sexual assault, defined as:
 - a. Sex Offenses, Forcible:
 - » Any sexual act directed against another person ,
 - » Without the consent of the Complainant,
 - » Including instances in which the Complainant is incapable of giving consent.
 - b. Sex Offenses, Non-forcible:
 - » Incest:
 - 1) Non-forcible sexual intercourse,
 - 2) Between persons who are related to each other,
 - 3) Within the degrees wherein marriage is prohibited by Utah state law.
 - » Statutory Rape:
 - 1) Non-forcible sexual intercourse,
 - 2) With a person who is under the statutory age of consent of eighteen (18).
- 4) Dating Violence, defined as:
 - a. violence,
 - b. on the basis of sex,
 - c. committed by a person,

- d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
 - i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
 - ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
 - iii. Dating violence does not include acts covered under the definition of domestic violence.

- 5) Domestic Violence, defined as:
- a. violence,
 - b. on the basis of sex,
 - c. committed by a current or former spouse or intimate partner of the Complainant,
 - d. by a person with whom the Complainant shares a child in common, or
 - e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
 - f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Utah, or
 - g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Utah.

*To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

- 6) Stalking, defined as:
- a. engaging in a course of conduct,
 - b. on the basis of sex,
 - c. directed at a specific person, that
 - i. would cause a reasonable person to fear for the person's safety, or
 - ii. the safety of others; or
 - iii. suffer substantial emotional distress.
- For the purposes of this definition—
- (i) Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
 - (ii) Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
 - (iii) Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

Noorda-COM reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

Force, Coercion, Consent, and Incapacitation

As used in the offenses above, the following definitions and understandings apply:

Force: Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me or I'll hit you," "Okay, don't hit me, I'll do what you want.").

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Consent is:

- knowing, and
- voluntary, and
- clear permission
- by word or action
- to engage in sexual activity.

Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity.

If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged.

For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly communicated. If consent is withdrawn, that sexual activity should cease immediately.

Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on Noorda-COM to determine whether its policy has been violated. The existence of consent is based on the totality of the circumstances evaluated from the perspective of a reasonable person in the same or similar circumstances, including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

Consent in relationships must also be considered in context. When parties consent to BDSM or other forms of kink, non-consent may be shown by the use of a safe word. Resistance, force, violence, or even saying “no” may be part of the kink and thus consensual, so Noorda-COM’s evaluation of communication in kink situations should be guided by reasonableness, rather than strict adherence to policy that assumes non-kink relationships as a default.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

It is a defense to a sexual assault policy violation that the Respondent neither knew nor should have known the Complainant to be physically or mentally incapacitated. “Should have known” is an objective, reasonable person standard that assumes that a reasonable person is both sober and exercising sound judgment.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.

This policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

Retaliation

Protected activity under this policy includes reporting an incident that may implicate this policy, participating in the grievance process, supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes a violation of this Policy.

Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. Noorda-COM will take all appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

Noorda-COM and any member of Noorda-COM’s community are prohibited from taking materially adverse action by

intimidating, threatening, coercing, harassing, or discriminating against any individual for the purpose of interfering with any right or privilege secured by law or policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy and procedure.

Filing a complaint within Process B could be considered retaliatory if those charges could be applicable under Process A, when the Process B charges are made for the purpose of interfering with or circumventing any right or privilege provided afforded within Process A that is not provided by Process B. Therefore, Noorda-COM vets all complaints carefully to ensure this does not happen, and to assure that complaints are tracked to the appropriate process.

The exercise of rights protected under the First Amendment does not constitute retaliation.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy and procedure does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith.

Mandated Reporting

All Noorda-COM employees (faculty, staff, administrators) are expected to report actual or suspected sexual harassment or retaliation to appropriate officials immediately, though there are some limited exceptions.

In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality and are not required to report actual or suspected sexual harassment or retaliation. They may offer options and resources without any obligation to inform an outside agency or campus official unless a Complainant has requested the information be shared.

If a Complainant expects formal action in response to their allegations, reporting to any Mandated Reporter can connect them with resources to report crimes and/or policy violations, and these employees will immediately pass reports to the Title IX Coordinator (and/or police, if desired by the Complainant), who will take action when an incident is reported to them.

The following sections describe the reporting options at Noorda-COM for a Complainant or third-party (including parents/guardians when appropriate):

a. Confidential Resources

If a Complainant would like the details of an incident to be kept confidential, the Complainant may speak with:

- » On-campus licensed professional counselors and staff
- » On-campus health service providers and staff
- » Off-campus (non-employees):
 - o Licensed professional counselors and other medical providers
 - o Local rape crisis counselors
 - o Domestic violence resources
 - o Local or state assistance agencies
 - o Clergy/Chaplains
 - o Attorneys

All of the above-listed individuals will maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials, except in extreme cases of immediacy of threat or danger or abuse of a minor/elder/person with a disability, or when required to disclose by law or court order.

Campus counselors [and/or the Employee Assistance Program] are available to help free of charge and may be consulted on an emergency basis during normal business hours. Students may also access StudentLinc for 24/7/365 access to confidential counseling services.

Anonymous Notice to Mandated Reporters

At the request of a Complainant, notice may be given by a Mandated Reporter to the Title IX Coordinator anonymously, without identification of the Complainant. The Mandated Reporter cannot remain anonymous themselves.

If a Complainant has requested that a Mandated Reporter maintain the Complainant's anonymity, the Mandated Reporter may do so unless it is reasonable to believe that a compelling threat to health or safety could exist. The Mandated Reporter can consult with the Title IX Coordinator on that assessment without revealing personally identifiable information.

Anonymous notice will be investigated by the Noorda-COM to the extent possible, both to assess the underlying allegation(s) and to determine if supportive measures or remedies can be provided.

However, anonymous notice typically limits the Noorda-COM's ability to investigate, respond, and provide remedies, depending on what information is shared.

When a Complainant has made a request for anonymity, the Complainant's personally identifiable information may be withheld by a Mandated Reporter, but all other details must be shared with the Title IX Coordinator.

Mandated Reporters and Formal Notice/Complaints

All employees of the Noorda-COM (including student employees), with the exception of those who are designated as Confidential Resources, are Mandated Reporters and must promptly share with the Title IX Coordinator all known details of a report made to them in the course of their employment.

Employees must also promptly share all details of behaviors under this policy that they observe or have knowledge of, even if not reported to them by a Complainant or third-party.

Complainants may want to carefully consider whether they share personally identifiable details with non-confidential Mandated Reporters, as those details must be shared with the Title IX Coordinator.

Generally, disclosures in climate surveys, classroom discussions, human subjects research, or at events such as "Take Back the Night" marches or speak-outs do not provide notice that must be reported to the Coordinator by employees, unless the Complainant clearly indicates that they desire a report to be made or a seek a specific response from Noorda-COM.

Supportive measures may be offered as the result of such disclosures without formal Noorda-COM action.

Failure of a Mandated Reporter, as described above in this section, to report an incident of sexual harassment or retaliation of which they become aware is a violation of Noorda-COM policy and can be subject to disciplinary action for failure to comply.

Though this may seem obvious, when a Mandated Reporter is engaged in harassment or other violations of this policy, they still have a duty to report their own misconduct, though the Noorda-COM is technically not on notice when a harasser is also a Mandated Reporter unless the harasser does in fact report themselves.

Finally, it is important to clarify that a Mandated Reporter who is themselves a target of harassment or other misconduct under this policy is not required to report their own experience, though they are, of course, encouraged to do so.

When a Complainant Does Not Wish to Proceed

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with state or federal law.

The Title IX Coordinator has ultimate discretion over whether the Noorda-COM proceeds when the Complainant does not wish to do so, and the Title IX Coordinator may sign a formal complaint to initiate a grievance process upon completion of an appropriate violence risk assessment.

The Title IX Coordinator's decision should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the Noorda-COM to pursue formal action to protect the community.

A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence. Noorda-COMs may be compelled to act on alleged employee misconduct irrespective of a Complainant's wishes.

The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the Noorda-COM's ability to pursue a Formal Grievance Process fairly and effectively.

When the Title IX Coordinator executes the written complaint, they do not become the Complainant. The Complainant is the individual who is alleged to be the victim of conduct that could constitute a violation of this policy.

When Noorda-COM proceeds, the Complainant (or their Advisor) may have as much or as little involvement in the process as they wish. The Complainant retains all rights of a Complainant under this Policy irrespective of their level of participation.

Typically, when the Complainant chooses not to participate, the Advisor may be appointed as proxy for the Complainant throughout the process, acting to ensure and protect the rights of the Complainant, though this does not extend to the provision of evidence or testimony.

Note that Noorda-COM's ability to remedy and respond to notice may be limited if the Complainant does not want the Noorda-COM to proceed with an investigation and/or grievance process. The goal is to provide the Complainant with as much control over the process as possible, while balancing the Noorda-COM's obligation to protect its community.

In cases in which the Complainant requests confidentiality/no formal action and the circumstances allow Noorda-COM to honor that request, Noorda-COM will offer informal resolution options (see below), supportive measures, and remedies to the Complainant and the community, but will not otherwise pursue formal action.

If the Complainant elects to take no action, they can change that decision if they decide to pursue a formal complaint at a later date. Upon making a formal complaint, a Complainant has the right, and can expect, to have allegations taken seriously by Noorda-COM, and to have the incidents investigated and properly resolved through these procedures. Please consider that delays may cause limitations on access to evidence, or present issues with respect to the status of the parties.

Federal Timely Warning Obligations

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, Noorda-COM must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

Noorda-COM will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

False Allegations and Evidence

Deliberately false and/or malicious accusations under this policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination.

Additionally, witnesses and parties knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation can be subject to discipline under Noorda-COM policy:

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.

Amnesty for Complainants and Witnesses

The Noorda-COM community encourages the reporting of misconduct and crimes by Complainants and witnesses. Sometimes, Complainants or witnesses are hesitant to report to Noorda-COM officials or participate in grievance processes because they fear that they themselves may be in violation of certain policies, such as underage drinking or use of illicit drugs at the time of the incident. Respondents may hesitate to be forthcoming during the process for the same reasons.

It is in the best interests of the Noorda-COM community that Complainants choose to report misconduct to Noorda-COM officials, that witnesses come forward to share what they know, and that all parties be forthcoming during the process.

To encourage reporting and participation in the process, Noorda-COM maintains a policy of offering parties and witnesses amnesty from minor policy violations – such as underage consumption of alcohol or the use of illicit drugs – related to the incident.

Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution. The decision not to offer amnesty is based on neither sex nor gender, but on the fact that collateral misconduct is typically addressed for all students within a progressive discipline system, and the rationale for amnesty – the incentive to report serious misconduct – is rarely applicable to Respondent with respect to a Complainant.

Students: Sometimes, students are hesitant to assist others for fear that they may get in trouble themselves (for example, an underage student who has been drinking or using marijuana might hesitate to help take an individual who has experienced sexual assault to campus security or the student health clinic.

Noorda-COM maintains a policy of amnesty for students who offer help to others in need. Although policy violations cannot be overlooked, the Noorda-COM may provide purely educational options with no official disciplinary finding, rather than punitive sanctions, to those who offer their assistance to others in need.

Employees: Sometimes, employees are hesitant to report sexual harassment or retaliation they have experienced for fear that they may get in trouble themselves. For example, an employee who has violated the consensual relationship policy and is then assaulted in the course of that relationship might hesitate to report the incident to Noorda-COM officials.

The Noorda-COM may, at its discretion, offer employee Complainants amnesty from such policy violations (typically more minor policy violations) related to the incident. Amnesty may also be granted to Respondents and witnesses on a case-by-case basis].

Federal Statistical Reporting Obligations

Certain campus officials – those deemed Campus Security Authorities – have a duty to report the following for federal statistical reporting purposes (Clery Act):

- a) All “primary crimes,” which include homicide, sexual assault, robbery, aggravated assault, burglary, motor vehicle theft, and arson;
- b) Hate crimes, which include any bias-motivated primary crime as well as any bias motivated larceny or theft, simple assault, intimidation, or destruction/damage/vandalism of property;
- c) VAWA-based crimes, which include sexual assault, domestic violence, dating violence, and stalking; and
- d) Arrests and referrals for disciplinary action for weapons-related law violations, liquor-related law violations, and drug abuse-related law violations.

All personally identifiable information is kept private, but statistical information must be shared with campus security regarding the type of incident and its general location (on or off-campus or in the surrounding area, but no addresses are given) for publication in the Annual Security Report and daily campus crime log.

Campus Security Authorities include: student affairs/student conduct staff, campus security, local police, activities staff, human resources staff, advisors to student organizations, and any other official with significant responsibility for student and campus activities.

Interim Resolution Process for Alleged Violations of the Policy on Sexual Harassment (Known as Process “A”)

1. Overview

Noorda-COM will act on any formal or informal notice/complaint of violation of the Policy that is received by the Title IX Coordinator or any other Official with Authority by applying these procedures, known as “Process A.”

[The procedures below apply to all allegations of sexual harassment or retaliation involving students, staff, administrators, or faculty members. A set of technical dismissal requirements within the Title IX regulations may apply as described below, but when a technical dismissal under the Title IX allegations is required, any remaining allegations will proceed using these same grievance procedures, clarifying which policies above are applicable. Although the effect of the Title IX regulations can be confusing, these grievance procedures apply to all policies above.

Employees are subject to the terms of their agreements/employees’ rights to the extent those agreements do not conflict with federal or state compliance obligations.

The procedures below may be used to address collateral misconduct arising from the investigation of or occurring in conjunction with reported misconduct (e.g., vandalism, physical abuse of another). All other allegations of misconduct unrelated to incidents covered by the Policy will be addressed through procedures described in the student, faculty, and staff handbooks.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of the Policy, the Title IX Coordinator initiates a prompt initial assessment to determine the next steps Noorda-COM needs to take.

The Title IX Coordinator will initiate at least one of three responses:

- 1) Offering supportive measures because the Complainant does not want to file a formal complaint; and/or
- 2) An informal resolution (upon submission of a formal complaint); and/or
- 3) A Formal Grievance Process including an investigation and a hearing (upon submission of a formal complaint).

Noorda-COM uses the Formal Grievance Process to determine whether or not the Policy has been violated. If so, Noorda-COM will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to sexual harassment or retaliation, their potential recurrence, or their effects.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator engages in an initial assessment, typically within one to five business days. The steps in an initial assessment can include:

- If notice is given, the Title IX Coordinator seeks to determine if the person impacted wishes to make a formal complaint, and will assist them to do so, if desired.
- If they do not wish to do so, the Title IX Coordinator determines whether to initiate a complaint because a violence risk assessment indicates a compelling threat to health and/or safety.
- If a formal complaint is received, the Title IX Coordinator assesses its sufficiency and works with the Complainant to make sure it is correctly completed.
- The Title IX Coordinator reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an informal resolution option, or a formal investigation and grievance process.
 - » If a supportive and remedial response is preferred, the Title IX Coordinator works with the Complainant to identify their wishes, assesses the request, and implements accordingly. No Formal Grievance Process is initiated, though the Complainant can elect to initiate one later, if desired.
 - » If an informal resolution option is preferred, the Title IX Coordinator assesses whether the complaint is suitable for informal resolution, which informal mechanism(s) may be available and may seek to determine if the Respondent is also willing to engage in informal resolution.
 - » If a Formal Grievance Process is preferred, the Title IX Coordinator determines if the misconduct alleged falls within the scope of Title IX:
 - › If it does, the Title IX Coordinator will initiate the formal investigation and grievance process, directing the investigation to address:
 - › an incident, and/or
 - › a pattern of alleged misconduct, and/or
 - › a culture/climate concern, based on the nature of the complaint.
 - › If it does not, the Title IX Coordinator determines that Title IX does not apply (and will “dismiss” that aspect of the complaint, if any), assesses which policies may apply, which resolution process is applicable, and will refer the matter accordingly. Please note that dismissing a complaint under Title IX is solely a procedural requirement under Title IX and does not limit Noorda-COM’s authority to address a complaint with an appropriate process and remedies.

a. Violence Risk Assessment

In many cases, the Title IX Coordinator may determine that a Violence Risk Assessment (VRA) should be conducted by the Professionalism, Academic and Clinical Committee (PACC) as part of the initial assessment. A VRA can aid in ten critical and/or required determinations, including:

- Emergency removal of a Respondent on the basis of immediate threat to physical health/safety;
- Whether the Title IX Coordinator should pursue/sign a formal complaint absent a willing/able Complainant;
- Whether to put the investigation on the footing of incident and/or pattern and/or climate;
- To help identify potential predatory conduct;
- To help assess/identify grooming behaviors;
- Whether it is reasonable to try to resolve a complaint through informal resolution, and what modality may be most successful;
- Whether to permit a voluntary withdrawal by the Respondent;
- Whether to impose transcript notation or communicate with a transfer Noorda-COM about a Respondent;
- Assessment of appropriate sanctions/remedies (to be applied post-hearing); and/or
- Whether a Clery Act Timely Warning is needed.

Threat assessment is the process of evaluating the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat. A VRA is a broader term used to assess any potential violence or danger, regardless of the presence of a vague, conditional, or direct threat.

VRAs require specific training and are typically conducted by psychologists, clinical counselors, social workers, case managers, law enforcement officers, student conduct officers, or other PACC members.

A VRA authorized by the Title IX Coordinator should occur in collaboration with the PACC. Where a VRA is required by the Title IX Coordinator, a Respondent refusing to cooperate may result in a charge of failure to comply within the appropriate student or employee conduct process.

A VRA is not an evaluation for an involuntary behavioral health hospitalization, nor is it a psychological or mental health assessment. A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations, and is supported by research from the fields of law enforcement, criminology, human resources, and psychology.

b. Dismissal (Mandatory and Discretionary)

Noorda-COM must dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing, it is determined that:

- 1) The conduct alleged in the formal complaint would not constitute sexual harassment as defined above, even if proved; and/or
- 2) The conduct did not occur in an educational program or activity controlled by Noorda-COM (including buildings or property controlled by recognized student organizations), and/or Noorda-COM does not have control of the Respondent; and/or
- 3) The conduct did not occur against a person in the United States; and/or
- 4) At the time of filing a formal complaint, a complainant is not participating in or attempting to participate in the education program or activity of Noorda-COM.

Noorda-COM may dismiss a formal complaint or any allegations therein if, at any time during the investigation or hearing:

- 1) A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein; or
- 2) The Respondent is no longer enrolled in or employed by the Noorda-COM; or
- 3) Specific circumstances prevent the Noorda-COM from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon any dismissal, Noorda-COM will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the parties.

This dismissal decision is appealable by any party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate it or refile it.

4. Counterclaims

Noorda-COM is obligated to ensure that the grievance process is not abused for retaliatory purposes. Noorda-COM permits the filing of counterclaims but uses an initial assessment, described above, to assess whether the allegations in the counterclaim are made in good faith. Counterclaims by a Respondent may be made in good faith, but are, on occasion, also made for purposes of retaliation. Counterclaims made with retaliatory intent will not be permitted.

Counterclaims determined to have been reported in good faith will be processed using the grievance procedures below. Investigation of such claims may take place after resolution of the underlying initial allegation, in which case a delay may occur.

Counterclaims may also be resolved through the same investigation as the underlying allegation, at the discretion of the Title IX Coordinator. When counterclaims are not made in good faith, they will be considered retaliatory and may constitute a violation of this policy.

5. Right to an Advisor

The parties may each have an Advisor of their choice present with them for all meetings, interviews, and hearings within the resolution process, if they so choose. The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available.

Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing Decision-maker(s).

Noorda-COM may permit parties to have more than one Advisor upon special request to the Title IX Coordinator. The

decision to grant this request is at the sole discretion of the Title IX Coordinator and will be granted equitably to all parties.

a. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the Noorda-COM community.

The Title IX Coordinator will also offer to assign a trained Advisor for any party if the party so chooses. If the parties choose an Advisor from the pool available from Noorda-COM, the Advisor will be trained by Noorda-COM and be familiar with Noorda-COM's resolution process.

If the parties choose an Advisor from outside the pool of those identified by the Noorda-COM, the Advisor may not have been trained by Noorda-COM and may not be familiar with Noorda-COM policies and procedures.

Parties also have the right to choose not to have an Advisor in the initial stages of the resolution process, prior to a hearing.

b. Advisor's Role in Meetings and Interviews

The parties may be accompanied by their Advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help the parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.

Noorda-COM cannot guarantee equal Advisory rights, meaning that if one party selects an Advisor who is an attorney, but the other party does not or cannot afford an attorney, Noorda-COM is not obligated to provide an attorney.

Advisors or attorneys are permitted to fully represent their advisees or clients in resolution proceedings, including all meetings, interviews, and hearings. Although Noorda-COM prefers to hear from parties directly, in these cases, parties are entitled to have evidence provided by their chosen representatives.

c. Advisors in Hearings/Noorda-COM-Appointed Advisor

Under U.S. Department of Education regulations under Title IX, a form of indirect questioning is required during the hearing, but must be conducted by the parties' Advisors. The parties are not permitted to directly question each other or any witnesses. If a party does not have an Advisor for a hearing, Noorda-COM will appoint a trained Advisor for the limited purpose of conducting any questioning of the other party and witnesses.

A party may reject this appointment and choose their own Advisor, but they may not proceed without an Advisor. If the party's Advisor will not conduct questioning, Noorda-COM will appoint an Advisor who will do so, regardless of the participation or non-participation of the advised party in the hearing itself. Extensive questioning of the parties and witnesses may also be conducted by the Decision-maker(s) during the hearing.

d. Pre-Interview Meetings

Advisors may request to meet with the administrative officials conducting interviews/meetings in advance of these interviews or meetings. This pre-meeting allows Advisors to clarify and understand their role and Noorda-COM's policies and procedures.

e. Advisor Violations of Noorda-COM Policy

All Advisors are subject to the same Noorda-COM policies and procedures, whether they are attorneys or not. Advisors are expected to advise their advisees without disrupting proceedings. Advisors should not address Noorda-COM officials in a meeting or interview unless invited to (e.g., asking procedural questions).

The parties are expected to ask and respond to questions on their own behalf throughout the investigation phase of the resolution process. Although the Advisor generally may not speak on behalf of their advisee, the Advisor may consult with their advisee, either privately as needed, or by conferring or passing notes during any resolution process meeting or interview. For longer or more involved discussions, the parties and their Advisors should ask for breaks to allow for private consultation.

Any Advisor who oversteps their role as defined by this policy will be warned only once. If the Advisor continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting will be ended, or other appropriate measures implemented. Subsequently, the Title IX Coordinator will determine how to address the Advisor's non-compliance and future role.

f. Sharing Information with the Advisor

Noorda-COM expects that the parties may wish to have Noorda-COM share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor or other individuals if they wish. Doing so may help the parties participate more meaningfully in the resolution process.

Noorda-COM also provides a consent form that authorizes Noorda-COM to share such information directly with their Advisor. The parties must either complete and submit this form to the Title IX Coordinator or provide similar documentation demonstrating consent to a release of information to the Advisor before Noorda-COM is able to share records with an Advisor.

If a party requests that all communication be made through their attorney Advisor, the Noorda-COM will comply with that request at the discretion of the Title IX Coordinator.

g. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by Noorda-COM. Noorda-COM may seek to restrict the role of any Advisor who does not respect the sensitive nature of the process or who fails to abide by the Noorda-COM's privacy expectations.

h. Expectations of an Advisor

Noorda-COM generally expects an Advisor to adjust their schedule to allow them to attend Noorda-COM meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend, if doing so does not cause an unreasonable delay.

Noorda-COM may also make reasonable provisions to allow an Advisor who cannot attend in person to attend a meeting by telephone, video conferencing, or other similar technologies as may be convenient and available.

i. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the process and is not obligated to use the same Advisor throughout. The parties are expected to inform the Investigator(s) of the identity of their Advisor at least two (2) business days before the date of their first meeting with Investigators (or as soon as possible if a more expeditious meeting is necessary or desired).

The parties are expected to provide timely notice to the Title IX Coordinator if they change Advisors at any time. It is assumed that if a party changes Advisors, consent to share information with the previous Advisor is terminated, and a release for the new Advisor must be secured. Parties are expected to inform the Title IX Coordinator of the identity of their hearing Advisor at least two (2) business days before the hearing.

j. Assistance in Securing an Advisor

For representation, Respondents may wish to contact organizations such as:

- FACE (<http://www.facecampusequality.org>)
- SAVE (<http://www.saveservices.org>).

Complainants may wish to contact organizations such as:

- The Victim Rights Law Center (<http://www.victimrights.org>),
- The National Center for Victims of Crime (<http://www.victimsofcrime.org>), which maintains the Crime Victim's Bar Association.
- The Time's Up Legal Defense Fund: <https://nwlc.org/times-up-legal-defense-fund/>

6. Resolution Processes

Resolution proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accordance with Noorda-COM policy. Although there is an expectation of privacy around what Investigators share with parties during interviews, the parties have discretion to share their own knowledge and evidence with others if they so choose, with the exception of information the parties agree not to disclose related to Informal Resolution, discussed below. Noorda-COM encourages parties to discuss any sharing of information with their Advisors before doing so.

a. Informal Resolution

Informal Resolution can include three different approaches:

- When the Title IX Coordinator can resolve the matter informally by providing supportive measures (only) to remedy the

situation.

- When the parties agree to resolve the matter through an alternate resolution mechanism as described below, usually before a formal investigation takes place; see discussion in b., below.
- When the Respondent accepts responsibility for violating policy, and desires to accept a sanction and end the resolution process (similar to above, but usually occurs post-investigation); see discussion in c., below.

To initiate Informal Resolution, a Complainant needs to submit a formal complaint, as defined above. A Respondent who wishes to initiate Informal Resolution should contact the Title IX Coordinator.

It is not necessary to pursue Informal Resolution first in order to pursue a Formal Grievance Process, and any party participating in Informal Resolution can stop the process at any time and begin or resume the Formal Grievance Process.

Prior to implementing Informal Resolution, Noorda-COM will provide the parties with written notice of the reported misconduct and any sanctions or measures that may result from participating in such a process, including information regarding any records that will be maintained or shared by Noorda-COM.

Noorda-COM will obtain voluntary, written confirmation that all parties wish to resolve the matter through Informal Resolution before proceeding and will not pressure the parties to participate in Informal Resolution.

b. Alternate Resolution Mechanism

Alternate Resolution is an informal mechanism by which the parties reach a mutually agreed upon resolution of an allegation. All parties must consent to the use of an Alternate Resolution mechanism.

The Title IX Coordinator may look to the following factors to assess whether Alternate Resolution is appropriate, or which form of Alternate Resolution may be most successful for the parties:

- The parties' amenability to Alternate Resolution;
- Likelihood of potential resolution, taking into account any power dynamics between the parties;
- The parties' motivation to participate;
- Civility of the parties;
- Results of a violence risk assessment/ongoing risk analysis;
- Disciplinary history;
- Whether an emergency removal is needed;
- Skill of the Alternate Resolution facilitator with this type of allegation;
- Complaint complexity;
- Emotional investment/capability of the parties;
- Rationality of the parties;
- Goals of the parties;
- Adequate resources to invest in Alternate Resolution (time, staff, etc.)

The ultimate determination of whether Alternate Resolution is available or successful is to be made by the Title IX Coordinator. The Title IX Coordinator maintains records of any resolution that is reached, and failure to abide by the resolution agreement may result in appropriate responsive/disciplinary actions. Results of complaints resolved by Informal Resolution or Alternate Resolution are not appealable.

c. Respondent Accepts Responsibility for Alleged Violations

The Respondent may accept responsibility for all or part of the alleged policy violations at any point during the resolution process. If the Respondent indicates an intent to accept responsibility for all of the alleged misconduct, the formal process will be paused, and the Title IX Coordinator will determine whether Informal Resolution can be used according to the criteria above.

If Informal Resolution is applicable, the Title IX Coordinator will determine whether all parties and Noorda-COM are able to agree on responsibility, sanctions, and/or remedies. If so, the Title IX Coordinator implements the accepted finding that the Respondent is in violation of Noorda-COM policy and implements agreed-upon sanctions and/or remedies, in coordination with other appropriate administrator(s), as necessary.

This result is not subject to appeal once all parties indicate their written assent to all agreed upon terms of resolution. When the parties cannot agree on all terms of resolution, the Formal Grievance Process will resume at the same point where it was paused.

When a resolution is accomplished, the appropriate sanction or responsive actions are promptly implemented in order to effectively stop the sexual harassment or retaliation, prevent its recurrence, and remedy the effects of the discriminatory conduct, both on the Complainant and the community.

d. Negotiated Resolution

The Title IX Coordinator, with the consent of the parties, may negotiate and implement an agreement to resolve the allegations that satisfies all parties and Noorda-COM. Negotiated Resolutions are not appealable.

7. Grievance Process Pool

The Formal Grievance Process relies on a pool of administrators (“the Pool”) to carry out the process. Members of the Pool are announced in an annual distribution of this policy to all students, parents/guardians of students, employees, prospective students, and prospective employees

The list of Pool members and a description of the Pool can be found at www.noordacom.org/title-ix.

a. Pool Member Roles

Members of the Pool are trained annually, and can serve in the following roles, at the direction of the Title IX Coordinator:

- To provide appropriate intake of and initial guidance pertaining to complaints
- To act as an Advisor to the parties
- [To perform or assist with initial assessment
- To investigate complaints
- To serve as a hearing facilitator (process administrator, no decision-making role)
- To serve as a Decision-maker regarding the complaint
- To serve as an Appeal Decision-maker

b. Pool Member Appointment

The Title IX Coordinator, in consultation with the Dean, appoints the Pool, which acts with independence and impartiality. [Although members of the Pool are typically trained in a variety of skill sets and can rotate amongst the different roles listed above in different cases, Noorda-COM can also designate permanent roles for individuals in the Pool, using others as substitutes or to provide greater depth of experience when necessary. This process of role assignment may be the result of particular skills, aptitudes, or talents identified in members of the Pool that make them best suited to particular roles.

c. Pool Member Training

The Pool members receive annual training based on their respective roles. This training includes, but is not limited to:

- The scope of Noorda-COM’s Sexual Harassment Policy and Procedures
- How to conduct investigations and hearings that protect the safety of Complainants and Respondents, and promote accountability
- Implicit bias
- Disparate treatment and impact
- Reporting, confidentiality, and privacy requirements
- Applicable laws, regulations, and federal regulatory guidance
- How to implement appropriate and situation-specific remedies
- How to investigate in a thorough, reliable, and impartial manner
- How to uphold fairness, equity, and due process
- How to weigh evidence
- How to conduct questioning
- How to assess credibility
- Impartiality and objectivity
- How to render findings and generate clear, concise, evidence-based rationales
- The definitions of all offenses
- How to apply definitions used by the Noorda-COM with respect to consent (or the absence or negation of consent) consistently, impartially, and in accordance with policy
- How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes
- How to serve impartially by avoiding prejudgment of the facts at issue, conflicts of interest, and bias
- Any technology to be used at a live hearing
- Issues of relevance of questions and evidence
- Issues of relevance to create an investigation report that fairly summarizes relevant evidence
- How to determine appropriate sanctions in reference to all forms of harassment and/or retaliation allegations
- Recordkeeping

Specific training is also provided for Appeal Decision-makers, intake personnel, Advisors (who are Noorda-COM employees), and Chairs. All Pool members are required to attend these trainings annually. The materials used to train all members of the Pool are publicly posted here: <https://noordacom.org/title-ix>.

d. Pool Membership

The Pool includes:

- 2 or more chairs: one representative from HR and one from Student Affairs, etc.,
- who are members and who respectively Chair hearings for allegations involving student and employee Respondents
- 3 or more members of the Academic Affairs administration and/or faculty
- 3 or more members of the administration/staff
- 1 representative from Campus Safety
- 1 representatives from Human Resources

Pool members are usually appointed to three-year terms. Individuals who are interested in serving in the Pool are encouraged to contact the Title IX Coordinator.

8. Formal Grievance Process: Notice of Investigation and Allegations

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the Respondent upon commencement of the Formal Grievance Process. This facilitates the Respondent’s ability to prepare for the interview and to identify and choose an Advisor to accompany them. The NOIA is also copied to the Complainant, who is to be given advance notice of when the NOIA will be delivered to the Respondent.

The NOIA will include:

- A meaningful summary of all of allegations,
- The identity of the involved parties (if known),
- The precise misconduct being alleged,
- The date and location of the alleged incident(s) (if known),
- The specific policies implicated,
- A description of the applicable procedures,
- A statement of the potential sanctions/responsive actions that could result,
- A statement that Noorda-COM presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination,
- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period,
- A statement about Noorda-COM’s policy on retaliation,
- Information about the privacy of the process,
- Information on the need for each party to have an Advisor of their choosing and suggestions for ways to identify an Advisor,
- A statement informing the parties that Noorda-COM’s Policy prohibits knowingly making false statements, including knowingly submitting false information during the resolution process,
- Detail on how the party may request disability accommodations during the interview process,
- A link to Noorda-COM’s VAWA Brochure,
- The name(s) of the Investigator(s), along with a process to identify, in advance of the interview process, to the Title IX Coordinator any conflict of interest that the Investigator(s) may have, and
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

Notice will be made in writing and may be delivered by one or more of the following methods: in person or emailed to the parties’ Noorda-COM-issued email or designated accounts. Once emailed, and/or received in-person, notice will be presumptively delivered.

9. Resolution Timeline

Noorda-COM will make a good faith effort to complete the resolution process within a sixty-to-ninety (60-90) business day time period, including appeal, which can be extended as necessary for appropriate cause by the Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as a estimate of how much

additional time will be needed to complete the process.

10. Appointment of Investigators

Once the decision to commence a formal investigation is made, the Title IX Coordinator appoints Pool members to conduct the investigation (typically using a team of two Investigators), usually within two (2) business days of determining that an investigation should proceed.

11. Ensuring Impartiality

Any individual materially involved in the administration of the resolution process [including the Title IX Coordinator, Investigator(s), and Decision-maker(s)] may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator will determine whether the concern is reasonable and supportable. If so, another Pool member will be assigned and the impact of the bias or conflict, if any, will be remedied. If the source of the conflict of interest or bias is the Title IX Coordinator, concerns should be raised with the President of Noorda-COM.

The Formal Grievance Process involves an objective evaluation of all relevant evidence obtained, including evidence that supports that the Respondent engaged in a policy violation and evidence that supports that the Respondent did not engage in a policy violation. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

Noorda-COM operates with the presumption that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

12. Investigation Timeline

Investigations are completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.

Noorda-COM will make a good faith effort to complete investigations as promptly as circumstances permit and will communicate regularly with the parties to update them on the progress and timing of the investigation.

13. Delays in the Investigation Process and Interactions with Law Enforcement

Noorda-COM may undertake a short delay in its investigation (several days to a few weeks) if circumstances require. Such circumstances include but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or accommodations for disabilities or health conditions.

Noorda-COM will communicate in writing the anticipated duration of the delay and reason to the parties and provide the parties with status updates if necessary. Noorda-COM will promptly resume its investigation and resolution process as soon as feasible. During such a delay, Noorda-COM will implement supportive measures as deemed appropriate.

Noorda-COM action(s) or processes are not typically altered or precluded on the grounds that civil or criminal charges involving the underlying incident(s) have been filed or that criminal charges have been dismissed or reduced.

14. Steps in the Investigation Process

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity, through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

The Investigator(s) typically take(s) the following steps, if not already completed (not necessarily in this order):

- Determine the identity and contact information of the Complainant
- In coordination with campus partners (e.g., the Title IX Coordinator), initiate or assist with any necessary supportive measures
- Identify all policies implicated by the alleged misconduct and notify the Complainant and Respondent of all of the specific policies implicated

- Assist the Title IX Coordinator with conducting a prompt initial assessment to determine if the allegations indicate a potential policy violation
- Commence a thorough, reliable, and impartial investigation by identifying issues and developing a strategic investigation plan, including a witness list, evidence list, intended investigation timeframe, and order of interviews for all witnesses and the parties
- Meet with the Complainant to finalize their interview/statement, if necessary
- Prepare the initial Notice of Investigation and Allegation (NOIA). The NOIA may be amended with any additional or dismissed allegations
 - » Notice should inform the parties of their right to have the assistance of an Advisor, who could be a member of the Pool or an Advisor of their choosing present for all meetings attended by the party
- Provide each interviewed party and witness an opportunity to review and verify the Investigator's summary notes (or transcript) of the relevant evidence/testimony from their respective interviews and meetings
- Make good faith efforts to notify the parties of any meeting or interview involving the other party, in advance when possible
- When participation of a party is expected, provide that party with written notice of the date, time, and location of the meeting, as well as the expected participants and purpose
- Interview all available, relevant witnesses and conduct follow-up interviews as necessary
- Allow each party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses, and document in the report which questions were asked, with a rationale for any changes or omissions
- Complete the investigation promptly and without unreasonable deviation from the intended timeline
- Provide regular status updates to the parties throughout the investigation
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) with a list of witnesses whose information will be used to render a finding
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence. Appendices including relevant physical or documentary evidence will be included
- The Investigator(s) gather, assess, and synthesize evidence, but make no conclusions, engage in no policy analysis, and render no recommendations as part of their report
- Prior to the conclusion of the investigation, provide the parties and their respective Advisors (if so desired by the parties) a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the Noorda-COM does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The parties may elect to waive the full ten days. Each copy of the materials shared will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor).
- The Investigator(s) may elect to respond in writing in the investigation report to the parties' submitted responses and/or to share the responses between the parties for additional responses
- The Investigator(s) will incorporate relevant elements of the parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period
- The Investigator(s) shares the report with the Title IX Coordinator and/or legal counsel for their review and feedback
- The Investigator will incorporate any relevant feedback, and the final report is then shared with all parties and their Advisors through secure electronic transmission or hard copy at least ten (10) business days prior to a hearing. The parties are also provided with a file of any directly related evidence that was not included in the report

15. Role and Participation of Witnesses in the Investigation

Witnesses (as distinguished from the parties) who are employees of Noorda-COM are expected to cooperate with and participate in Noorda-COM's investigation and resolution process. Failure of such witnesses to cooperate with and/or participate in the investigation or resolution process constitutes a violation of policy and may warrant discipline. Student witnesses and witnesses from outside the Noorda-COM community are encouraged to cooperate with Noorda-COM investigations and to share what they know about a complaint.

Although in-person interviews for parties and all potential witnesses are ideal, circumstances may require individuals to be interviewed remotely. Teams, Zoom, FaceTime, WebEx, or similar technologies may be used for interviews if the Investigator(s) determine that timeliness or efficiency dictate a need for remote interviewing. The Noorda-COM will take appropriate steps to reasonably ensure the security/privacy of remote interviews.

Witnesses may also provide written statements in lieu of interviews or choose to respond to written questions, if deemed appropriate by the Investigator(s), though not preferred. If a witness submits a written statement but does not intend to be and is not present for cross examination at a hearing, their written statement may not be used as evidence.

16. Recording of Interviews

No unauthorized audio or video recording of any kind is permitted during investigation meetings. If Investigator(s) elect to audio and/or video record interviews, all involved parties must be made aware of audio and/or video recording.

17. Evidentiary Considerations in the Investigation

The investigation does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

18. Referral for Hearing

Provided that the complaint is not resolved through Informal Resolution, once the final investigation report is shared with the parties, the Title IX Coordinator will refer the matter for a hearing.

The hearing cannot be less than ten (10) business days from the conclusion of the investigation –when the final investigation report is transmitted to the parties and the Decision-maker—unless all parties and the Decision-maker agree to an expedited timeline.

The Title IX Coordinator will select an appropriate Decision-maker from the Pool depending on whether the Respondent is an employee or a student. Allegations involving student-employees in the context of their employment will be directed to the appropriate Decision-maker depending on the context and nature of the alleged misconduct.

19. Hearing Decision-maker Composition

The Noorda-COM will designate a single Decision-maker or a three-member panel from the Pool, at the discretion of the Title IX Coordinator. The single Decision-maker will also Chair the hearing. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator.

The Decision-maker will not have had any previous involvement with the investigation. The Title IX Coordinator may elect to have an alternate from the Pool sit in throughout the hearing process in the event that a substitute is needed for any reason.

Those who have served as Investigators will be witnesses in the hearing and therefore may not serve as Decision-makers. Those who are serving as Advisors for any party may not serve as Decision-makers in that matter.

The Title IX Coordinator may not serve as a Decision-maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this role. The hearing will convene at a time determined by the Chair or designee.

20. Evidentiary Considerations in the Hearing

Any evidence that the Decision-maker(s) determine(s) is relevant and credible may be considered. The hearing does not consider: 1) incidents not directly related to the possible violation, unless they evidence a pattern; 2) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility, assuming Noorda-COM uses a progressive discipline system. This information is only considered at the sanction stage of the process and is not shared until then.

The parties may each submit a written impact statement prior to the hearing for the consideration of the Decision-maker(s) at the sanction stage of the process when a determination of responsibility is reached.

After post-hearing deliberation, the Decision-maker renders a determination based on the preponderance of the evidence; whether it is more likely than not that the Respondent violated the Policy as alleged.

21. Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator or the Chair will send notice of the hearing to the parties. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The notice will contain:

- A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result.
- The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities.
- Any technology that will be used to facilitate the hearing.
- Information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Decision-maker(s) and parties to see and hear a party or witness answering questions. Such a request must be raised with the Title IX Coordinator at least five (5) business days prior to the hearing.
- A list of all those who will attend the hearing, along with an invitation to object to any Decision-maker on the basis of demonstrated bias. This must be raised with the Title IX Coordinator at least two (2) business days prior to the hearing.
- Information on how the hearing will be recorded and on access to the recording for the parties after the hearing.
- A statement that if any party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the party's or witness's testimony and any statements given prior to the hearing will not be considered by the Decision-maker(s). For compelling reasons, the Chair may reschedule the hearing.
- Notification that the parties may have the assistance of an Advisor of their choosing at the hearing and will be required to have one present for any questions they may desire to ask. The party must notify the Title IX Coordinator if they do not have an Advisor, and the Noorda-COM will appoint one. Each party must have an Advisor present. There are no exceptions.
- A copy of all the materials provided to the Decision-maker(s) about the matter, unless they have been provided already.
- An invitation to each party to submit to the Chair an impact statement pre-hearing that the Decision-maker will review during any sanction determination.
- An invitation to contact the Title IX Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing, at least seven (7) business days prior to the hearing.
- Whether parties can/cannot bring mobile phones/devices into the hearing.

Hearings for possible violations that occur near or after the end of an academic term (assuming the Respondent is still subject to this Policy) and are unable to be resolved prior to the end of term will typically be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by Noorda-COM and remain within the 60-90 business day goal for resolution.

22. Alternative Hearing Participation Options

If a party or parties prefer not to attend or cannot attend the hearing in person, the party should request alternative arrangements from the Title IX Coordinator or the Chair at least five (5) business days prior to the hearing.

The Title IX Coordinator or the Chair can arrange to use technology to allow remote testimony without compromising the fairness of the hearing. Remote options may also be needed for witnesses who cannot appear in person. Any witness who cannot attend in person should let the Title IX Coordinator or the Chair know at least five (5) business days prior to the hearing so that appropriate arrangements can be made.

23. Pre-Hearing Preparation

The Chair or hearing facilitator after any necessary consultation with the parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will be participating in the hearing, all pertinent documentary evidence, and the final investigation report to the parties at least ten (10) business days prior to the hearing.

Any witness scheduled to participate in the hearing must have been first interviewed by the Investigator(s) or have proffered a written statement or answered written questions, unless all parties and the Chair assent to the witness's participation in the hearing. The same holds for any evidence that is first offered at the hearing. If the parties and Chair do not assent to the admission of evidence newly offered at the hearing, the Chair may delay the hearing and instruct that the investigation needs to be re-opened to consider that evidence.

The parties will be given a list of the names of the Decision-maker(s) at least five (5) business days in advance of the hearing. All objections to any Decision-maker must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator as soon as possible and no later than one day prior to the hearing. Decision-makers will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest precludes an impartial hearing of the allegation(s).

The Title IX Coordinator will give the Decision-maker(s) a list of the names of all parties, witnesses, and Advisors at least five (5) business days in advance of the hearing. Any Decision-maker who cannot make an objective determination must recuse themselves from the proceedings when notified of the identity of the parties, witnesses, and Advisors in advance of the hearing. If a Decision-maker is unsure of whether a bias or conflict of interest exists, they must raise the concern to the Title IX

Coordinator as soon as possible.

During the ten (10) business day period prior to the hearing, the parties have the opportunity for continued review and comment on the final investigation report and available evidence. That review and comment can be shared with the Chair at the pre-hearing meeting or at the hearing and will be exchanged between each party by the Chair.

24. Pre-Hearing Meetings

The Chair may convene a pre-hearing meeting(s) with the parties and/or their Advisors to invite them to submit the questions or topics they (the parties and/or their Advisors) wish to ask or discuss at the hearing, so that the Chair can rule on their relevance ahead of time to avoid any improper evidentiary introduction in the hearing or provide recommendations for more appropriate phrasing. However, this advance review opportunity does not preclude the Advisors from asking a question for the first time at the hearing or from asking for a reconsideration based on any new information or testimony offered at the hearing. The Chair must document and share with each party their rationale for any exclusion or inclusion at a pre-hearing meeting.

The Chair, only with full agreement of the parties, may decide in advance of the hearing that certain witnesses do not need to be present if their testimony can be adequately summarized by the Investigator(s) in the investigation report or during the hearing.

At each pre-hearing meeting with a party and their Advisor, the Chair will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant.

The Chair may rule on these arguments pre-hearing and will exchange those rulings between the parties prior to the hearing to assist in preparation for the hearing. The Chair may consult with legal counsel and/or the Title IX Coordinator or ask either or both to attend pre-hearing meetings.

The pre-hearing meeting(s) [will not be recorded.

25. Hearing Procedures

At the hearing, the Decision-maker(s) has the authority to hear and make determinations on all allegations of sexual harassment and/or retaliation and may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the sexual harassment and/or retaliation, even though those collateral allegations may not specifically fall within the Policy.

Participants at the hearing will include the Chair, any additional panelists, the hearing facilitator, the Investigator(s) who conducted the investigation, the parties, Advisors to the parties, any called witnesses, the Title IX Coordinator and anyone providing authorized accommodations or assistive services.

The Chair will answer all questions of procedure. Anyone appearing at the hearing to provide information will respond to questions on their own behalf.

The Chair will allow witnesses who have relevant information to appear at a portion of the hearing in order to respond to specific questions from the Decision-maker(s) and the parties and will then be excused.

26. Joint Hearings

In hearings involving more than one Respondent or in which two (2) or more Complainants have accused the same individual of substantially similar conduct, the default procedure will be to hear the allegations jointly.

However, the Title IX Coordinator may permit the investigation and/or hearings pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. In joint hearings, separate determinations of responsibility will be made for each Respondent with respect to each alleged policy violation.

27. The Order of the Hearing – Introductions and Explanation of Procedure

The Chair explains the procedures and introduces the participants. This may include a final opportunity for challenge or recusal of the Decision-maker(s) on the basis of bias or conflict of interest. The Chair will rule on any such challenge unless the Chair is the individual who is the subject of the challenge, in which case the Title IX Coordinator will review and decide the challenge.

At the hearing, recording, witness logistics, party logistics, curation of documents, separation of the parties, and other administrative elements of the hearing process are managed by a non-voting hearing facilitator appointed by the Title IX

Coordinator. The hearing facilitator may attend to: logistics of rooms for various parties/witnesses as they wait; flow of parties/witnesses in and out of the hearing space; ensuring recording and/or virtual conferencing technology is working as intended; copying and distributing materials to participants, as appropriate, etc.

28. Investigator Presents the Final Investigation Report

The Investigator(s) will then present a summary of the final investigation report, including items that are contested and those that are not, and will be subject to questioning by the Decision-maker(s) and the parties (through their Advisors). The Investigator(s) will be present during the entire hearing process, but not during deliberations.

Neither the parties nor the Decision-maker(s) should ask the Investigator(s) their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments. If such information is introduced, the Chair will direct that it be disregarded.

29. Testimony and Questioning

Once the Investigator(s) present their report and are questioned, the parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to questioning by the Decision-maker(s) and then by the parties through their Advisors ("cross-examination").

All questions are subject to a relevance determination by the Chair. The Advisor, who will remain seated during questioning, will pose the proposed question orally, electronically, or in writing (orally is the default, but other means of submission may be permitted by the Chair upon request if agreed to by all parties and the Chair), the proceeding will pause to allow the Chair to consider it (and state it if it has not been stated aloud), and the Chair will determine whether the question will be permitted, disallowed, or rephrased.

The Chair may invite explanations or persuasive statements regarding relevance with the Advisors, if the Chair so chooses. The Chair will then state their decision on the question for the record and advise the party/witness to whom the question was directed, accordingly. The Chair will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Chair will limit or disallow questions on the basis that they are irrelevant, unduly repetitious (and thus irrelevant), or abusive. The Chair has final say on all questions and determinations of relevance. The Chair may consult with legal counsel on any questions of admissibility. The Chair may ask Advisors to frame why a question is or is not relevant from their perspective but will not entertain argument from the Advisors on relevance once the Chair has ruled on a question.

If the parties raise an issue of bias or conflict of interest of an Investigator or Decision-maker at the hearing, the Chair may elect to address those issues, consult with legal counsel, and/or refer them to the Title IX Coordinator, and/or preserve them for appeal. If bias is not in issue at the hearing, the Chair should not permit irrelevant questions that probe for bias.

30. Refusal to Submit to Cross-Examination and Inferences

If a party or witness chooses not to submit to cross-examination at the hearing, either because they do not attend the meeting, or they attend but refuse to participate in questioning, then the Decision-maker(s) may not rely on any prior statement made by that party or witness at the hearing (including those contained in the investigation report) in the ultimate determination of responsibility. The Decision-maker(s) must disregard that statement. Evidence provided that is something other than a statement by the party or witness may be considered.

If the party or witness attends the hearing and answers some cross-examination questions, only statements related to the cross-examination questions they refuse to answer cannot be relied upon. However, if the statements of the party who is refusing to submit to cross-examination or refuses to attend the hearing are the subject of the allegation itself (e.g., the case is about verbal harassment or a quid pro quo offer), then those statements are not precluded from admission.

The Decision-maker(s) may not draw any inference solely from a party's or witness's absence from the hearing or refusal to answer cross-examination or other questions.

If charges of policy violations other than sexual harassment are considered at the same hearing, the Decision-maker(s) may consider all evidence it deems relevant, may rely on any relevant statement as long as the opportunity for cross-examination is afforded to all parties through their Advisors, and may draw reasonable inferences from any decision by any party or witness not to participate or respond to questions.

If a party's Advisor of choice refuses to comply with the Noorda-COM's established rules of decorum for the hearing, the Noorda-COM may require the party to use a different Advisor. If a Noorda-COM-provided Advisor refuses to comply with the rules of decorum, the Noorda-COM may provide that party with a different Advisor to conduct cross-examination on behalf of

that party.

31. Recording Hearings

Hearings (but not deliberations) are recorded by Noorda-COM for purposes of review in the event of an appeal. The parties may not record the proceedings and no other unauthorized recordings are permitted.

The Decision-maker(s), the parties, their Advisors, and appropriate administrators of Noorda-COM will be permitted to listen to the recording in a controlled environment determined by the Title IX Coordinator. No person will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

32. Deliberation, Decision-making, and Standard of Proof

The Decision-maker(s) will deliberate in closed session to determine whether the Respondent is responsible or not responsible for the policy violation(s) in question. If a panel is used, a simple majority vote is required to determine the finding. The preponderance of the evidence standard of proof is used. The hearing facilitator may be invited to attend the deliberation by the Chair, but is there only to facilitate procedurally, not to address the substance of the allegations.

When there is a finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider the previously submitted party impact statements in determining appropriate sanction(s).

The Chair will ensure that each of the parties has an opportunity to review any impact statement submitted by the other party(ies). The Decision-maker(s) may – at their discretion – consider the statements, but they are not binding. The Decision-maker(s) will review the statements and any pertinent conduct history provided by the appropriate administrator and will recommend the appropriate sanction(s) [in consultation with other appropriate administrators, as required.

The Chair will then prepare a written deliberation statement and deliver it to the Title IX Coordinator, detailing the determination, rationale, the evidence used in support of its determination, the evidence not relied upon in its determination, credibility assessments, and any sanctions or recommendations.

This report is typically three (3) to five (5) pages in length and must be submitted to the Title IX Coordinator within two (2) business days of the end of deliberations, unless the Title IX Coordinator grants an extension. If an extension is granted, the Title IX Coordinator will notify the parties.

33. Notice of Outcome

Using the deliberation statement, the Title IX Coordinator will work with the Chair to prepare a Notice of Outcome. The Title IX Coordinator will then share the letter, including the final determination, rationale, and any applicable sanction(s) with the parties and their Advisors within five (5) business days of receiving the Decision-maker(s)' deliberation statement.

The Notice of Outcome will then be shared with the parties simultaneously. Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official Noorda-COM records, or emailed to the parties' Noorda-COM-issued email or otherwise approved account. Once mailed, emailed, and/or received in-person, notice will be presumptively delivered.

The Notice of Outcome will articulate the specific policy(ies) reported to have been violated, including the relevant policy section, and will contain a description of the procedural steps taken by Noorda-COM from the receipt of the misconduct report to the determination, including any and all notifications to the parties, interviews with parties and witnesses, site visits, methods used to obtain evidence, and hearings held.

The Notice of Outcome will specify the finding on each alleged policy violation; the findings of fact that support the determination; conclusions regarding the application of the relevant policy to the facts at issue; a statement of, and rationale for, the result of each allegation to the extent the Noorda-COM is permitted to share such information under state or federal law; any sanctions issued which Noorda-COM is permitted to share according to state or federal law; and any remedies provided to the Complainant designed to ensure access to Noorda-COM's educational or employment program or activity, to the extent the Noorda-COM is permitted to share such information under state or federal law (this detail is not typically shared with the Respondent unless the remedy directly relates to the Respondent).

The Notice of Outcome will also include information on when the results are considered by Noorda-COM to be final, any changes that occur prior to finalization, and the relevant procedures and bases for any available appeal options.

34. Statement of the Rights of the Parties (see Appendix A)

35. Sanctions

Factors considered when determining a sanction/responsive action may include, but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s)
- The Respondent's disciplinary history
- Previous allegations or allegations involving similar conduct
- The need for sanctions/responsive actions to bring an end to the sexual harassment and/or retaliation
- The need for sanctions/responsive actions to prevent the future recurrence of sexual harassment and/or retaliation
- The need to remedy the effects of the sexual harassment and/or retaliation on the Complainant and the community
- The impact on the parties
- Any other information deemed relevant by the Decision-maker(s)

The sanctions will be implemented as soon as is feasible, either upon the outcome of any appeal or the expiration of the window to appeal without an appeal being requested.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

- **Warning:** A formal statement that the conduct was unacceptable and a warning that further violation of any Noorda-COM policy, procedure, or directive will result in more severe sanctions/responsive actions.
- **Required Counseling:** A mandate to meet with and engage in either Noorda-COM-sponsored or external counseling to better comprehend the misconduct and its effects.
- **Disciplinary Probation:** A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- **Disciplinary Suspension:** Termination of student status for a defined period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at Noorda-COM. An indication of disciplinary suspension appears on the student's official transcript. After the period of suspension has expired, the transcript notation shall be removed. Suspension includes an exclusion from campus property and activities during the period of suspension.
- **Disciplinary Dismissal:** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend Noorda-COM-sponsored events. This sanction will be noted permanently as a Disciplinary Dismissal on the student's official transcript.
- **Withholding Diploma:** The Noorda-COM may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities as a sanction if the student is found responsible for an alleged violation.
- **Revocation of Degree:** The Noorda-COM reserves the right to revoke a degree previously awarded from the Noorda-COM for fraud, misrepresentation, and/or other violation of Noorda-COM policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- **Organizational Sanctions:** Deactivation, loss of recognition, loss of some or all privileges (including Noorda-COM registration) for a specified period of time.
- **Other Actions:** In addition to or in place of the above sanctions, Noorda-COM may assign any other sanctions as deemed appropriate.

b. Employee Sanctions/Responsive Actions

Responsive actions for an employee who has engaged in harassment and/or retaliation include:

- Warning – Verbal or Written
- Performance Improvement Plan/Management Process
- Enhanced supervision, observation, or review
- Required Counseling
- Required Training or Education
- Probation
- Denial of Pay Increase/Pay Grade
- Loss of Oversight or Supervisory Responsibility
- Demotion
- Transfer

- Reassignment
- Delay of tenure track progress
- Assignment to new supervisor
- Restriction of stipends, research, and/or professional development resources
- Suspension with pay
- Suspension without pay
- Termination
- Other Actions: In addition to or in place of the above sanctions/responsive actions, Noorda-COM may assign any other responsive actions as deemed appropriate.

36. Withdrawal or Resignation While Charges Pending

a. Students: Should a student decide to not participate in the resolution process, the process proceeds absent their participation to a reasonable resolution. Should a student Respondent permanently withdraw from Noorda-COM, the resolution process ends, as Noorda-COM no longer has disciplinary jurisdiction over the withdrawn student.

However, Noorda-COM will continue to address and remedy any systemic issues, variables that may have contributed to the alleged violation(s), and any ongoing effects of the alleged sexual harassment and/or retaliation. The student who withdraws or leaves while the process is pending may not return to Noorda-COM. Such exclusion applies to all campuses of Noorda-COM. A hold will be placed on their ability to be readmitted. They may also be barred from Noorda-COM property and/or events.

If the student Respondent only withdraws or takes a leave for a specified period of time (e.g., one semester or term), the resolution process may continue remotely and that student is not permitted to return to Noorda-COM unless and until all sanctions have been satisfied.

b. Employees: Should an employee Respondent resign with unresolved allegations pending, the resolution process ends, as Noorda-COM no longer has disciplinary jurisdiction over the resigned employee.

However, Noorda-COM will continue to address and remedy any systemic issues, variables that contributed to the alleged violation(s), and any ongoing effects of the alleged harassment or retaliation.

The employee who resigns with unresolved allegations pending is not eligible for rehire with Noorda-COM, and the records retained by the Title IX Coordinator will reflect that status.

All Noorda-COM responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

37. Appeals

Any party may file a request for appeal ("Request for Appeal"), but it must be submitted in writing to the Title IX Coordinator within five (5) business days of the delivery of the Notice of Outcome.

An Appeal Decision-maker will Chair the appeal. No appeal Decision-maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process.

The Request for Appeal will be forwarded to the Appeal Chair for consideration to determine if the request meets the grounds for appeal (a Review for Standing).

This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is timely filed.

a. Grounds for Appeal

Appeals are limited to the following grounds:

- Procedural irregularity that affected the outcome of the matter;
- New information that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

If any of the grounds in the Request for Appeal do not meet the grounds in this Policy, that request will be denied by the Appeal Chair and the parties and their Advisors will be notified in writing of the denial and the rationale.

If any of the grounds in the Request for Appeal meet the grounds in this Policy, then the Appeal Chair will notify the other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s).

The other party(ies) and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) will be mailed, emailed, and/or provided a hard copy of the request with the approved grounds and then be given five (5) business days to submit a response to the portion of the appeal that was approved and involves them. All responses will be forwarded by the Chair to all parties for review and comment.

The non-appealing party (if any) may also choose to raise a new ground for appeal at this time. If so, that will be reviewed to determine if it meets the grounds in this Policy by the Appeal Chair and either denied or approved. If approved, it will be forwarded to the party who initially requested an appeal, the Investigator(s) and/or original Decision-maker(s), as necessary, who will submit their responses in five (5) business days, which will be circulated for review and comment by all parties.

Neither party may submit any new requests for appeal after this time period. The Appeal Chair will collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and the Chair will render a decision in no more than five (5) business days, barring exigent circumstances. All decisions apply the preponderance of the evidence.

A Notice of Appeal Outcome will be sent to all parties simultaneously including the decision on each approved ground and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which Noorda-COM is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent Noorda-COM is permitted to share under state or federal law.

Notification will be made in writing and may be delivered by one or more of the following methods: in person, mailed to the local or permanent address of the parties as indicated in official institutional records, or emailed to the parties' Noorda-COM-issued email or otherwise approved account. Once mailed, emailed and/or received in-person, notice will be presumptively delivered.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

If any of the sanctions are to be implemented immediately post-hearing, but pre-appeal, then emergency removal procedures (detailed above) for a hearing on the justification for doing so must be permitted within 48 hours of implementation.

If the original sanctions include separation in any form, Noorda-COM may place a hold on official transcripts, diplomas, graduations, and course registration pending the outcome of an appeal. The Respondent may request a stay of these holds from the Title IX Coordinator within two (2) business days of the notice of the sanctions. The request will be evaluated by the Title IX Coordinator or designee, whose determination is final.

c. Appeal Considerations

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only when there is clear error and to the sanction(s)/responsive action(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for Appeal Decision-makers to substitute their judgment for that of the original Decision-maker(s) merely because they disagree with the finding and/or sanction(s).
- The Appeal Chair/Decision-maker(s) may consult with the Title IX Coordinator on questions of procedure or rationale, for clarification, if needed. Documentation of all such consultation will be maintained.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand (except in the case of a new hearing). When appeals result in no change to the finding or sanction, that decision is final. When an appeal results in a new finding or sanction, that finding or sanction can be appealed one final time on the grounds listed above and in accordance with these procedures.
- In rare cases where a procedural or substantive error cannot be cured by the original Decision-maker(s) (as in cases of

bias), the appeal may order a new hearing with a new Decision-maker(s).

- The results of a remand to a Decision-maker(s) cannot be appealed. The results of a new hearing can be appealed, once, on any of the three available appeal grounds.
- In cases in which the appeal results in reinstatement to the Noorda-COM or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

38. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the sexual harassment and/or retaliation, remedy the effects, and prevent reoccurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the individual and/or the community
- Permanent alteration of work arrangements for employees
- Provision of campus safety escorts
- Climate surveys
- Policy modification and/or training
- Implementation of long-term contact limitations between the parties
- Implementation of adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.

When no policy violation is found, the Title IX Coordinator will address any remedies owed by the Noorda-COM to the Respondent to ensure no effective denial of educational access.

The Noorda-COM will maintain the privacy of any long-term remedies/actions/measures, provided privacy does not impair the Noorda-COM's ability to provide these services.

39. Failure to Comply with Sanctions and/or Interim and Long-term Remedies and/or Responsive Actions

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker(s) (including the Appeal Chair/Panel).

Failure to abide by the sanction(s)/action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from Noorda-COM and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

40. Recordkeeping

Noorda-COM will maintain for a period of at least seven years records of:

1. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
2. Any disciplinary sanctions imposed on the Respondent;
3. Any remedies provided to the Complainant designed to restore or preserve equal access to the Noorda-COM's education program or activity;
4. Any appeal and the result therefrom;
5. Any Informal Resolution and the result therefrom;
6. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. Noorda-COM will make these training materials publicly available on Noorda-COM's website.
7. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, including:
 - a. The basis for all conclusions that the response was not deliberately indifferent;
 - b. Any measures designed to restore or preserve equal access to Noorda-COM's education program or activity; and

- c. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Noorda-COM will also maintain any and all records in accordance with state and federal laws.

41. Disabilities Accommodations in the Resolution Process

Noorda-COM is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to Noorda-COM's resolution process.

Anyone needing such accommodations or support should contact the Dean (students) or HR Manager (employees), who will review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the process.

42. Revision of this Policy and Procedures

This Policy and procedures supersede any previous policy(ies) addressing harassment, sexual misconduct and/or retaliation under Title IX and will be reviewed and updated annually by the Title IX Coordinator. Noorda-COM reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the resolution process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with the appropriate effective date identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change – or court decisions alter – the requirements in a way that impacts this document, this document will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such policies and codes, generally.

APPENDIX A: Statement of Rights of the Parties

- The right to an equitable investigation and resolution of all credible allegations of prohibited harassment or retaliation made in good faith to Noorda-COM officials.
- The right to timely written notice of all alleged violations, including the identity of the parties involved (if known), the precise misconduct being alleged, the date and location of the alleged misconduct (if known), the implicated policies and procedures, and possible sanctions.
- The right to timely written notice of any material adjustments to the allegations (e.g., additional incidents or allegations, additional Complainants, unsubstantiated allegations) and any attendant adjustments needed to clarify potentially implicated policy violations.
- The right to be informed in advance of any public release of information regarding the allegation(s) or underlying incident(s), whenever possible.
- The right not to have any personally identifiable information released to the public without consent provided, except to the extent permitted by law.
- The right to be treated with respect by Noorda-COM officials.
- The right to have Noorda-COM policies and procedures followed without material deviation.
- The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.
- The right not to be discouraged by Noorda-COM officials from reporting sexual harassment or retaliation to both on-campus and off-campus authorities.
- The right to be informed by Noorda-COM officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option(s) to be assisted by Noorda-COM authorities in notifying such authorities, if the party so chooses. This also includes the right not to be pressured to report, as well.
- The right to have allegations of violations of this Policy responded to promptly and with sensitivity by Noorda-COM security and/or other Noorda-COM officials.
- The right to be informed of available interim actions and supportive measures, such as counseling; advocacy; health care; student financial aid; or other services, both on campus and in the community.
- The right to a Noorda-COM-implemented no-contact order when a person has engaged in or threatens to engage in stalking, threatening, harassing, or other improper conduct.
- The right to be informed of available assistance in changing academic, living, and/or working situations after an alleged incident of sexual harassment and/or retaliation, if such changes are reasonably available. No formal report, or investigation, either campus or criminal, needs to occur before this option is available. Such actions may include, but are not limited to:
 - » Changing an employee's work environment (e.g., reporting structure, office/workspace relocation)
 - » Exam, paper, and/or assignment rescheduling or adjustment
 - » Receiving an incomplete in, or a withdrawal from, a class (may be retroactive)
 - » Transferring class sections
 - » Temporary withdrawal/leave of absence (may be retroactive)
 - » Campus safety escorts
 - » Alternative course completion options.
- The right to have the Noorda-COM maintain such actions for as long as necessary and for supportive measures to remain private, provided privacy does not impair Noorda-COM's ability to provide the supportive measures.
- The right to receive sufficiently advanced, written notice of any meeting or interview involving the other party, when possible.
- The right to ask the Investigator(s) and Decision-maker(s) to identify and question relevant witnesses, including expert witnesses.
- The right to provide the Investigator(s)/Decision-maker(s) with a list of questions that, if deemed relevant by the Investigator(s)/Chair, may be asked of any party or witness.
- The right to have inadmissible prior sexual history or irrelevant character evidence excluded by the decision-maker.
- The right to know the relevant and directly related evidence obtained and to respond to that evidence.
- The right to fair opportunity to provide the Investigator(s) with their account of the alleged misconduct and have that account be on the record.
- The right to receive a copy of the investigation report, including all factual, policy, and/or credibility analyses performed, and all relevant and directly related evidence available and used to produce the investigation report, subject to the privacy limitations imposed by state and federal law, prior to the hearing, and the right to have at least ten (10) business days to review the report prior to the hearing.
- The right to respond to the investigation report, including comments providing any additional relevant evidence after the opportunity to review the investigation report, and to have that response on the record.
- The right to be informed of the names of all witnesses whose information will be used to make a finding, in advance of that finding, when relevant.

- The right to regular updates on the status of the investigation and/or resolution.
- The right to have reports of alleged Policy violations addressed by Investigators, Title IX Coordinators, and Decision-maker(s) who have received relevant annual training.
- The right to a Hearing Panel that is not single-sex in its composition, if a panel is used.
- The right to preservation of privacy, to the extent possible and permitted by law.
- The right to meetings, interviews, and/or hearings that are closed to the public.
- The right to petition that any Noorda-COM representative in the process be recused on the basis of disqualifying bias and/or conflict of interest.
- The right to have an Advisor of their choice to accompany and assist the party in all meetings and/or interviews associated with the resolution process.
- The right to the use of the appropriate standard of evidence, preponderance of the evidence to make a finding after an objective evaluation of all relevant evidence.
- The right to be present, including presence via remote technology, during all testimony given and evidence presented during any formal grievance hearing.
- The right to have an impact statement considered by the Decision-maker(s) following a determination of responsibility for any allegation, but prior to sanctioning.
- The right to be promptly informed in a written Notice of Outcome letter of the finding(s) and sanction(s) of the resolution process and a detailed rationale of the decision (including an explanation of how credibility was assessed), delivered simultaneously (without undue delay) to the parties.
- The right to be informed in writing of when a decision by the Noorda-COM is considered final and any changes to the sanction(s) that occur before the decision is finalized.
- The right to be informed of the opportunity to appeal the finding(s) and sanction(s) of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by the Noorda-COM.
- The right to a fundamentally fair resolution as defined in these procedures.

APPENDIX B: Violence Risk Assessment (VRA)

Threat assessment is the process of assessing the actionability of violence by an individual against another person or group following the issuance of a direct or conditional threat. A Violence Risk Assessment (VRA) is a broader term used to assess any potential violence or danger, regardless of the presence of a vague, conditional, or direct threat.

The implementation of VRAs require specific training and are typically conducted by psychologists, clinical counselors, social workers, case managers, law enforcement officers, student conduct officers, and/or other Behavioral Intervention Team (BIT) (sometimes also known as CARE teams) members.

A VRA occurs in collaboration with the Professionalism, Academic and Clinical Committee (PACC) and must be understood as an on-going process, rather than a singular evaluation or meeting. A VRA is not an evaluation for an involuntary behavioral health hospitalization nor is it a psychological or mental health assessment.

A VRA assesses the risk of actionable violence, often with a focus on targeted/predatory escalations, and is supported by research from the fields of law enforcement, criminology, human resources, and psychology.

When conducting a VRA, the assessor(s) use an evidence-based process consisting of:

1. an appraisal of risk factors that escalate the potential for violence;
2. a determination of stabilizing influences that reduce the risk of violence;
3. a contextual analysis of violence risk by considering environmental circumstances, hopelessness, and suicidality; catalyst events; nature and actionability of threat; fixation and focus on target; grievance collection; and action and time imperative for violence; and
4. the application of intervention and management approaches to reduce the risk of violence.


To assess an individual's level of violence risk, the Title IX Coordinator will initiate the violence risk assessment process through the PACC. The PACC will assign a trained individual(s) to perform the assessment, according to the specific nature of the Title IX case.

The assessor will follow the process for conducting a violence risk assessment as outlined in the PACC manual and will rely on a consistent, research-based, reliable system that allows for the operationalization of the risk levels.

Some examples of formalized approaches to the VRA process include: The NaBITA Risk Rubric, The Structured Interview for Violence Risk Assessment (SIVRA-35), The Extremist Risk Intervention Scale (ERIS), Looking Glass, Workplace Assessment of Violence Risk (WAVR-21), Historical Clinical Risk Management (HCR-20), and MOSAIC.

The VRA is conducted independently from the Title IX process, free from outcome pressure, but is informed by it. The individual(s) conducting the assessment will be trained to mitigate any bias and provide the analysis and findings in a fair and equitable manner.

The PACC conducts a VRA process and makes a recommendation to the Title IX Coordinator as to whether the VRA indicates there is a substantial, compelling, and/or immediate risk to health and/or safety of an individual or the community.

A person wearing a blue uniform is using a white card to interact with a black door lock. The lock has a red light indicator. The background is a light blue wall with a circular vent. The text "Campus Safety & Facilities" is overlaid on a purple banner at the bottom.

Campus Safety & Facilities

Campus Safety and Facilities

Building Hours and Services

Building 5: Suite 300 – Administration Suite

Dean's office, Student affairs, Financial aid, IT, HR, facility and staff offices, Facilities and Help Desk.

Building 1: Suite 100 – main Noorda-COM lecture hall, study pods and immersive SIM.

Building 3: Room 211, 212, 224, and 225.

Building 1 is accessible via keycard 24 hours per day seven (7) days per week. All other locations are open from 8:00am to 5:00pm.

Mailing address

1712 East Bay Blvd

Building 5, Suite 300

Provo, Utah 84606

Identification/Building Access Cards

For safety, Noorda-COM utilizes a card access system on all building entrances. Access cards are issued by the Security Department to first-year students free of charge during orientation week. Access cards also serve as student identification badges and, in accordance with the Dress Code, are required to be prominently displayed by students at all times above the waist, preferably in the upper torso region, and visible from the front. ID badges/access cards must be presented when requested by any member of Noorda-COM administration, staff or faculty.

Students are prohibited from transferring access cards to other individuals, allowing others to use their access cards, or granting access to non-Noorda-COM personnel. Students are expected to keep their ID badges/access cards during their entire educational career at the College but must return it to the Security Department upon termination of student status. Lost, stolen or misplaced badges must be reported promptly to the Security Department at 385-375-8724 for deactivation. Students must pay a \$10 replacement fee for all lost, stolen or misplaced ID badges/access cards.

Facility Maintenance/Safety Reporting and/or Requests

For any work requests that need to come into our facilities department (burnt out lamp, outlet not working, plumbing issue, etc) please email helpdesk@noordacom.org for any non emergency issues. If there is something that requires immediate attention, please call 385-375-8724.

Email addresses

security@noordacom.org

info@noordacom.org

helpdesk@noordacom.org

Inclement Weather

In any weather related event that affects the closure of the school or presents any potential safety risks, students, faculty and staff will be notified through the DialMyCalls app. The message will contain the type of event present, and what instructions to follow based on the circumstances. Updates will continue to be sent via the app until the event has passed and it is safe to return to the campus for normal operations.

Weather related events will be taken on a case-by-case basis and determinations made depending on the severity of the situation. This includes snow storms, wind storms, and/or other major weather warnings.

Students on clerkships do not follow the same attendance requirement as Year I and II medical students. Students on clinical clerkships are to follow the schedule of the site where they are rotating. If the site is closing due to inclement weather, then the student is excused until the site re-opens. If the student is at a hospital or site where they are not closing, the student is to report and remain on-service until the end of their shift. Students should use caution and allow themselves plenty of time to get to their destination.

Tornado Watch

- Whoever is made aware of the threatening weather should notify the office manager, designated Floor Warden and the Management Office.
- Floor Warden or office managers should alert all staff of the watch.
- Once you have been notified of the watch, please do the following:
 - » Immediately close the blinds in your office

- » Once this is accomplished, stay away from the windows
- » Remain at your normal station
- » Tune in any battery operated radios to a station with weather updates
- » If possible, you should remain in the building until the weather has cleared.

Tornado Warning

- » Move away from the perimeter of the building (windowed areas) toward the center of the building and close the doors behind you.
- » Floor Wardens and other emergency personnel will direct you towards corridors, stairwells and elevator lobbies.
- » Do not exit these designated areas or use elevators.
- » Protect yourself by placing your head close to your knees and covering your neck with your hands.
- » If you cannot reach a corridor or lobby in time, the next safest place is under a desk, table or chair.
- » Remain in the designated area until an announcement has been made by designated emergency personnel or building management that it is safe to return to your work station.
- » Once everyone has returned to their workstation, emergency personnel should assist building management in account for all employees.
- » If any portion of your offices or surrounding building areas has been damaged, please notify building management immediately.

Motor Vehicles and Parking

Parking passes (hang tag) will be issued to the student during orientation and must be displayed in their vehicle at all times while on the Timpanogos Tech Campus. There is a \$10 replacement fee. Please contact the Helpdesk at helpdesk@noordacom.org if you need a replacement tag. There will be one tag issued per student. The hang tag must be displayed in any vehicle driven to the campus. Multiple tags will not be issued for multiple vehicles. Please adhere to the designated parking spaces located throughout the lot.

To ensure the safety of our visitors and proper use of our parking, please adhere to the following guidelines:

- Phone the Management Office if you observe any hazards in the parking areas.
- Remember to always lock your vehicle and remove any valuables including cellular phones. CBRE and Timpanogos Tech Center are not responsible for any damage to or theft from your vehicle.
- Please be considerate and ask your guests to be considerate of short-term parking restrictions.
- Please observe all directional, speed limit and stop signs throughout the parking area.
- Do not park illegally or in fire lanes. Cars parked in these areas are subject to citation and/or towing.
- Overnight parking is not normally permitted. Please notify the Management Office if it is necessary to park your car overnight.
- Trailers are not permitted in the parking areas.
- Handicapped spaces are reserved for disabled persons only. Cars illegally parked in these areas are subject to citation and/or towing.
- All vehicles must be parked in designated permit parking areas and in parking stalls and may occupy only one space.
- Handicap Parking Spaces – Parking stalls reserved for handicapped individuals are clearly marked. As a reminder, do not park in these spaces unless you have a valid handicapped license or tag displayed.

Smoking and Tobacco Use

In compliance with State Law, smoking is prohibited inside the buildings. For the convenience of smokers, ash urns are provided and are located at least 25 feet from each entrance. A smoking pad has been provided on the NE corner of Bldg. 4.

As a courtesy to non-smokers and all guests to our buildings, we ask that you please adhere to the following guidelines:

- Please use the smoking urns provided for disposal of ashes and cigarette butts.
- Do not discard cigarette waste on walkways, planters or building landscaping.
- Do not smoke in walkways where other tenants need to pass through.

Animals on Campus

Service Animals

Under ADA, Title I, only those students who meet the definition of “reasonable accommodations” due to a disability are eligible to have a service animal. As with all requests for a reasonable accommodation, an interactive process would be undertaken to determine which accommodations, if any, would be appropriate and not cause undue hardship. Therefore, a student with a disability does not have an automatic right to have a service animal.

A service animal is defined as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual or other mental disability. Other species of animals,

whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability." (Society for Human Resource Management (SHRM) <https://www.shrm.org>).

ADA requires that the Service Animals:

- Be under the control of the handler. This can occur using a harness, leash, or other tether. However, in cases where either the handler is unable to hold a tether because of a disability or its use would interfere with the service animal's safe, effective performance of work or tasks, the service animal must be under the handler's control by some other means, such as voice control.
- Must be housebroken.
- Be vaccinated in accordance with state and local laws.

Emotional Support Animals

In reference to requests for an emotional support animal, students should refer to the previous policy regarding service animals. Unless the animal meets the definition of a "service animal" as described by the ADA in Title I, they are not permitted.

Emergency Text Messaging System

Noorda-COM has a mass notification system, DialMyCalls, that will provide an easy and effective way to send text and email messages to notify the College community of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

Your name, phone number and email address will be uploaded into the DialMyCalls software when you enroll with the Registrar Office. This will be passed along to the Operations department who will enter your information into the system, and send you a test page and email. Noorda-COM will conduct annual test pages to ensure proper functionality of the system. If you have any updates or changes to your information, please inform the Registrar's Office immediately.

Security and Safety On-Campus

Noorda-COM is committed to creating a safe and secure environment for all members of the College community (administrators, faculty, credentialed instructional staff, staff, students, visitors and all other persons that participate in the College's educational programs and activities) including those at off-site clinical educational experiences.

In compliance with accreditation requirements and federal and Utah State law, the College has developed a campus safety plan; and a campus safety training curriculum; provides requirements for what a campus safety plan and campus safety training curriculum addresses; and outlines reporting and other requirements related to campus safety.

Teaching in times of extended emergency requires careful preparation and flexibility. The following steps will help instructors continue teaching even in the event of an emergency.

Security Escorts

The Security Department provides an on-campus escort service for faculty, staff and students all year round, 24/7. Patrol officers will walk escort requests to buildings and/or vehicles parked in and around College lots. If at clinical site, facility security of office manager should be contacted for an appropriate escort to buildings and/or vehicles.

Those interested in an on-campus escort or having challenges off site with identifying an escort, should contact the Timpanogos Tech Center Security at 385-471-2990.

Security

Noorda-COM has instituted certain security measures for student safety, including the utilization of a card access system for all building entrances. Students are encouraged to remain alert and cautious when on campus, to keep personal items out of sight and to keep their vehicles locked.

Noorda-COM's property management company, CBRE, has security guards to maintain and monitor security on the Timpanogos Tech campus. Security personnel are carefully screened before being assigned to the Campus and supervised to ensure quality assurance.

Campus security operates 24 hours a day, seven days a week. Security officers patrol both the interior and exterior of campus to prevent and deter crime. They are readily available to help in emergencies and to render assistance in motorist assists and escorts. The department also enforces parking regulations and serves as the repository for lost and found items.

Security Officers may detain, but not arrest, individuals who engage in illegal and criminal actions until Provo City Police Officers arrive and/or Local Law Enforcement agencies arrive. Criminal violators that are apprehended are turned over to the Provo Police Department and/or Local Law Enforcement.

The Landlord, and Noorda-COM Operations meets regularly with local police and community organizations to help ensure the safest environment for the campus community.

Reporting Clerkship Problems

At times, safety and security concerns/issues may arise during a clerkship. General concerns should be addressed directly to the preceptor, core site coordinator, DME/ DIO or Noorda-COM Regional Assistant Dean (RAD), when appropriate. The utmost degree of professionalism is encouraged when discussing these concerns. If an effective resolution cannot be reached, or if the student is not comfortable addressing the issue themselves, the student should contact their Noorda-COM Clinical Clerkship Coordinator.

Immediate concerns (harassment, student and patient safety, etc.) should be reported directly to the Department of Clinical Education.

In Case of Emergency at a Clerkship Site

Students should follow emergency procedures and protocols at their specific clinical site at all times. In the event that a clerkship schedule is interrupted due to hazardous weather conditions or another emergency situation, the Department of Clinical Education should be notified as soon as possible.

In the case of inclement weather, students on clerkships do not follow the same attendance requirement as year 1 and 2 medical students. Students on clinical clerkships are to follow the schedule of the site where they are rotating. If the site is closing due to inclement weather, then the student is excused until the site re-opens. If the student is at a hospital or site where they are not closing, the student is to report and remain on-service until the end of their shift. Students should use caution and allow themselves plenty of time to get to their destination.

In the case of an emergent situation outside normal business hours that requires students to evacuate a location, relocate for a period of time, or any other emergency, a student should contact the CBRE Campus Security office at 385-285-6258.

Law Enforcement Relationships

While there are no written agreements with local law enforcement agencies as it relates to the investigation of alleged criminal activity, it is Timpanogos Tech Campus Security policy to work in conjunction with all state and federal law enforcement agencies, local police agencies, and emergency management organizations when applicable. In the event that a serious crime or death was to occur, Security is mandated to notify the proper law enforcement agencies. The county in which the crime took place would then either assume responsibility or delegate its authority to another agency to investigate the criminal matter or prescribe action to be taken.

In addition, CBRE and Noorda-COM works closely with the City of Provo City Police Department. All individuals, whether they belong to the College community or not, are subject to all federal, state, and local laws while on the Timpanogos Tech Campus and may be subject to criminal charges when applicable, even for first offenses.

Safety and Security Committee

To further enhance security at the new Noorda-COM campus, a Safety and Security Committee has been established. The committee is comprised of members of the faculty, student body and administrative staff. The mission of the Committee shall be to develop, recommend, review, and monitor security measures at Noorda-COM, including but not limited to:

- Development and maintenance of a Security Plan for Noorda-COM that includes physical and electronic security measures
- Development and maintenance of an Emergency Response Plan
- Development and maintenance of policies for an Emergency Communications Plan
- Coordination with community Emergency Response organizations and plans

Reporting Criminal Activity and Other Campus Emergencies

All members of the Noorda-COM community and guests are encouraged to report any criminal activity, suspicion of criminal activity, accidents, and other emergencies to the Timpanogos Tech Security Department and the local Police Department as soon as possible, when the victim of a crime elects to report or is unable to make such a report. Reports should be made promptly and accurately. While the institution does not have a policy on victims or witnesses being able to report a crime in a voluntary confidential manner, whenever possible, the identity of the complainant will be kept confidential, if requested.

Pastoral and or professional counselors are not able offer a voluntary confidential reporting option of a crime to students that

they meet with one on one.

Anyone may report any of the above-named instances, in person, to any Security Officer, the Security Supervisor, and/or the Administration Office.

Fire exits and fire extinguishers are located throughout all buildings. If evacuation of a building becomes necessary, please use the stairways. Elevators should not be used under any circumstances. Tampering with fire alarms or fire prevention equipment is forbidden and may result in dismissal.

Automated External Defibrillators (AED) are strategically placed on campus and include mobile devices carried by security officers. The Security Department is charged with maintenance and care of the defibrillators.

Emergency Plan

Procedures for emergencies are detailed on both the eNCOMpass and the College's external website.

Noorda-COM has partnered with DialMyCalls to provide an emergency alert system capable of delivering messages to College emails, personal emails and/or cell phones. In the event of an emergency on or near campus that may endanger the College population, Noorda-COM Administration will send communication through one or more of the mechanisms identified above.

All emergencies on the Timpanogos Tech Campus should be reported immediately by dialing 385-471-2990 during normal business hours (Monday – Friday, 8:00 am – 5:00 pm) or 385-285-6258 outside of these hours for Security. Upon notification of an emergency, the security officer on duty will respond to the scene to confirm that emergency or disaster conditions exist. If needed, a follow-up call will be made to emergency responders via 911 to assure the response and give directions needed.

Emergency Communications

The Security campus dispatcher may be reached from any phone, on or off campus by dialing 385-471-2990. Students are asked to preprogram or "speed dial" this number into cell phones for quick dialing.

Timely Warnings/Crime Alerts

Timely Warnings are issued whenever there is an ongoing threat of crime or danger to the Noorda-COM College community on and around campus. If circumstances warrant, Timely Warnings/Crime Alerts are prepared and sent throughout the College via DialMyCalls mass texting notifications, campus wide emails, and posted notices in campus buildings.

Annual Security Report

In compliance with regulations of the Department of Education's Clery Act, Noorda-COM's Administration Department publishes an Annual Security Report and distributes the document to all students, faculty and staff. The Campus Security Act requires all colleges and universities to:

- Publish an annual report by Oct. 1 that contains three years of campus crime statistics and certain campus security policy statements
- Disclose crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities and remote classrooms
- The statistics must be gathered from campus security, local law enforcement and other College officials who have "significant responsibility for students and campus activities"
- Provide "timely warning" notices of those crimes that have occurred and pose an ongoing "threat to students and employees"
- Disclose in a public crime log "any crime that occurred on campus or within the patrol jurisdiction of College security and is reported to College security."

Noorda-COM Administration Department maintains a daily crime log that records, by the date the incident was reported, all crimes and other serious incidents that occur on campus, in a non-campus building or property, on public property, or within the department's patrol jurisdiction.

The daily crime log is available for public inspection at the Director of Operations' Office. The crime log includes the nature of the crime, the date, the time and the general location in which each crime was reported to the department, as well as the disposition of the complaint (if known). The department is obliged to post new incidents into the daily crime log within two business days of receiving the report unless in doing so it will hinder an open investigation in which case that incident will get posted once the investigation has been deemed closed.

Emergency Disaster Plan

Noorda-COM has partnered with DialMyCalls to provide an emergency alert system capable of delivering messages to College emails, personal emails and/or cell phones. In the event of an emergency on or near campus that may endanger the College population, the Security Department will send communications through one or more of these mechanisms.

All emergencies on the Noorda-COM campus should be reported immediately by dialing 911 and then dialing 385-471-2990 for a security officer. Upon notification of an emergency, the security officer on duty will respond to the scene to confirm that emergency or disaster conditions exist. A follow-up call will be made to emergency responders via 911 to assure the response and give directions needed. The security officer, as soon as practical, will contact the Facilities Manager or the Chief Financial Officer.

In the event of an emergency that constitutes an immediate ongoing or continuing threat to the College community, the Operations' Department, in conjunction with the College Security Committee, will issue campus safety alert messages via the College's mass notification system, mass e-mail, bulletin boards, and on its main webpage (www.noordacom.org) advising of the situation and what actions should be taken. Noorda-COM will follow its emergency notification procedures. Depending upon the circumstances of these events and its relativity to a crime and/or threat, the College will then issue a timely warning notice, in a manner which withholds as confidential the names and other identifying information of any victims.

Members of the College community who are aware of a crime and/or a potential threat to the College itself or other members of the College community should report the incident immediately to Timpanogos Technology Security or any other College official, so that a Campus Safety Alert can be issued if warranted. If College community members report crimes and/or potential threats to other College administrators, those administrators should immediately notify Timpanogos Tech Security so that they can once again determine if an alert is warranted.

Emergency Confirmation

Noorda-COM's Crisis Response Team in conjunction with its Senior Leadership and other appropriate personal and officials, will confirm significant emergencies and dangerous situations that may impact the campus community. These situations include immediate threats to the health and safety of the students or employees.

Emergency Communications

Noorda-COM has a mass notification system, DialMyCalls, that will provide an easy and effective way to send text and email messages to notify the College community of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

The Emergency Response plan helps the Crisis Management Team and Noorda-COM's Senior Leadership determine the recipients of any and all emergency notifications. The content of an emergency notification is dependent on the circumstances of the specific event. The institution has developed a series of templates that can be adapted for any emergency situation. The Crisis Management Team will determine the content of the emergency notification and when the notification will be initiated. The individuals that make up this team include the following:

- President
- Dean
- Chief Financial Officer
- Associate Dean for Student Affairs
- Executive Director for Communications
- Operations Director/ Security Supervisor

The Crisis Management Team will direct the Communication Team to disseminate information per the Emergency Response plan. Once the nature and severity of an incident is determined, the College's Director of Facilities is notified and authorized to begin the notification process. The type of message and content of notification is based upon emergency templates which are part of the College's Emergency Response Plan.

The institution will, without delay, taking into account the safety of the community, determine the content of the notification and initiative the notification system, unless issuing a notification will, in the professional judgment of the Crisis Management Team, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

In the event of an emergency, the Noorda-COM community relies on several vehicles for disseminating information:

Noorda-COM Alerts: Noorda-COM provides voice, email, and text messaging capabilities to notify students and employees of critical incidents. The system uses a variety of telecommunications partners to ensure connectivity to cell phones, landlines, email accounts, and TTY/TDD devices.

Authorized staff within the institution or at an off-site location can initiate critical incident communications. Noorda-COM tests the system annually to ensure timely notification of critical events. Noorda-COM Alerts provide real-time updates; instructions on where to go, what to do (or not to do), who to contact and other essential information such as which evacuation routes are available, the nearest emergency shelter, its available bed space or hours of operation.

Mass e-mail: Messages are sent to all Noorda-COM email accounts and provides students, faculty, and staff with information and updates regarding potential threats to the safety and security of the campus community. Noorda-COM's Office of Information Technology manages the data and updates for the mass notifications.

Web Page: The College community will be directed to check Noorda-COM's main website (www.noordacom.org) for notification and updates regarding emergency situations.

Local media: Noorda-COM's Communications Office provides essential information to the media when the College closes because of inclement weather or other emergencies.

In the event of an emergency, Noorda-COM will work with local media outlets, as well as, including information on its social media pages such as Facebook, Twitter, etc. to inform the larger community of the situation.

All students must provide their cellular phone number to the Office of the Registrar. This can be done via the COMmons. These phone numbers must be kept current at all times for emergency contact.

Disruption of Essential Functions:

The disruption the essential functions due to an outbreak of a significant illness within the Noorda-COM community, the local, regional or national community, or in the event of a natural disaster impacting the campus, the following precautions and actions will be initiated. Our intent is to minimize risk to employees, students and visitors. As such, we continue to maintain procedures, staffing, equipment and training to assure preparedness to respond to an emergency at any of our facilities.

Students should follow emergency procedures and protocols at the specific clinical site at all times. In the event that a clerkship schedule is interrupted due to hazardous weather conditions or another emergency situation, a student should notify the assigned Noorda-COM clerkship coordinator as soon as possible.

Security Considerations in the Maintenance of Campus Facilities

Noorda-COM and the landlord are committed to campus safety and security. Exterior lighting and landscape control are a critical part of that commitment. All members of the College community are encouraged to report any lighting concerns. Security Officers, during patrols, focus on such items and report their findings to the Security Supervisor who in turn generates a work order, which is acted upon by a member of the Facilities Staff.

Facilities Staff is available to respond to calls for service regarding unsafe facility conditions. These conditions may include but are not limited to unsafe steps, handrails, trip hazards, defective locks or unsecured equipment.

Fire Safety Systems

The facilities are equipped with smoke detectors, duct detectors, fire smoke dampers, and a fire sprinkler system, all of which are connected to the fire alarm panels. Noorda-COM personnel will follow the rules and regulations specified in the site Fire Plan at all times.

Fire extinguishers are located in the following locations:

- Building One
 - » First Floor – Hallway outside Student Lounge
 - » First Floor – Inside Skills Lab
 - » First Floor – Outside Classroom One
- Building Three
 - » First Floor – Outside Lecture Hall A Room 107
 - » First Floor – Near Men's Restrooms, located near Room 135
 - » First Floor – Hallway outside Room 153
 - » Second Floor – Outside Student Lounge Room 213
 - » Second Floor – Hallway Outside Clinical Lab Room 210
 - » Second Floor – Hallway Outside Lab Room 222
 - » Second Floor – Hallway Outside Room 244
 - » Second Floor – Hallway Room 254
- Building Five

- » First Floor – Outside Suite 101
- » Third Floor – Suite 300 South Side of Suite
- » Third Floor – Suite 300 North side exit leading West

Testing

Noorda-COM conducts annual fire drills, campus evacuations, as well as testing of the emergency notification system during the Fall term. Noorda-COM documents each test with a description and notes the date, time, and whether the test was announced or unannounced. Prior to these tests new students and employees are provided with information on evacuation procedures. In addition, community members are periodically provided with Shelter in Place training and protocols.

AED Locations

- Building One
 - » Hallway Near Student Lounge
- Building Three
 - » First Floor – Outside Lecture Hall A
 - » Second Floor – Outside Clinical Lab 210
- Building 5
 - » First Floor – Near Dean's Office Space

Crime Prevention Education & Awareness

Noorda College of Osteopathic Medicine provides regular ongoing education and notifications to the campus community beginning with the moment a new student or employee begins her/his career at Noorda-COM. Strategies include in person communication, email communication, posted materials throughout the facility and emergency notification cards with general safety information are provided to everyone the day they receive their new student or employee identification badge.

Noorda-COM has posted its Emergency Response and Evacuation Plan on Noorda-COM's website and on Canvas. The Noorda-COM Safety and Security Committee reviews, updates, and communicates changes in the plan to the general campus community. In addition, safety practices and other security procedures are located on Noorda-COM's webpage, in the Annual Security Report, and in Noorda-COM's Administrative and Faculty Handbooks.

Noorda-COM provides various programs each semester in order to better educate students and employees on the topics including, but not limited to, personal safety and the prevention of crimes. Noorda-COM's Safety and Security Committee posts updates on steps individuals can take in order to create a safer community. These updates are designed to encourage students and employees to be responsible for their own security and the security of others.

Noorda-COM provides educational programs focused on safety, alcohol and drug use-abuse, security awareness, crime prevention, and issues around sexual assault, domestic violence, dating violence, and stalking. Noorda-COM is committed to increasing awareness of and preventing violence. All incoming students and new employees are provided with programming strategies intended to prevent rape, acquaintance rape, sexual assault, domestic violence, dating violence, stalking before it occurs, that includes a clear statement that prohibits such acts, their definitions, the definition of consent, options for bystander intervention, information about risk reduction, and policies and procedures for responding to these incidents. Specifically, new students will complete a required online program through eNCOMPASS that covers these important topics. Ongoing prevention and awareness campaigns are also offered throughout the year as noted above.

Noorda-COM has partnered with Safe Colleges to provide and track student, faculty, and staff safety and security trainings.

The College also offers information and resources relating to preventing sexual violence and sexual harassment through the Title IX Coordinator's office and the Student Health Center.



Faculty



Faculty

Akunyili, Alice, MD

Assistant Dean for Academic Affairs

Degree(s): Medical Doctor

Bahri, Tipsuda, MD, FCAP

Faculty

Degree(s): Medical Doctor

Beaudry-Wiltse, Sara, PhD(abd), MSS, ATC, LAT

Director of Interprofessional Education

Degree(s): Doctorate (abd) Sports Medicine, Certified/Licensed Athletic Trainer

Bills, Kyle, DO, PhD

Associate Dean for Research

Degree(s): Doctor of Osteopathic Medicine, Doctorate in Neuroscience

Brown, Jennifer, MS, BA, NTP

Associate Dean of Academic Affairs

Degree(s): Masters of Science, Bachelor of Arts in Hispanic Studies, Certified Nutrition Therapy

Ciobanu, Voicu, MD

Faculty in Pathology

Degree(s): Medical Doctor

Cosgrave, Michael, DO

Clinical Affairs Faculty

Degree(s): Doctor of Osteopathic Medicine

Danto, Jay, DO

Chair for Osteopathic Principles & Practice

Degree(s): Doctor of Osteopathic Medicine

Dougherty, John, DO, FACOFP, FAOASM, FAODME

Dean of Noorda-COM/Chief Academic Officer

Degree(s): Doctor of Osteopathic Medicine, Fellow of the American Osteopathic Academy of Sports Medicine, Fellow of the American College of Osteopathic Family Physicians, Fellow of the American Osteopathic Directors of Medical Educators

Drew, Lynsey, DO

Assistant Dean For Clinical Affairs

Degree(s): Doctor of Osteopathic Medicine

Edgington, Bradley, PhD

Clinical Faculty, Director for Clinical Communicat

Degree(s): Doctorate in Psychology

Embley, Steven, DO, MBA

Chair of Clinical Sciences

Degree(s): Doctor of Osteopathic Medicine, Masters of Business Administration

Fredrickson, Abigail, DO

Faculty in Anatomy

Degree(s): Doctor of Osteopathic Medicine

Griffin, Kenneth, MD

Clinical Faculty, Director of Neurology

Degree(s): Medical Doctor

Harris, Steve, PhD

Faculty
Degree(s): Doctor of Philosophy in Pharmacology and Toxicology

Hill, Tracy, MD

Clinical Affairs Faculty / Title IX Coordinator
Degree(s): Medical Doctor

Jimenez, Jr, Victor, PhD

Faculty in Microbiology/Immunology
Degree(s): Doctorate in Philosophy

Manley, Leslie, PhD

Director of Assessment
Degree(s): Doctorate in Biomedical Scienc

Nuebel, Esther, PhD

Faculty in Biochemistry
Degree(s): Doctorate in Biochemistry

Olsen, Ryder, DO

Faculty in Clinical Teaching/ Dir of Military Trac
Degree(s): Doctor of Osteopathic Medicine

Patterson, Robert, MD, MSc, FRCSC

Faculty Instructor in Anatomy
Degree(s): Medical Doctor, Master of Medical Informatics, Fellow of the Royal College of Surgeons of Canada

Payne, Andrew, PhD

Faculty in Physiology
Degree(s): Doctorate in Neuroscience

Pitcher, Matthew, DO

Clinical Faculty in Psychiatry
Degree(s): Doctor of Osteopathic Medicine

Preston, Robin, PhD

Faculty in Physiology/Assessment Development
Degree(s): Doctorate in Zoology

Prinster, Steven, PhD

Chair of Biomedical Sciences
Degree(s): Doctorate in Pharmacology

Ramana, Kota, PhD

Faculty in Biochemistry
Degree(s): Doctorate in Biochemistry

Rhodes, Michael, MD

Associate Dean for Clinical Affairs
Degree(s): Medical Doctor

Richardson, Ken, MD, PhD

Faculty in Clinical Affairs Pediatrics, Neonatology
Degree(s): Medical Doctor, Doctorate in Philosophy Molecular Biology Interdisciplinary Program

Ripplinger, Rex, MD

Clinical Faculty, Director for Physical Diagnosis
Degree(s): Medical Doctor

Romero, M'Lindsey, DO

Faculty in Osteopathic Principles and Practice
Degree(s): Doctor of Osteopathic Medicine

Sant, David, PhD

Staff Scientist

Degree(s): Doctorate in Philosophy

Schmick, Darell, MLS, MBA, AHIP

Director of Library Services

Degree(s): Masters of Library Science, Masters in Business Administration, Academy of Health Information Professionals

Sells, Namealoha, MD

Faculty in Clinical Teaching

Degree(s): Medical Doctor

Vazquez-Amaral, Maria, JD, MEd

Assistant Dean for Medical Simulation

Degree(s): Juris Doctorate, Master of Higher Education



Course Information

Course Information

ANAT201e: Advanced Anatomical Dissection (e)

Course Description: 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.

Credits: 6 Variable Credits: 6 to 12 Grading: Pass/Fail - S/U

ANAT499e: Anatomy Research (e)

Course Description: The goal of this course is to provide the student hands-on exposure to basic science or clinical research in the field of anatomy. The student will work with a mentor and will be actively involved in the development, execution, and evaluation of a research project.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

ANES401e: Anesthesiology (e)

Course Description: The anesthesiology elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of anesthesiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

ANES401s: Anesthesiology (s)

Course Description: The anesthesiology sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of anesthesiology. This Sub-internship is restricted to fourth-year students and is 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 anesthesiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

ANES402e: Pain Management (e)

Course Description: The pain management elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of pain management. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

ANES402s: Pain Management (s)

Course Description: The pain management sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of pain management. This Sub-internship is restricted to fourth-year students and is 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 pain management. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

ANES499e: Anesthesiology Research (e)

Course Description: The anesthesiology research elective rotation experience is designed to provide the student with a basic understanding of anesthesiology. 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 of anesthesiology. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

BCHE499e: Biochemistry Research (e)

Course Description: The goal of this course is to provide the student hands-on exposure to basic science or clinical research in the field of biochemistry. The student will work with a mentor and will be actively involved in the development, execution,

and evaluation of a research project.

Credits: 1

Variable Credits: 1 to 8

Grading: Pass/Fail - S/U

CAP401: Capstone

Course Description: 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.

Credits: 1

Grading: Graded - % / Letter Grade

CEPA101: Core Entrustable Professional Activities I

Course Description: CEPA 101 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.

Credits: 7

Grading: Graded - % / Letter Grade

CEPA102: Core Entrustable Professional Activities II

Course Description: CEPA 102 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).**

Credits: 11

Grading: Graded - % / Letter Grade

CEPA201: Core Entrustable Professional Activities III

Course Description: CEPA 201 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).**

Credits: 5

Grading: Graded - % / Letter Grade

CEPA202: Core Entrustable Professional Activities IV

Course Description: CEPA 202 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, 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).**

Credits: 5

Grading: Graded - % / Letter Grade

CEPA301: Core Entrustable Professional Activities V

Course Description: CEPA 301 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.

Credits: 2 Grading: Pass/Fail - % / Letter Grade

CEPA302: Core Entrustable Professional Activities VI

Course Description: CEPA 302 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.

Credits: 2 Grading: Pass/Fail - % / Letter Grade

CEPA401: Core Entrustable Professional Activities VII

Course Description: CEPA 401 is the fourth and final year of this 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.

Credits: 2 Grading: Pass/Fail - % / Letter Grade

CEPA402: Core Entrustable Professional Activities VIII

Course Description: CEPA 402 is the fourth and final year of this 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.

Credits: 2 Grading: Pass/Fail - % / Letter Grade

CLMD401e: Healthcare Improvement (e)

Course Description: The healthcare improvement elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of healthcare improvement. These experiences may include working with clinical programs and continuous quality improvement.

Credits: 4 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

CLMD402e: Healthcare Management and Public Health Policy (e)

Course Description: The healthcare management and public health policy elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of healthcare management and public health policy. These experiences may include working with medical directors, state and local epidemiologists, health departments, and gaining an understanding of population health.

Credits: 4 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

CLMD403e: Integrated Medicine (e)

Course Description: The integrated medicine elective rotation will allow the student to have an educational experience with multiple health providers within the community to enhance understanding of networks of ancillary care. During this elective, students will be exposed to health fields including, but not limited to: wellness coaching, acupuncture, exercise science, nutrition, and spiritual care.

Credits: 4 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

CLMD404e: Medical Informatics (e)

Course Description: The Medical informatics elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Medical informatics. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

EMED401: Emergency Medicine

Course Description: 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

EMED401e: Emergency Medicine (e)

Course Description: The emergency medicine elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of emergency medicine. These experiences take place in a hospital setting.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

EMED401s: Emergency Medicine (s)

Course Description: The emergency medicine sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of emergency medicine. This Sub-internship is restricted to fourth-year students and is 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 emergency medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

EMED402e: Wilderness Medicine (e)

Course Description: This course will be an elective in which you can earn the Advanced Wilderness Life Support (AWLS) certificate. Session topics include wilderness patient assessment, hypothermia and hyperthermia, wilderness wound management, water treatment, HAPE, AMS, HACE, and other injuries and illnesses unique to the back country.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

EMED499e: Emergency Medicine Research (e)

Course Description: The emergency medicine research elective rotation experience is designed to provide the student with a basic understanding of emergency medicine. 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 of emergency medicine. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 12 Grading: Pass/Fail - S/U

FMED101e: Basic Disaster Life Support (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

FMED201e: Sports Medicine (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

FMED202e: Advanced Disaster Life Support (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

FMED203e: Advanced Sports Medicine (e)

Course Description: This course will introduce medical students to advanced concepts and practices of sports medicine. Must complete Sports Medicine as a prerequisite to this course.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

FMED204e: Advanced Case Presentations in Clinical Medicine (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

FMED301: Family Medicine

Course Description: Family Medicine is a 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

FMED301e: International Community Medicine Independent Study (e)

Course Description: 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.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED302e: International Community Medicine (e)

Course Description: 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.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED401e: Community Medicine (e)

Course Description: Clinical elective with time and study spent with healthcare partners serving underserved populations [e.g. the Community Health Center (CHC – Mountainlands) and the Public Health Center]. Community Medicine focuses on the science and art of promoting health in these populations. Primary prevention of disease and prolonging life through a range of interventions and the use of resources available within the community [e.g. Public Health, Home Health, Home PT/ rehabilitative, Hospice/palliative care].

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED402e: Family Medicine (e)

Course Description: The family medicine elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of family medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED402s: Family Medicine (s)

Course Description: The family medicine sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of family medicine. This Sub-internship is restricted to fourth-year students and is 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 family medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED403e: Geriatrics (e)

Course Description: The geriatrics elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of geriatrics. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED403s: Geriatrics (s)

Course Description: The geriatrics sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of geriatrics. This sub-internship is restricted to fourth-year students and is 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 geriatrics. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED404e: Hyperbaric and Undersea Medicine and Wound Care (e)

Course Description: The hyperbaric medicine/wound care elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hyperbaric medicine/wound care. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED404s: Hyperbaric and Undersea Medicine / Wound Care (s)

Course Description: The hyperbaric medicine/wound care sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hyperbaric medicine/wound care. This sub-internship is restricted to fourth-year students and is 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 hyperbaric medicine/wound care. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED405e: Travel Medicine (e)

Course Description: The travel medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of travel medicine. These experiences may take place in a clinical office, health department or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered. May focus on immunizations and prophylactic treatments to prepare for travel as well as common diseases and treatments encountered during international travel.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED406e: Physical Medicine and Rehabilitation (e)

Course Description: The physical medicine and rehabilitation elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of physical medicine and rehabilitation. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED406s: Physical Medicine and Rehabilitation (s)

Course Description: The physical medicine and rehabilitation sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of physical medicine and rehabilitation. This sub-internship is restricted to fourth-year students and is 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 physical medicine and rehabilitation. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED408e: Rural/Underserved Primary Care (e)

Course Description: The Rural/underserved primary care II sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Rural/underserved primary care II. This sub-internship is restricted to fourth-year students and is 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 Rural/underserved primary care II. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED408s: Rural/Underserved Primary Care (s)

Course Description: The Rural/underserved primary care II elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Rural/underserved primary care II. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED409e: Sport Medicine (e)

Course Description: The sports medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of sports medicine. These experiences take place in a clinical office or athletic setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

FMED409s: Sports Medicine (s)

Course Description: The sports medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of sports medicine. This sub-internship is restricted to fourth-year students and is 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 sports medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

FMED499e: Family Medicine Research (e)

Course Description: The family medicine research elective rotation experience is designed to provide the student with a basic understanding of family medicine. 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 of family medicine. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 16 Grading: Pass/Fail - S/U

GENE499e: Medical Genetics Research

Course Description: The goal of this course is to provide the student hands-on exposure to basic science or clinical research in the field of medical genetics. The student will work with a mentor and will be actively involved in the development, execution, and evaluation of a research project.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

IDIS101e: Ethics for Physicians (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS102e: Bioethics in Action: The OSCE Experience (e)

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

IDIS103e: Introduction to Research (e)

Course Description: 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.

Credits: 2 Grading: Pass/Fail - S/U

IDIS104e: Introduction to Statistics and Quantitative Analysis (e)

Course Description: 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.

Credits: 2 Grading: Pass/Fail - S/U

IDIS105e: Spanish for Medical Professionals (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS106e: Health Policy (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS107e: Biomolecular Aspects of Clinical Medicine Journal Club (e)

Course Description: 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. May be repeated up to four total times.

Credits: 1 Variable Credits: 1 to 4 Grading: Pass/Fail - S/U

IDIS201e: Spanish for Medical Professionals II (e)

Course Description: This is an advanced course for students who have completed IDIS 105e or who have equivalent training and experience with medical Spanish.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS202e: International / Travel Health (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

IDIS203e: Medicine and Law (e)

Course Description: 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.

Credits: 1.5 Grading: Pass/Fail - S/U

IDIS204e: Leadership in Health Promotion (e)

Course Description: The purpose of this elective is for students to demonstrate skills in leadership, organization and self-direction. May be repeated for credit up to three times total.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

IDIS205e: Cultural Competency (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS206e: Basic Life Support Instructor Training (e)

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

IDIS207e: Medical Research (e)

Course Description: 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 acknowledgment. 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 for a maximum of 6 credits.

Credits: 1 Variable Credits: 1 to 6 Grading: Pass/Fail - S/U

IDIS208e: Clinical Research (e)

Course Description: 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 acknowledgment. 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 for a maximum of 8 credits.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

IDIS209e: Medical Education Research (e)

Course Description: 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 acknowledgment. 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 for a maximum of 6 credits.

Credits: 1 Variable Credits: 1 to 6 Grading: Pass/Fail - S/U

IDIS301: COMLEX Level 1 Preparation

Course Description: 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.

Credits: 1 Variable Credits: 1 to 18 Grading: Pass/Fail - S/U

IDIS301e: Spanish for Medical Professionals (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

IDIS400e: Clinical Independent Study (e)

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

IDIS401: COMLEX Level 2-CE Preparation

Course Description: 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.

Credits: 1 Variable Credits: 1 to 18 Grading: Pass/Fail - S/U

IDIS402: COMLEX Level 2-PE Preparation

Course Description: 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. May be repeated for credit up to a maximum of 18 credits.

Credits: 1 Variable Credits: 1 to 18 Grading: Pass/Fail - S/U

IDIS403: Osteopathic Clinical Skills

Course Description: 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.

Credits: 5 Variable Credits: 5 to 10 Grading: Pass/Fail - S/U

IDIS404e: Bioethics (e)

Course Description: This course is a progressive exploration of bioethics from foundational concepts and theory to defining issues in the field. In this course, students will first be given the tools with which they can analyze ethical arguments. Students will then be introduced to the substantial and philosophically rigorous debates in the field and try their hand at participating in these debates. Students will read primary texts and debate real and hypothetical cases. Additionally, the student will be challenged to provide adequate reasons for holding particular positions in a debate.

Credits: 2 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

IMED301: Internal Medicine

Course Description: 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

IMED401e: Allergy/Immunology (e)

Course Description: The allergy/immunology elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of allergy/immunology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED401s: Allergy/Immunology (s)

Course Description: The allergy/immunology sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of allergy/immunology. This Sub-internship is restricted to fourth-year students and is 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 allergy/immunology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED402e: Addiction Medicine (e)

Course Description: The addiction medicine elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of addiction medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED402s: Addiction Medicine (s)

Course Description: The addiction medicine sub-internship is designed to provide students with clinical exposure,

observation and training to further their understanding within the field of addiction medicine. This Sub-internship is restricted to fourth-year students and is 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 addiction medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED403e: Cardiology (e)

Course Description: The cardiology elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of cardiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED403s: Cardiology (s)

Course Description: The cardiology sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of cardiology. This Sub-internship is restricted to fourth-year students and is 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 cardiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED404e: Critical Care Medicine (e)

Course Description: The critical care medicine elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of critical care medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED404s: Critical Care Medicine (s)

Course Description: The critical care medicine sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of critical care medicine. This Sub-internship is restricted to fourth-year students and is 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 Critical care medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED405e: Dermatology (e)

Course Description: The dermatology elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of dermatology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED405s: Dermatology (s)

Course Description: The dermatology sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of dermatology. This Sub-internship is restricted to fourth-year students and is 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 Dermatology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED406e: Electrocardiogram Interpretations (e)

Course Description: The electrocardiogram interpretation elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding of EKGs and become more proficient in their abilities to read them. These experiences take place in a clinical office or hospital setting.

Credits: 4 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

IMED407e: Endocrine/Metabolism (e)

Course Description: The endocrinology/metabolism elective rotation is designed to provide students with clinical exposure, observation and training to further their understanding within the field of endocrinology/metabolism. These experiences take place in a clinical office or hospital setting, presenting unique opportunities with regard to the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED407s: Endocrine/Metabolism (s)

Course Description: The endocrinology/metabolism sub-internship is designed to provide students with clinical exposure, observation and training to further their understanding within the field of endocrinology/metabolism. This Sub-internship is restricted to fourth-year students and is 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 Endocrinology/metabolism. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED408e: Gastroenterology (e)

Course Description: The gastroenterology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of gastroenterology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED408s: Gastroenterology (s)

Course Description: The gastroenterology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of gastroenterology. This sub-internship is restricted to fourth-year students and is 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 gastroenterology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED409e: General Internal Medicine - Outpatient (e)

Course Description: The general internal medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general internal medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED409s: General Internal Medicine - Outpatient (s)

Course Description: The general internal medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general internal medicine. This sub-internship is restricted to fourth-year students and is 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 general internal medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED411e: Hematology/Oncology (e)

Course Description: The hematology/oncology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hematology/oncology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED411s: Hematology/Oncology (s)

Course Description: The hematology/oncology sub-internship is designed to provide students with clinical exposure,

observation, and training to further their understanding within the field of hematology/oncology. This sub-internship is restricted to fourth-year students and is 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 hematology/oncology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED412e: Hospice/Palliative Care (e)

Course Description: The hospice/palliative elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hospice/palliative. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED412s: Hospice/Palliative Care (s)

Course Description: The hospice/palliative sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hospice/palliative. This sub-internship is restricted to fourth-year students and is 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 hospice/palliative. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED413e: Infectious Disease (e)

Course Description: The infectious disease elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of infectious disease. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED413s: Infectious Disease (s)

Course Description: The infectious disease sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of infectious disease. This sub-internship is restricted to fourth-year students and is 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 infectious disease. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED414e: Internal Medicine - Inpatient (e)

Course Description: The inpatient internal medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of inpatient internal medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Grading: Pass/Fail - S/U

IMED414s: Internal Medicine - Inpatient (s)

Course Description: The inpatient internal medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of inpatient internal medicine. This sub-internship is restricted to fourth-year students and is 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 inpatient internal medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Grading: Pass/Fail - H/HP/P/F

IMED415e: Medical Genetics (e)

Course Description: The medical genetics elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of medical genetics. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED415s: Medical Genetics (s)

Course Description: The medical genetics sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of medical genetics. This sub-internship is restricted to fourth-year students and is 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 medical genetics. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED416e: Nephrology (e)

Course Description: The nephrology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of nephrology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED416s: Nephrology (s)

Course Description: The nephrology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of nephrology. This sub-internship is restricted to fourth-year students and is 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 nephrology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED417e: Neurology (e)

Course Description: The neurology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED417s: Neurology (s)

Course Description: The neurology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurology. This sub-internship is restricted to fourth-year students and is 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 neurology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED418e: Pulmonary Medicine (e)

Course Description: The pulmonary medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pulmonary medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED418s: Pulmonary Medicine (s)

Course Description: The pulmonary medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pulmonary medicine. This sub-internship is restricted to fourth-year students and is 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 pulmonary medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED419e: Rheumatology (e)

Course Description: The rheumatology elective rotation is designed to provide students with clinical exposure, observation,

and training to further their understanding within the field of rheumatology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED419s: Rheumatology (s)

Course Description: The rheumatology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of rheumatology. This sub-internship is restricted to fourth-year students and is 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 rheumatology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

IMED420e: Sleep Medicine (e)

Course Description: The sleep medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of sleep medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

IMED499e: Internal Medicine Research (e)

Course Description: The internal medicine research elective rotation experience is designed to provide the student with a basic understanding of internal medicine research. 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 of internal medicine research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

MBIO202e: Clinical Immunology and Microbiology (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

MBIO499e: Microbiology Research (e)

Course Description: The microbiology research elective rotation experience is designed to provide the student with a basic understanding of microbiology research. 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 of microbiology research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

MIMD101: Military Medicine

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

MIMD102: Military Medicine

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

MIMD201: Military Medicine

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

MIMD202: Military Medicine

Course Description: 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.

Credits: 1 Grading: Pass/Fail - S/U

MSK101e: Ultrasound (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

OBY301: Obstetrics and Gynecology

Course Description: 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

OBY401e: General Gynecology (e)

Course Description: The general gynecology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general gynecology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBY402e: General Obstetrics (e)

Course Description: The general obstetrics elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general obstetrics. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBY402s: General Obstetrics (s)

Course Description: The general obstetrics sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general obstetrics. This sub-internship is restricted to fourth-year students and is 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 general obstetrics. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

OBY403e: General Obstetrics and Gynecology (e)

Course Description: The general obstetrics and gynecology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general obstetrics and gynecology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBY403s: General Obstetrics and Gynecology (s)

Course Description: The general obstetrics and gynecology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general obstetrics and gynecology. This sub-internship is restricted to fourth-year students and is 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 general obstetrics and gynecology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

OBY404e: Gynecologic Oncology (e)

Course Description: The gynecologic oncology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of gynecologic oncology. These experiences take

place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBGY404s: Gynecologic Oncology (s)

Course Description: The gynecologic oncology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of gynecologic oncology. This sub-internship is restricted to fourth-year students and is 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 gynecologic oncology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

OBGY405e: Maternal Fetal Medicine (e)

Course Description: The maternal fetal medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of maternal fetal medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBGY405s: Maternal Fetal Medicine (s)

Course Description: The maternal fetal medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of maternal fetal medicine. This sub-internship is restricted to fourth-year students and is 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 maternal fetal medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

OBGY406e: Reproductive Endocrine (e)

Course Description: The reproductive endocrine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of reproductive endocrine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OBGY499e: Obstetrics and Gynecological Research (e)

Course Description: The OB/GYN research elective rotation experience is designed to provide the student with a basic understanding of OB/GYN research. 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 of OB/GYN research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

OCS201e: Foundations in Teaching OMM (e)

Course Description: 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.

Credits: 0.5 Variable Credits: 0.5 to 1 Grading: Pass/Fail - S/U

OCS203e: Osteopathic Approach to Pain Management (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

OCS302e: Osteopathic Cranial Manipulative Medicine (e)

Course Description: 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.

Credits: 2 Variable Credits: 2 to 4 Grading: Pass/Fail - S/U

OCS401e: Osteopathic Manipulation (e)

Course Description: This elective clerkship rotation allows the OMS-III or OMS-IV for increased clinical training in OMM and OPP to enhance their clinical skills and abilities. These experiences may include a variety of settings including those that are hospital-based, office/clinic-based, or within and OPP Department that may offer a variety of educational and patient settings. Repeatable for credit with permission.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

OCS401s: Osteopathic Manipulation (s)

Course Description: This elective sub-internship rotation allows the OMS-IV for increased clinical training in OMM and OPP to enhance their clinical skills and abilities. These experiences may include a variety of settings including those that are hospital-based, office/clinic-based, or within and OPP Department that may offer a variety of educational and patient settings. Repeatable for credit with permission.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

OMED102: Introduction to Osteopathic Principles and Philosophy

Course Description: 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.

Credits: 3.5 Grading: Graded - % / Letter Grade

OMED103: Foundations of Medicine

Course Description: 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.

Credits: 6 Grading: Graded - % / Letter Grade

OMED104: Structure and Function

Course Description: 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.

Credits: 8 Grading: Graded - % / Letter Grade

OMED105: Inherent Abilities

Course Description: 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.

Credits: 6 Grading: Graded - % / Letter Grade

OMED106: Mechanisms of Disease

Course Description: 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.

Credits: 6 Grading: Graded - % / Letter Grade

OMED200: Longitudinal Community Medicine

Course Description: 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.

Credits: 4 Variable Credits: 2 to 6 Grading: Pass/Fail - S/U

OMED201: Longitudinal Community Medicine

Course Description: 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.

Credits: 4 Variable Credits: 2 to 6 Grading: Pass/Fail - S/U

OMED202: Neuroscience

Course Description: 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.

Credits: 6 Grading: Graded - % / Letter Grade

OMED203: Endocrine

Course Description: 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.

Credits: 2 Grading: Graded - % / Letter Grade

OMED204: Reproduction and Development

Course Description: 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.

Credits: 4 Grading: Graded - % / Letter Grade

OMED205: Skin, Blood and Lymph

Course Description: 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.

Credits: 4 Grading: Graded - % / Letter Grade

OMED206: Renal

Course Description: 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.

Credits: 2 Grading: Graded - % / Letter Grade

OMED207: Cardiopulmonary

Course Description: 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.

Credits: 8 Grading: Graded - % / Letter Grade

OMED208: Gastrointestinal

Course Description: 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.

Credits: 2 Grading: Graded - % / Letter Grade

OMED209: Musculoskeletal

Course Description: 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.

Credits: 4 Grading: Graded - % / Letter Grade

OMED210: Surgery

Course Description: 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.

Credits: 2 Grading: Graded - % / Letter Grade

OMED211: Pediatrics

Course Description: 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. The clinical setting may be inpatient, outpatient, or a mix of both.

Credits: 2 Grading: Graded - % / Letter Grade

OMED212: Transition to Clinical Care

Course Description: 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.)

Credits: 0.5 Grading: Graded - % / Letter Grade

OMED213: Clinical Management I

Course Description: 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.

Credits: 0.5 Grading: Graded - % / Letter Grade

OMED301: Clinical Management II

Course Description: 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.

Credits: 0.5 Grading: Graded - % / Letter Grade

OSPP499e: Osteopathic Clinical Skills Research (e)

Course Description: The Osteopathic Clinical Skills Research clerkship rotation is available for an OMS with approval of the Noorda-COM OPP Department and the Office of Research. The participating OMS will focus upon an area of interest within OPP and an approved Noorda-COM clinical faculty supervisor will be established. Specific and achievable research goals and objectives are prerequisite for course participation. Participants will work according to a schedule with weekly written reports to their faculty supervisor. Repeatable for credit with permission.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PATH401e: Anatomic Pathology (e)

Course Description: The anatomic pathology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of anatomic pathology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PATH401s: Anatomic Pathology (s)

Course Description: The anatomic pathology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of anatomic pathology. This sub-internship is restricted to fourth-year students and is 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 anatomic pathology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PATH402e: Blood Banking (e)

Course Description: The blood banking elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of blood banking.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PATH403e: Clinical Pathology (e)

Course Description: The clinical pathology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of clinical pathology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PATH403s: Clinical Pathology (s)

Course Description: The clinical pathology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of clinical pathology. This sub-internship is restricted to fourth-year students and is 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 clinical pathology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PATH404e: Forensic Pathology (e)

Course Description: The forensic pathology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of forensic pathology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 4 to 8 Grading: Pass/Fail - S/U

PATH404s: Forensic Pathology (s)

Course Description: The forensic pathology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of forensic pathology. This sub-internship is restricted to fourth-year students and is 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 forensic pathology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 4 to 8 Grading: Pass/Fail - H/HP/P/F

PATH405e: Hematopathology (e)

Course Description: The hematopathology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hematopathology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PATH405s: Hematopathology (s)

Course Description: The hematopathology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of hematopathology. This sub-internship is restricted to fourth-year students and is 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 hematopathology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PATH406e: Toxicology (e)

Course Description: The toxicology elective rotation is designed to provide students with clinical exposure, observation,

and training to further their understanding within the field of toxicology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 4 to 8 Grading: Pass/Fail - S/U

PATH406s: Toxicology (s)

Course Description: The toxicology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of toxicology. This sub-internship is restricted to fourth-year students and is 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 toxicology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 4 to 8 Grading: Pass/Fail - H/HP/P/F

PATH499e: Pathology Research (e)

Course Description: The pathology research elective rotation experience is designed to provide the student with a basic understanding of pathology research. 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 of pathology research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PEDS202e: Introduction to Newborn Care (e)

Course Description: 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.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

PEDS207e: Neonatal Resuscitation (e)

Course Description: This course provides instruction in neonatal resuscitation based on the American Academy of Pediatrics and the American Heart Association's International Guidelines. NRP certification.

Credits: 1 Variable Credits: 1 to 2 Grading: Pass/Fail - S/U

PEDS301: Pediatrics

Course Description: 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

PEDS401e: Adolescent Medicine (e)

Course Description: The adolescent medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of adolescent medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS401s: Adolescent Medicine (s)

Course Description: The adolescent medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of adolescent medicine. This sub-internship is restricted to fourth-year students and is 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 adolescent medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS402e: Community Pediatrics/Inpatient (e)

Course Description: The pediatric inpatient elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric inpatient. These experiences take place in a hospital setting.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS402s: Community Pediatrics/Inpatient (s)

Course Description: The pediatric inpatient sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric inpatient. This sub-internship is restricted to fourth-year students and is 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 pediatric inpatient. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS404e: General Pediatrics Outpatient (e)

Course Description: The general pediatric outpatient elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general pediatric outpatient. These experiences take place in a clinical office setting.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS404s: General Pediatrics Outpatient (s)

Course Description: The general pediatric outpatient sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general pediatric outpatient. This sub-internship is restricted to fourth-year students and is 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 general pediatric outpatient. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS405e: Neonatology (e)

Course Description: The neonatology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neonatology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS405s: Neonatology (s)

Course Description: The neonatology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neonatology. This sub-internship is restricted to fourth-year students and is 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 neonatology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS406e: Pediatric Allergy/Immunology (e)

Course Description: The pediatric allergy/immunology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric allergy/immunology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS406s: Pediatric Allergy/Immunology (s)

Course Description: The pediatric allergy/immunology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric allergy/immunology. This sub-internship is restricted to fourth-year students and is 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 pediatric allergy/immunology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS407e: Pediatric Cardiology (e)

Course Description: The pediatric cardiology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric cardiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS407s: Pediatric Cardiology (s)

Course Description: The pediatric cardiology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric cardiology. This sub-internship is restricted to fourth-year students and is 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 pediatric cardiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS408e: Pediatric Critical Care Medicine (e)

Course Description: The pediatric critical care medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric critical care medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS408s: Pediatric Critical Care Medicine (s)

Course Description: The pediatric critical care medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric critical care medicine. This sub-internship is restricted to fourth-year students and is 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 pediatric critical care medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS409e: Pediatric Dermatology (e)

Course Description: The pediatric dermatology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric dermatology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS409s: Pediatric Dermatology (s)

Course Description: The pediatric dermatology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric dermatology. This sub-internship is restricted to fourth-year students and is 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 pediatric dermatology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS410e: Pediatric Emergency Medicine (e)

Course Description: The pediatric emergency medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric emergency medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS410s: Pediatric Emergency Medicine (s)

Course Description: The pediatric emergency medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric emergency medicine. This sub-internship is restricted to fourth-year students and is 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 pediatric emergency medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS411e: Pediatric Endocrinology/Metabolism (e)

Course Description: The pediatric endocrinology/metabolism elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric endocrinology/metabolism. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS411s: Pediatric Endocrinology/Metabolism (s)

Course Description: The pediatric endocrinology/metabolism sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric endocrinology/metabolism. This sub-internship is restricted to fourth-year students and is 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 pediatric endocrinology/metabolism. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS412e: Pediatric Gastroenterology (e)

Course Description: The pediatric gastroenterology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric gastroenterology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS412s: Pediatric Gastroenterology (s)

Course Description: The pediatric gastroenterology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric gastroenterology. This sub-internship is restricted to fourth-year students and is 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 pediatric gastroenterology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS413e: Pediatric Genetics (e)

Course Description: The pediatric genetics elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric genetics. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS413s: Pediatric Genetics (s)

Course Description: The pediatric genetics sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric genetics. This sub-internship is restricted to fourth-year students and is 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 pediatric genetics. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS414e: Pediatric Hematology/Oncology (e)

Course Description: The pediatric hematology/oncology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric hematology/oncology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS414s: Pediatric Hematology/Oncology (s)

Course Description: The pediatric hematology/oncology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric hematology/oncology. This sub-internship is restricted to fourth-year students and is 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 pediatric hematology/oncology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS415e: Pediatric Infectious Disease (e)

Course Description: The pediatric infectious disease elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric infectious disease. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS415s: Pediatric Infectious Disease (s)

Course Description: The pediatric infectious disease sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric infectious disease. This sub-internship is restricted to fourth-year students and is 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 pediatric infectious disease. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS416e: Pediatric Nephrology (e)

Course Description: The pediatric nephrology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric nephrology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS416s: Pediatric Nephrology (s)

Course Description: The pediatric nephrology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric nephrology. This sub-internship is restricted to fourth-year students and is 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 pediatric nephrology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS417e: Pediatric Neurology (e)

Course Description: The pediatric neurology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric neurology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS417s: Pediatric Neurology (s)

Course Description: The pediatric neurology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric neurology. This sub-internship is restricted to fourth-year students and is 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 pediatric neurology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS418e: Pediatric Pulmonary Medicine (e)

Course Description: The pediatric pulmonary medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric pulmonary medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS418s: Pediatric Pulmonary Medicine (s)

Course Description: The pediatric pulmonary medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric pulmonary medicine. This sub-internship is restricted to fourth-year students and is 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 pediatric pulmonary medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS419e: Pediatric Rehabilitation (e)

Course Description: The pediatric rehabilitation elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric rehabilitation. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS420e: Pediatric Rheumatology (e)

Course Description: The pediatric rheumatology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric rheumatology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PEDS420s: Pediatric Rheumatology (s)

Course Description: The pediatric rheumatology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric rheumatology. This sub-internship is restricted to fourth-year students and is 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 pediatric rheumatology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PEDS499e: Pediatrics Research (e)

Course Description: The pediatric research elective rotation experience is designed to provide the student with a basic understanding of pediatric rheumatology research. 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 of pediatric research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PHAR201e: Transitioning from Basic Pharmacology to Pharmacotherapeutics (e)

Course Description: 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.

Credits: 0.5 Grading: Pass/Fail - S/U

PHAR499e: Pharmacological Research (e)

Course Description: The goal of this course is to provide the student hands-on exposure to basic science or clinical research in the field of pharmacology. The student will work with a mentor and will be actively involved in the development, execution, and evaluation of a research project.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PHYS499e: Physiology Research (e)

Course Description: The goal of this course is to provide the student hands-on exposure to basic science or clinical research in the field of physiology. The student will work with a mentor and will be actively involved in the development, execution, and evaluation of a research project.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PMED401e: Aerospace/Aviation Medicine (e)

Course Description: The aerospace/aviation medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of aerospace/aviation medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PMED402e: Environmental Health (e)

Course Description: The environmental health elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of environmental health. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PMED403e: General Preventative Medicine (e)

Course Description: The general preventative medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general preventative medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PMED404e: Occupational Medicine (e)

Course Description: The occupational medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of occupational medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PMED404s: Occupational Medicine (s)

Course Description: The occupational medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of occupational medicine. This sub-internship is restricted to fourth-year students and is 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 occupational medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PMED405e: Public Health (e)

Course Description: The public health elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of public health. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PMED499e: Preventative Medicine/Public Health Research (e)

Course Description: The preventative/public health research elective rotation experience is designed to provide the student with a basic understanding of preventative/public health research. 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 of preventative/public health research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

PSYC301: Psychiatry

Course Description: 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.

Credits: 6 Grading: Pass/Fail - H/HP/P/F

PSYC401e: General Psychiatry (e)

Course Description: The general psychiatry elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general psychiatry. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PSYC401s: General Psychiatry (s)

Course Description: The general psychiatry elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general psychiatry. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PSYC402e: Pediatric Psychiatry (e)

Course Description: The pediatric psychiatry elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric psychiatry. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

PSYC402s: Pediatric Psychiatry (s)

Course Description: The pediatric psychiatry sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric psychiatry. This sub-internship is restricted to fourth-year students and is 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 pediatric psychiatry. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

PSYC499e: Psychiatry Research (e)

Course Description: The pediatric psychiatry research elective rotation experience is designed to provide the student with a basic understanding of pediatric psychiatry research. 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 of pediatric psychiatry research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

RADI402e: General Radiology (e)

Course Description: The general radiology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general radiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

RADI402s: General Radiology (s)

Course Description: The general radiology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general radiology. This sub-internship is restricted to fourth-year students and is 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 general radiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

RADI403e: Interventional Radiology (e)

Course Description: The interventional radiology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of interventional radiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

RADI403s: Interventional Radiology (s)

Course Description: The interventional radiology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of interventional radiology. This sub-internship is restricted to fourth-year students and is 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 interventional radiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

RADI404e: Nuclear Medicine (e)

Course Description: The nuclear medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of nuclear medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

RADI405e: Pediatric Radiology (e)

Course Description: The pediatric radiology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric radiology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

RADI405s: Pediatric Radiology (s)

Course Description: The pediatric radiology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric radiology. This sub-internship is restricted to fourth-year students and is 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 pediatric radiology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

RADI406e: Radiation Oncology (e)

Course Description: The radiation oncology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of radiation oncology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

RADI406s: Radiation Oncology (s)

Course Description: The radiation oncology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of radiation oncology. This sub-internship is restricted to fourth-year students and is 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 radiation oncology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

RADI499e: Radiology Research (e)

Course Description: The radiology research elective rotation experience is designed to provide the student with a basic understanding of radiology research. 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 of radiology research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory

settings.

Credits: 1

Variable Credits: 1 to 8

Grading: Pass/Fail - S/U

RSCH101: Research Journal Club

Course Description: The Journal Club course is an elective course for medical students and is a required element of the Research Track curriculum. The course is intended to help students develop the skills required to critically assess articles in the scientific literature including evaluation of the design, the limitations of methods utilized, the relevance of the article to what was previously known, and the future directions the findings support. Students will also develop communication skills through in-class presentations and discussions. The skills developed through this course will help students assess scientific publications throughout their careers and develop, conduct and present future research of their own.

Credits: 0.5

Variable Credits: 0.5 to 8

Grading: Pass/Fail - S/U

RSCH201e: Introduction to PASW (SPSS) and Biomedical Sciences Statistics (e)

Course Description: 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.

Credits: 1

Grading: Pass/Fail - S/U

RSCH202e: Data Management Using SPSSII (e)

Course Description: This course is intended to build on the analytical skills acquired in RSCH 201e.

Credits: 1

Grading: Pass/Fail - S/U

RSCH499: Research Practicum

Course Description: The Research Practicum is a required course for the research track. It is accomplished at the end of the first year of study. The course is intended to provide the student with an intensive research experience where they will have the chance to become proficient in a primary data gathering technique and generate data. Students will work with a faculty mentor to develop skills necessary to engage in basic science or clinical research, including development, technique, analysis, literature review, presentation and discussion.

Credits: 1

Variable Credits: 1 to 8

Grading: Pass/Fail - S/U

SURG203e: Advanced Suture Skills (e)

Course Description: 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.

Credits: 0.5

Variable Credits: 0.5 to 1

Grading: Pass/Fail - S/U

SURG301: General Surgery

Course Description: 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.

Credits: 6

Grading: Pass/Fail - H/HP/P/F

SURG401e: Cardiovascular/Thoracic Surgery (e)

Course Description: The cardiovascular/thoracic surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of cardiovascular/thoracic surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4

Variable Credits: 2 to 8

Grading: Pass/Fail - S/U

SURG401s: Cardiovascular/Thoracic Surgery (s)

Course Description: The cardiovascular/thoracic surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of cardiovascular/thoracic surgery. This sub-internship is restricted to fourth-year students and is 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 cardiovascular/thoracic surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG402e: Colorectal Surgery (e)

Course Description: The colorectal surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of colorectal surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG402s: Colorectal Surgery (s)

Course Description: The colorectal surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of colorectal surgery. This sub-internship is restricted to fourth-year students and is 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 colorectal surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG403e: General Surgery (e)

Course Description: The general surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG403s: General Surgery (s)

Course Description: The general surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of general surgery. This sub-internship is restricted to fourth-year students and is 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 general surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG404e: Neurosurgery (e)

Course Description: The neurosurgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurosurgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG404s: Neurosurgery (s)

Course Description: The neurosurgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of neurosurgery. This sub-internship is restricted to fourth-year students and is 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 neurosurgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG405e: Ophthalmology (e)

Course Description: The ophthalmology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of ophthalmology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG405s: Ophthalmology (s)

Course Description: The ophthalmology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of ophthalmology. This sub-internship is restricted to fourth-year

students and is 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 ophthalmology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG406e: Orthopedic Surgery (e)

Course Description: The orthopedic surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of orthopedic surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG406s: Orthopedic Surgery (s)

Course Description: The orthopedic surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of orthopedic surgery. This sub-internship is restricted to fourth-year students and is 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 orthopedic surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG407e: Otolaryngology/ENT (e)

Course Description: The otolaryngology/ENT elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of otolaryngology/ENT. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG407s: Otolaryngology/ENT (s)

Course Description: The otolaryngology/ENT sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of otolaryngology/ENT. This sub-internship is restricted to fourth-year students and is 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 otolaryngology/ENT. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG408e: Pediatric Surgery (e)

Course Description: The pediatric surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG408s: Pediatric Surgery (s)

Course Description: The pediatric surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of pediatric surgery. This sub-internship is restricted to fourth-year students and is 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 pediatric surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG409e: Plastic Surgery (e)

Course Description: The plastic surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of plastic surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG409s: Plastic Surgery (s)

Course Description: The plastic surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of plastic surgery. This sub-internship is restricted to fourth-year students and is 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 plastic surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG410e: Podiatry / Foot Ankle (e)

Course Description: The podiatry/foot ankle elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of podiatry/foot ankle. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG411e: Transplant Medicine (e)

Course Description: The transplant medicine elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of transplant medicine. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG411s: Transplant Medicine (s)

Course Description: The transplant medicine sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of transplant medicine. This sub-internship is restricted to fourth-year students and is 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 transplant medicine. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG412e: Trauma Surgery (e)

Course Description: The trauma surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of trauma surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG412s: Trauma Surgery (s)

Course Description: The trauma surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of trauma surgery. This sub-internship is restricted to fourth-year students and is 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 trauma surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG413e: Urology (e)

Course Description: The Urology elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Urology. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG413: Urology (s)

Course Description: The Urology sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Urology. This sub-internship is restricted to fourth-year students and is 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 Urology. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG414e: Vascular Surgery (e)

Course Description: The Vascular surgery elective rotation is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Vascular surgery. These experiences take place in a clinical office or hospital setting, presenting unique opportunities regarding the spectrum of clinical situations encountered.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - S/U

SURG414s: Vascular Surgery (s)

Course Description: The Vascular surgery sub-internship is designed to provide students with clinical exposure, observation, and training to further their understanding within the field of Vascular surgery. This sub-internship is restricted to fourth-year students and is 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 Vascular surgery. Sub-internships must be completed as full block experiences.

Credits: 4 Variable Credits: 2 to 8 Grading: Pass/Fail - H/HP/P/F

SURG499e: Surgery Research (e)

Course Description: The surgery research elective rotation experience is designed to provide the student with a basic understanding of surgery research. 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 of surgery research. This elective rotation may take place in a wide variety of clinical, hospital or laboratory settings.

Credits: 1 Variable Credits: 1 to 8 Grading: Pass/Fail - S/U

WELL101e: Mind and Spirit Wellness I (e)

Course Description: 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.

Credits: 0.5 Grading: Pass/Fail - S/U

WELL102e: Mind and Spirit Wellness II (e)

Course Description: 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.

Credits: 0.5 Grading: Pass/Fail - S/U

WELL103e: Mind and Spirit Wellness III (e)

Course Description: 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.

Credits: 0.5 Grading: Pass/Fail - S/U