This document is provided to students of the Arkansas College of Osteopathic Medicine (ARCOM) as a guide to the interpretation and application of ARCOM policies and procedures. This Handbook does not include all details of every policy, but rather seeks to cover the essential provisions of the policies and procedures of ARCOM and is considered to cover ARCOM policies.

The information contained within reflects the status of ARCOM as of July, 2018. ARCOM reserves the right to delete any course or clinical site described in this handbook. ARCOM also reserves the right to affect any changes in the curriculum, tuition/fees, administration, or any other phase of school activity without prior notice.
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# 2018 – 2019 Academic Calendar

## OMS-I; Class of 2022; 2018-2019 Calendar

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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>July 30-August 2</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>August 3</td>
<td>Fall Classes Begin</td>
</tr>
<tr>
<td>August 17</td>
<td>Census Date</td>
</tr>
<tr>
<td>September 3</td>
<td>Labor Day Observed (no classes; offices closed)</td>
</tr>
<tr>
<td>September 15</td>
<td>White Coat Ceremony</td>
</tr>
<tr>
<td>October 5-9</td>
<td>OMED Conference (San Diego, CA) <em>Approval to attend required</em></td>
</tr>
<tr>
<td>November 21-23</td>
<td>Thanksgiving Holiday Break (no classes; offices closed November 22-23)</td>
</tr>
<tr>
<td>December 20</td>
<td>End of Semester</td>
</tr>
<tr>
<td>December 21</td>
<td>Semester Break Begins (offices closed 12/21 through 1/1)</td>
</tr>
<tr>
<td>January 2-4</td>
<td>Fall Remediation Exams</td>
</tr>
<tr>
<td>January 7</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>January 21</td>
<td>Martin Luther King, Jr. Day Observed (no classes)</td>
</tr>
<tr>
<td>January 22</td>
<td>Census Date</td>
</tr>
<tr>
<td>March 20</td>
<td>DO Day on Capitol Hill <em>Approval to attend required</em></td>
</tr>
<tr>
<td>March 27-29</td>
<td>Spring Holiday Break</td>
</tr>
<tr>
<td>May 24</td>
<td>End of Semester</td>
</tr>
<tr>
<td>May 25</td>
<td>Summer Break Begins</td>
</tr>
<tr>
<td>May 27</td>
<td>Memorial Day Observed (offices closed)</td>
</tr>
<tr>
<td>Spring Remediation</td>
<td>Summer Break TBD</td>
</tr>
<tr>
<td>Exams</td>
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## OMS-II; Class of 2021; 2018-2019 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 6</td>
<td>Fall Classes Begin</td>
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<tr>
<td>August 20</td>
<td>Census Date</td>
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<tr>
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<tr>
<td>March 27-29</td>
<td>Spring Holiday Break</td>
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<tr>
<td>April 22</td>
<td>COMSAE</td>
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<tr>
<td>May 24</td>
<td>End of Semester</td>
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<tr>
<td>May 25</td>
<td>Summer Break Begins</td>
</tr>
<tr>
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<tr>
<td>Spring Remediation</td>
<td>Summer Break TBD</td>
</tr>
<tr>
<td>Exams</td>
<td></td>
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</tbody>
</table>
Notice of Receipt and Disclaimer

As a student at the Arkansas College of Osteopathic Medicine (ARCOM), I acknowledge that I have received access to an online copy of the ARCOM Student Handbook & Academic Catalog and that it is my responsibility to read and comply with the policies within as well as any revisions made at a later date. I understand that this document is located at arcomedu.org/students.

Information contained in this document is subject to change without prior notice and shall not constitute a legally binding contract. Changes will be distributed to students electronically and will become effective immediately unless otherwise specified.

Notice of anticipated changes will be given to the students in advance of implementation whenever possible. Each subsequent edition of the Student Handbook & Academic Catalog supersedes all previous documents and directives where they may be in conflict. Failure to read the handbook and to be familiar with the rules, policies, and procedures does not excuse the student from being required to comply with the provisions of the policy.

I further understand that:
  a. I will be assigned a campus e-mail address that will be the only mechanism by which I will receive all official notices from ARCOM;
  b. It is my responsibility to check that e-mail address regularly;
  c. I am deemed to have notice of all information sent to my address.

I have been advised that some non-campus e-mail services are not compatible with the campus e-mail service, so attempts to forward e-mail to a non-campus address may be unsuccessful.

Any recommendations for additions, deletions, or changes must be submitted in writing to the Dean of ARCOM. Final approval is by the President of the Arkansas Colleges of Health Education (ACHE).

By signing this form, I understand that it is my responsibility to read the ARCOM Student Handbook, regularly check my campus e-mail account, and be familiar with the policies established by ARCOM.

_________________________________________  ________________________
Signature                                             Date

_________________________________________
Print Full Legal Name

_________________________________________
Student Number
OVERVIEW

History of ACHE – ARCOM
The Arkansas Colleges of Health Education (ACHE), founded March 7, 2014, is organized as a not-for-profit 501 (c) (3) corporation operating as a private institution of higher education. The Arkansas College of Osteopathic Medicine (ARCOM) is its first health care program (division).

ACHE is governed by a Board of Trustees who are dedicated to, among other things, insuring the highest standard of osteopathic medical education in accordance with standards set forth by the Commission on Osteopathic College Accreditation (COCA) standards. The Board is charged with fiscal accountability in accordance with its fiduciary duties as described under the Arkansas Nonprofit Corporation Act of 1993. The fiscal accountability includes the power and duty to approve annual operating budgets of the Corporation, as well as long-range and strategic plans.

Introduction
The faculty, staff, and administration of Arkansas College of Osteopathic Medicine (ARCOM) are committed to the osteopathic philosophy and heritage, serving the needs of our students, faculty and patients today as well as into the future, and advancing both the science and art of the practice of osteopathic medicine.

Working together, we recruit and educate talented individuals committed to becoming osteopathic physicians. We have as a goal the graduation of students who are prepared to succeed in any graduate medical education program they decide to pursue. In addition, we are committed to ensuring that our graduates have the foundation of knowledge, skills, and competencies that will enable them to meet the needs of the wide diversity of patients they will encounter in their professional careers. We are committed to producing physicians who are knowledgeable, skilled and competent, but also professional and ethical. The college is dedicated to educating physicians with the skills needed to remain lifelong learners, the desire to contribute to the advancement of medical knowledge, and the passion to be of service to their patients throughout their professional careers.

ARCOM embraces the training of physicians through programs of study which recognize the unique aspects of osteopathic medicine and its principles and practice. ARCOM’s educational program was developed to take full advantage of a novel curricular approach consisting of a team-based and integrative learning environment which approximates current medical care practice in which ARCOM graduates will experience as members of a physician health care team. The integrative function of the curriculum allows cross curricular connections between the basic medical sciences, osteopathic manipulative medicine, and the clinical sciences. As a result, the seven core competencies of osteopathic medicine are effectively addressed throughout all courses. These core competencies include: 1) Osteopathic Principles and Practices; 2) Medical Knowledge; 3) Patient Care; 4) Interpersonal and Communication Skills; 5) Professionalism; 6) Practice-Based Learning and Improvement; 7) System-Based Practice.

ARCOM’s dedication to a Continuous Quality Assessment and Quality Improvement Process serves to advance its mission and values, benefit the education of its students, and assess the growth and development of its faculty and staff.

ARCOM is committed to seeking out and carefully evaluating the opinions and recommendations of our students, faculty, staff, and community and professional partners and to integrate them into our program.
ARCOM is committed to our mission statement and reaching the goals established by the mission, values, and goals adopted by the Arkansas Colleges of Health Education (ACHE) Board of Trustees and the Arkansas College of Osteopathic Medicine (ARCOM).

An Osteopathic Physician
Two types of physicians have unrestricted licenses and may practice medicine in all 50 states. They are the Doctor of Osteopathic Medicine (DO) and the Doctor of Medicine (MD). While both types of physicians are qualified, competent, and trained in all aspects of patient care, DOs offer an approach to medical care that emphasizes holistic and patient-centered treatment with an emphasis on wellness, prevention of disease, and disability.

Osteopathic physicians are distinguished by an emphasis on holistic, patient-centered primary care, by using osteopathic manipulative medicine as indicated and when beneficial, and by their tradition of caring for patients in underserved rural and urban areas. Osteopathic physicians respect the relationship between physical structure and organic function and view the human body as an interdependent unit rather than an assortment of separate parts and systems.

All medical and surgical specialties are represented within the osteopathic medical profession. However, the training of primary care, community-based physicians, and the desire to reach rural, minority, geriatric, and indigent populations make the osteopathic medical profession unique.

We at Arkansas College of Osteopathic Medicine are dedicated to our stated mission of producing vitally needed primary care physicians. We are committed to providing an education for our students that will prepare them to enter any resident program and advance the health of their patients in all patient care settings.

College of Osteopathic Medicine Accreditation
The American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) provides accrediting standards that require systematic review of the osteopathic medical education program. ARCOM was granted Pre-Accreditation (formerly called provisional accreditation) by COCA effective July 1, 2016.

COCA
142 East Ontario Street, Chicago, IL 60611-2864
Telephone 888.626.9262
e-mail: predoc@osteopathic.org.

Pre-Accreditation (formerly called Provisional accreditation) is the highest accreditation a college of osteopathic medicine can achieve prior to graduating its first class.

Arkansas Colleges of Health Education is not-for-profit corporation established as an institution of higher learning in Fort Smith, Arkansas. The Arkansas College of Osteopathic Medicine is the first program developed through ACHE.

ACHE has received approval from the Institutional Certification Advisory Committee (ICAC) and has received certification by the Arkansas Higher Education Coordinating Board (AHECB) to offer the degree of Doctor of Osteopathic Medicine.
Mission Statements

The mission of the Arkansas Colleges of Health Education (ACHE) is to
To educate and train a diverse group of highly competent and compassionate health care professionals; to create health and research support facilities; and to provide healthy living environments to improve the lives of others.

The mission of the Arkansas College of Osteopathic Medicine (ARCOM) is to educate and train compassionate osteopathic physicians, skilled in the science of patient-centered osteopathic medical care, dedicated to the ethical and social principles of the osteopathic profession, committed to lifelong learning, and focused on service to the underserved. This mission will be accomplished at the undergraduate and graduate medical education levels through excellence in teaching, research, service and scholarly activity.

ARCOM Values
- Compassion
- Scholarship
- Teamwork
- Leadership
- Professionalism
- Integrity
- Service
- Diversity
- Ethical Treatment of all people
Institutional Effectiveness
ARCOM fulfills its mission by ensuring that the goals and objectives at all levels are consistent with its mission. The American Osteopathic Association Commission on Osteopathic College Accreditation (COCA) provides accrediting standards that require systematic review of the osteopathic medical education program. Under the direction of the Director of Data Analytics and Institutional Research, ARCOM’s Curriculum Committee, along with the Associate Dean of Academic Affairs have the primary responsibility for developing and implementing an assessment plan, analyzing the results of evaluation instruments and recommending changes to the Dean.

Non-Discrimination Policy and Diversity Statement
ARCOM is committed to equal opportunity for all students, staff, and faculty and to non-discrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff. Its employment and educational policies comply with the requirements applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at ARCOM shall be subjected to discrimination on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, or veterans’ status be subjected to discrimination.

ARCOM strives to create and support a campus community that educates physicians who value diversity. The College believes that diversity enriches the educational experience and prepares its students to effectively deliver health care and work effectively with those from diverse backgrounds. ARCOM is committed to encouraging courtesy and respect through developing and implementing policies that support diversity.

Accreditation and State Licensure

Commission on Osteopathic College Accreditation
The American Osteopathic Association Commission on Osteopathic College Accreditation (COCA) provides accrediting standards that require systematic review of the osteopathic medical education program. On July 1, 2016, ARCOM was granted Pre-Accreditation by the American Osteopathic Association’s (AOA) Commission on Osteopathic College Accreditation (COCA), 142 East Ontario Street, Chicago, IL 60611. Contact information: telephone 888-626-9262; e-mail predoc@osteopathic.org. Pre-Accreditation is the highest accreditation a college of osteopathic medicine can achieve prior to graduating its first class.
Arkansas Department of Higher Education
Arkansas Colleges of Health Education is a not-for-profit corporation established as an institution of higher learning in Fort Smith, Arkansas. The Arkansas College of Osteopathic Medicine is the first program developed through ACHE.

ACHE has received approval from the Institutional Certification Advisory Committee (ICAC) and has received certification by the Arkansas Higher Education Coordinating Board (AHECB) to offer the degree of Doctor of Osteopathic Medicine.

Requirements for Admission
While most students who matriculate into ARCOM will have a bachelor’s degree or higher, at a minimum, each applicant that matriculates must have completed 90 hours or three-fourths of the required credits for a degree from a college or university accredited by a regional accrediting body recognized by the United States Department of Education to be considered for an interview. In addition, the student must complete all the required courses as established by ARCOM before matriculation.

ARCOM does not have a set minimum GPA or MCAT score as we conduct a holistic review of applicant materials taking into consideration all factors that might indicate an applicant is a fit for our mission. While competition dictates that most students will have an overall GPA > 3.5 and science GPAs > 3.4, respectively, which reflect greater opportunity for success with the curriculum and national board examinations, students with GPAs below these averages may be considered. The upper division grades in the sciences are scrutinized by the faculty in making admission decisions.

Students must take the Medical College Admission Test (MCAT) and have the official scores sent to AACOMAS. MCAT test scores are valid for three years from the test date.
The minimum required undergraduate courses for matriculation are:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3 semester hours</td>
</tr>
<tr>
<td>Inorganic Chemistry with Laboratory (8 hours of general/college chemistry will fulfill this requirement)</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Organic Chemistry with Laboratory</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Physics with Laboratory</td>
<td>8 semester hours</td>
</tr>
<tr>
<td>Additional Science Electives: Faculty recommend courses in Anatomy, Physiology, Cellular Biology, Immunology, Microbiology, or Genetics to enhance student’s success in medical school</td>
<td>4 semester hours</td>
</tr>
<tr>
<td>English Composition and Literature</td>
<td>6 semester hours</td>
</tr>
</tbody>
</table>

These basic requirements must be taken for credit and passed at an accredited college or university. It is strongly encouraged that applicants have a broad education background that includes behavioral science and the humanities, along with a proficiency in scientific problem solving, critical thinking and writing.

Recommended courses to prepare for the osteopathic medical curriculum include additional humanities such as literature, philosophy or theology; communication skills such as speech, debate, or drama; additional science courses such as genetics, human physiology, human anatomy, immunology, epidemiology, etc.

The applicant should demonstrate a humanistic and service-oriented mentality consistent with that of ARCOM as demonstrated by action and involvement in outreach and service events.

Preference is given to students from rural and underserved environments that are more likely to advance the mission and goals of ARCOM, especially those from Arkansas and South Central United States.

Applicants are required to meet the Technical Standards for Admission and Continued Enrollment and must affirm that he or she meets the standards. Any falsification or misinformation regarding the ability to meet technical standards is reason for dismissal.

Applicants must submit all required paperwork per deadlines. If paperwork is not submitted as required, an offer of admission may be retracted.

**AACOMAS Application Process**

ARCOM will participate with other osteopathic colleges in a centralized application processing service called the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). An application may be submitted online at www.aacom.org. To initiate the application process, applicants must apply directly to AACOMAS.

In the event of course work completed at foreign institutions, the applicant must submit official detailed course- by- course evaluations completed by an approved agency. These agencies include:
Applications Deadline
Applications will be accepted annually beginning with the opening of the AACOMAS application cycle each year.

The official AACOMAS application is available online at www.aacom.org. The AACOMAS application deadline for ARCOM applicants is March 1 but is subject to change annually. Applicants should consult the ARCOM website for updates.

Two, well-informed letters of recommendation not written by a relative (by blood or through marriage) are required. One letter of recommendation must be from an osteopathic physician (DO). A letter from an allopathic physician (MD) in lieu of a recommendation from an osteopathic physician is not accepted; however, a letter(s) of recommendation from an allopathic physician(s) in addition to a letter of recommendation from an osteopathic physician is acceptable. The second required letter must be from a pre-medical or pre-health professions advisory committee, or instead, letters from two science faculty members familiar with the academic work of the applicant. ARCOM welcomes additional letters of recommendation from those who are acquainted with the student’s academic or professional ability. Letters of recommendation will be accepted via the AACOMAS application process, Virtual Evals, Interfolio, by email to admissions@arcomedu.org, and/or by mail to:

ARCOM
Director of Admissions
7000 Chad Colley Blvd.
Fort Smith, AR 72916

ARCOM Secondary Application Process
Secondary applications will be made available to applicants who are best suited to fulfill the mission, values and goals of ARCOM.

Those who receive access to the Secondary Application should complete and submit the application and pay the $50.00 Secondary Application Fee by the required deadline. Secondary Applications will only be accepted through March 15 but should be submitted as early as possible and at least four weeks prior to the latest filing date. ARCOM conducts a rolling-admissions process.

Candidates will be required to acknowledge their ability and willingness to comply with ARCOM’s technical standards, policies on attendance, dress code, requirements for participation in osteopathic teaching and education, ARCOM student professional and academic conduct and policies.

Interview Selection Process
To be considered for an interview, an applicant must meet all the preceding admissions requirements and Technical Standards for Admissions and Continued Enrollment, have a complete file, including the AACOMAS application, a Secondary Application, all required letters of recommendation, and the $50.00 processing fee.
After the Office of Admissions receives these materials, the applicant’s file is reviewed to determine eligibility for an interview, based on the established criteria of the Admissions Committee. If it is found to meet the standards and mission of ARCOM, an invitation may be extended to interview. Submission of a Secondary Application is not a guarantee of an interview.

Interviewing candidates are required to read and sign an acknowledgement that they:

- Meet the Technical Standards for Admissions and Continued Enrollment (any questions pertaining to whether a standard is met must be addressed with the Director of Admissions);
- Have read and comply with the statement for students of ARCOM regarding physical exposure in classroom activities;

Each applicant who interviews with ARCOM will be reviewed by the Admissions Committee. An interview is not a guarantee of admission. An admissions decision, based on academic performance, professional experience, and interview will be provided to the applicant usually within two weeks of the interview date.

Intentional misrepresentation or omission of information on any form relevant to admissions or records will subject the student to retraction of admission offer or dismissal. ARCOM reserves the right to deny admission to any applicant for any reason it deems sufficient. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and/or good record of personal conduct between the time of their acceptance and their matriculation at ARCOM.

After the interviews, the interviewers forward their recommendation to the Admissions Committee. The Admissions Committee may make any of the following recommendations to the Dean: to accept, to deny, or to place the applicant on an alternate or wait list.

All offers of admission are conditional until such time as the applicant has undergone a criminal background check, drug screen, and physical examination to ensure they meet the Technical Standards for Admissions and Enrollment established by ARCOM, meet the physical, immunization and immunization titers requirements as verified by ARCOM. A non-refundable matriculation deposit is required (the deposit will be applied to the first year’s tuition).

**Transfer Applicants**
ARCOM accepts transfer applicants in rare circumstances only when students are transferring from a LCME or AOA accredited college of medicine. Transfers must be passing all subjects at the time of transfer and be in good standing with their current college of medicine.

The student must provide a written statement outlining reasons for the request for transfer to the ARCOM Dean and must be eligible for continuing or readmission at the current college of medicine. They must have a letter of recommendation from the Dean, Vice Dean or Senior Associate Deans of the prior college attended. Decisions regarding transfer are made by the Dean in consultation with the Admissions and Curriculum Committees and will be based on factors including academic record, circumstances leading to the transfer request, available space, and admission standards. Credits eligible for transfer will be reviewed by the Curriculum Committee, with the Dean making final determination. All students must complete a minimum of the last two years of training at ARCOM, successfully fulfill all requirements of
the ARCOM curriculum, including demonstration of competency in the philosophy and application of osteopathic principles and practice (including osteopathic manipulation), and receive the recommendation of the faculty through the Student Progress Committee for graduation.

Arkansas College of Osteopathic Medicine transcripts will reflect the cumulative credit hours transferred from the previous medical school. Information regarding grades or class rank from the previous school will not be reflected on the ARCOM transcript. Students who transfer into Arkansas College of Osteopathic Medicine will not receive a class rank.

**International Student Applicants**
For admission eligibility, ARCOM applicants must be U.S. citizens or permanent residents.

**Matriculation Process**
Accepted applicants must fulfill the conditions set forth in the matriculation agreement including:

**Matriculation Agreement and ARCOM Student Handbook & Academic Catalog Notice of Receipt and Disclaimer:** Matriculating students must sign and submit a Matriculation Agreement and an ARCOM Student Handbook & Academic Catalog Notice of Receipt and Disclaimer by the deadlines published in the AACOMAS traffic guidelines schedule.

**Non-Refundable Deposit (see Tuition, Fees, and Deposits section)**
Payment of two non-refundable deposits totaling $2,000 must be paid. Deposits will be applied to tuition. Applicants will be required to submit the non-refundable deposits by the deadlines set forth in the AACOMAS traffic guideline schedule.

**Criminal Background Check and Drug and Alcohol Screening**
Successful passage of a drug screen and background check. This screening must meet the ARCOM standards, be conducted by an agency approved by ARCOM, and occur prior to the date specified in the matriculation agreement. Doctor of Osteopathic Medicine Program applicants are requested to self-disclose any misdemeanors or felony convictions, other than minor traffic violations, including deferred adjudications, during the application process. The student should have the understanding that non-disclosure/falsification will in most cases lead to dismissal and disclosure may prevent enrollment if the incident would prevent the student from completing the requirements of the curriculum, including all required clinical rotations and examinations or would prevent the student from gaining an unrestricted license to practice medicine in one or more states after graduation.

In response to requirements in the professional practice environment stating that professionals and facilities providing care to patients must minimize the risk to patients that may be presented by persons with prior criminal activity, or those who engage in the use of potential substances of abuse, both legal and illegal, a drug screen and criminal background check must be completed on all accepted applicants prior to matriculation at ARCOM and at within 60 days of starting clinical rotations.

**Acceptance into ARCOM, even though an invitation may be extended prior to completion of the Criminal Background Check and Drug and Alcohol Screen, is conditional until the results are returned and accepted as meeting the standards by ARCOM.**

As future osteopathic medical professionals, all students are subject to the provision of medical licensure that is in place to ensure the safety of the public. Students at ARCOM agree by their acceptance of admission to ARCOM that they are subject to random drug screening for illegal or inappropriate use of legal but non-prescribed substance. In addition, students are subject to selective screening if required by clinical site or if concerns of potential abuse are established by a member of the faculty or administration.
Failure to comply with a request for drug screening may result in suspension from the ARCOM and mandatory appearance before Student Progress Committee (SPC) to demonstrate why the student should not be dismissed from ARCOM.

Substance abuse screening is mandatory prior to participating in patient care either as a learner or a staff member. A negative substance abuse screening test is required before matriculation into the osteopathic medicine program, and again before advancement to OMS-III and OMS-IV years. Repeated screening tests may be required as determined by Arkansas College of Osteopathic Medicine or the clinical training sites.

Clinical education sites may require ARCOM to provide them with a copy of the results of any background evaluation or substance abuse test performed on students prior to and for the duration of their placement at the site. Clinical education sites may set their own standards regarding whom they will admit based on the results of the substance abuse screening or require additional screening. Students who are not willing to allow the release of the required personal information may not be able to be placed at an affiliated clinical education site, and thus cannot meet the requirements to continue their education and fulfill the curriculum requirements for graduation.

Criminal Background Check (CBcK)

Doctors of Osteopathic Medicine and medical students are entrusted with the health, welfare, and safety of the patients they serve. The Arkansas College of Osteopathic Medicine (ARCOM) requires criminal background checks (CBcK).

This policy applies to all students enrolled in the Arkansas College of Osteopathic Medicine, as well as persons who are offered admission to ARCOM and students who have a break in enrollment. All offers of admission are contingent upon satisfactory results of a CBcK. Progression and continued enrollment in the osteopathic program also require satisfactory CBcK results. There are no exceptions to this policy.

- All CBcK will be conducted by a third party CBcK service provider designated by ARCOM. The student is responsible for completion of all paperwork and all associated costs.
- All persons offered admission to ARCOM must complete a CBcK prior to admission with results of the background check available to ARCOM according to established deadlines in the Matriculation Agreement.
- All students must complete a CBcK prior to the start of clinical rotations. The third-year CBcK must be performed no more than 60 days prior to commencement of clinical rotations and submitted to the Office of Clinical Medicine.
- Students must complete an additional background check if there is a break in their enrollment. A break in enrollment is defined as non-attendance of one academic semester or more. Any student who fails to provide CBcK results following a break in enrollment will not be allowed to re-enroll.
- Subsequent or additional CBcKs are the financial responsibility of the student.

The Criminal Background Check includes, but is not limited to, the following components:

1. Social Security Number Search: A search of credit report header data to help confirm the applicant's identifying information such as name, aliases, addresses, and Social Security Number in order to determine areas of prior residence.
2. County Criminal Records Searches: A direct search of county courthouse records for any felony or misdemeanor criminal history.
3. Statewide Criminal Records Search: A search conducted through statewide criminal records repositories or court systems for any felony or misdemeanor criminal history.

4. Federal Criminal Records Search: A direct search of federal courthouse records for any felony or misdemeanor criminal history.

5. National Criminal Database Search: This search is a multi-jurisdiction, private database search covering more than 194 million criminal records collected from across the country.


8. Search for Dishonorable Discharge from the Armed Forces: Military records are verified through either telephone interviews with the subject's former commander or by obtaining the applicant's DD-214 form. Verification generally includes subject's name, Service Number, rank, dates of service, awards and decorations, and place of entrance and separation.

9. Sanctions Base Screening: A search covering sanctions, disciplinary and administrative actions taken by federal and state healthcare regulatory authorities, including FDA, NIH, GSA, OFAC, and more.

**Subsequent Background Checks/Subsequent Charges**

Any student whose CBCk contains adverse results may be excluded from clinical training opportunities. A student who cannot be placed cannot complete the program. A student whose CBCk contains adverse results may be dismissed from the medical program.

Enrolled students are required to self-report year-round (including vacation, weekends, and holidays) any new criminal charge(s) and the outcome of any new or pending criminal charge(s) to the Associate Dean of Student Affairs within 48 hours of disposition, arrest, being charged, being indicted, or otherwise learning of the charge. This notification can occur in person, by phone, or through official ARCOM e-mail.

A criminal charge against an enrolled student will require the student to appear before the Student Progress Committee (SPC) and may result in temporary suspension from the program pending disposition. A charge that results in a conviction will require the student to appear before the SPC and may result in preclusion from clinical placement and/or dismissal from the program. Failure to disclose an arrest, indictment, charge or disposition while enrolled in the medical program will result in action against the student, up to and including dismissal from the program.

Any enrolled or returning student who self-reports or is otherwise the subject of a criminal charge that is adjudicated and resolved through the institutional disciplinary process, and who subsequently undergoes a CBCk that discloses the same offense, will not be subject to additional institutional disciplinary action.

**Refusal to Complete Background Check**

Prospective, returning, and enrolled students who refuse to participate in ARCOM’s CBCk program outlined above will have their admission offer retracted and/or be dismissed from ARCOM.

**Challenge of CBCk Results**

Students who question the accuracy of the report must, within 10 calendar days of notification, send a brief written statement regarding the area they believe to be incorrect to the entity that performed the CBCk. All disputes pertaining to the CBCk findings must be communicated in writing directly to the
entity that conducted the CBCk. Re-verification will be made if the entity determines that reasonable grounds exist and if the request is not frivolous or irrelevant. If parts of the report are deleted or changed because of re-verification, ARCOM and the student will receive a corrected report.

Notification from ARCOM that a prospective student is denied enrollment due to CBCk findings will be provided by certified letter to the student from the Dean explaining why the student cannot matriculate. Notification from ARCOM that a currently enrolled student is denied participation in clinical rotations due to CBCk findings will be provided by certified letter to the student from the Dean within five business days of the Student Progress Committee’s meeting with the student which will outline the Committee’s formal recommendation to the Dean and his/her final decision.

**Drug and Alcohol Screening**
As future osteopathic medical professionals, all students are subject to the provision of medical licensure that is in place to ensure the safety of the public. Students at ARCOM agree by their acceptance of admission to ARCOM that they are subject to random drug screening for illegal or inappropriate use of legal but non-prescribed substance. In addition, students are subject to selective screening if required by clinical site or if concerns of potential abuse are established by a member of the faculty or administration. Failure to comply with a request for drug screening will result in suspension from ARCOM, mandatory appearance before Student Progress Committee (SPC) to show why the student should not be dismissed from ARCOM.

All ARCOM students are required to have a drug and alcohol screening prior to matriculation. This screening must meet ARCOM’s standards, be conducted by an agency approved by ARCOM, and occur prior to matriculation into the class. Any applicant who has a deficiency or abnormality discovered on the drug screening will be required to undergo a confirmation test of the screening results. Applicants with confirmed positive test results will be referred to the Admissions Committee for a recommendation on matriculation. The committee will make a recommendation to the Dean as to whether the offer of admission should be maintained or rescinded.

ARCOM will conduct random drug and alcohol screening on all students, staff, and faculty. ARCOM reserves the right to require drug or alcohol testing on any student when reasonable suspicions exist. Refusal or failure to submit to screening may result in disciplinary action up to and including dismissal as determined by the SPC. Students found to have positive screening tests for illicit substances or prescription medications without a valid prescription will be referred to SPC. Students may be suspended pending determination by the SPC.

**Student Health Requirements**
Completion of required medical documentation sent to the screening agency approved by ARCOM prior to the date specified in the matriculation agreement. Students must submit their medical history and physical examination and documentation of the listed laboratory tests and immunizations on the following ARCOM forms: Physical Exam Form, Immunization Form, and Tuberculosis Screening/Testing Form.

Forms must be completed, signed, and dated by a licensed physician and returned as directed by the Office of Clinical Medicine and the Office of Affairs. All three student health forms and required documentation must be submitted no later than May 1st for students admitted before March 15th. Students admitted after March 15th must submit all required forms and documentation no later than July 1st. Deadlines for students admitted after July 1st will be determined by the Office of Clinical Medicine and the Office of Student Affairs on a case-by-case basis.
It is important that each student verify that all forms are filled out completely and that they are dated and signed by the physician. Incomplete or unsigned forms will not be accepted. Any documentation or forms submitted incomplete will be rejected. Such action does not change the due date for the documents and failure to meet the required deadlines could result in the rescinding of ARCOM acceptance. Any requests for extension of the deadline should be addressed to the Office of Clinical Medicine at studenthealth@arcomedu.org.

**IMPORTANT:** ARCOM does not automatically waive immunizations or student health requirements. ARCOM is not responsible to secure or approve educational opportunities that are not in compliance with immunization policies.

Required laboratory evaluations and immunizations are subject to review and change annually based on recommendations from the Centers for Disease Control (CDC), the United States Prevention Task Force (USPTF) and other public health agencies. Students will be notified of any changes and will be required to comply with any mandated changes upon receipt of notice from ARCOM.

**Current ARCOM Requirements**

**History and Physical Examination**
Each student must have a comprehensive history and physical examination performed by a licensed allopathic or osteopathic physician after acceptance and before matriculation into ARCOM. The examination must be completed within the timeline detailed above. This examination must establish and the examining physician must verify that the student health status is adequate to meet the demands of the curriculum; that they are clinically free of contagious disease that would pose a risk to patients and that the student satisfies the health and technical requirements for admission, education, and graduation detailed in the ARCOM Student Handbook & Academic Catalog.

**Immunization Requirements**

**Tuberculosis**
ARCOM requires a 2-step or a quantiferon. The student may supply documentation of tuberculosis screening performed within six months of the date of matriculation or starting clinical rotations.

- If a student receives a 2-step or a quantiferon they require a yearly update.
- Students with a history of a positive PPD skin test (>10mm induration) should not repeat the test. They will be required to submit the results of a chest x-ray, which documents absence of active disease. Chest x-rays are valid for two years with a yearly questionnaire filled out by a physician and following current CDC guidelines.
- Students with a new positive PPD, quantiferon, or chest x-ray must follow up with the health department and their personal physician and present documentation of completion of treatment by a physician or an ongoing treatment plan.

**Measles, Mumps, Rubella**
- Immunization dates for the vaccine must be submitted.
- The student must have qualitative or quantitative titers that show positive immunity.
- If any of the three components show equivocal or negative, a booster and recheck of titer 6 weeks later will be required.
- If the student’s repeat titer is equivocal or negative they will be deemed a non-responder and they will need to have a doctor’s note stating this and it will need to be kept on file.
Varicella
- Qualitative or quantitative antibody titers that show positive immunity.
- If antibody titer is negative, booster vaccination and recheck of titer six weeks later is required.
- If the student’s repeat titer is equivocal or negative they will be deemed a non-responder and they will need to have a doctor’s note stating this and it will need to be kept on file.
- Note: History of infection is not considered proof of immunity.

Hepatitis B
- The student must have documentation of the completion of three injections series.
- Hepatitis B surface antibody titers that show positive immunity or reactive for Hepatitis B.
- If antibody titers are negative six-12 weeks following completion of the Hepatitis B series, a second series of three injections needs to be completed with repeat titers drawn six-12 weeks following completion.
- If antibody titers are negative following the second series of three injections and the student has proof of completion of both series, the student will be considered a non-responder and they will need to have a doctor’s note stating this and it will need to be kept on file.
- Some students will have a HepB surface antigen done as well, although it is not required unless the student has had a negative HepB surface antibody test. If performed, the surface antigen must be negative or non-reactive.

Tetanus/Diphtheria/Pertussis
- The student must submit written documentation of completion of the initial immunization series with DTP OR Tdap.
- The student must show proof of a Tdap that is no greater than 10 years old.

Polio (OPV/IPV)
- The student must have written documentation of receiving an initial series of three IPV or OPV immunizations.
- OR one childhood vaccination with a booster.
- OR the student may provide a positive immunity poliotiter.

Influenza
- Annual influenza immunization is required by ARCOM.

This immunization is recommended for all health care workers annually and is required by ARCOM for all health care workers and students.

Additional Immunizations
If mandated by state or federal health care agencies or affiliated clinical partners of ARCOM, additional immunizations may be required of ARCOM students. Additional immunizations will be required for international rotations and in some local underserved areas. If you are traveling internationally you are required to meet with the Associate Dean of Clinical Medicine as well as the health department to further discuss these immunization requirements.

Documentation of Immunity
Students will not be allowed any patient care activities until all required immunizations have been administered and proof of immunity is established, including but not limited to early clinical experiences, health care outreach events, international outreach trips, clinical rotations, etc.
Failure to begin clinical experiences as scheduled in the curriculum does not entitle the student to make up the missed experiences, could result in failure of the course, academic probation, or dismissal from ARCOM.

Regulatory, legislative, institutional, administrative authorities require that ARCOM students demonstrate immunization, immunity, or protection from multiple contagious diseases before being allowed to perform clinical rotations in the institutions utilized by the ARCOM for the education of its students. ARCOM requires that prior to beginning any clinical education or experience, students must present proof of immunity or protection against acquiring or spreading the following infections or microorganisms: Varicella, Measles, Mumps, Rubella, and Hepatitis B.

Proof of Medical Insurance
All ARCOM students are required to obtain and maintain health insurance coverage that meets the standards established and published by ARCOM annually to protect the student from catastrophic loss secondary to illness or injury. Newly matriculating students must submit proof of health insurance by June 1 of each year. For continuing students, proof of health insurance must be submitted for each student annually not less than 30 days before the start of the academic year. Any medical costs incurred by students as a result of needle sticks, exposure to infectious diseases or materials, while in training, are the responsibility of the student and his/her health insurance carrier. Failure of the student to maintain health insurance that meets the standards will result in disciplinary action for the student up to and including dismissal from ARCOM.

All students will be provided with disability insurance by ARCOM. Cost for this is covered by the Student Health Fee.

Documentation of Completion of Required Prerequisite Coursework
Submission of final official transcript, not previously provided to AACOMAS, from all colleges or universities attended prior to matriculation. In the event of course work, completed at foreign institutions, the applicant must submit official detailed course-by-course evaluations completed by an approved agency. These agencies include:

- World Education Services, Inc. (212) 966-6311; [http://www.wes.org](http://www.wes.org)
- AACRAO 202.296.3359; [http://www.aacrao.org](http://www.aacrao.org)
- Educational Credential Evaluators, Inc. 414.289.3400; [www.ece.org](http://www.ece.org)

Any other requirements set forth in the matriculation agreement.
Tuition, Fees and Deposits

Average Annual Tuition for 2018-2018 $ 43,000.00

Note: While a transferring student may receive credit for hours taken in specific courses to be applied toward those courses required for graduation from ARCOM, there shall be no monetary credit or deduction of tuition or fees.

Secondary Application Fee (one time, non-refundable) $ 50.00

Acceptance Fee/Tuition Deposit (non-refundable) $ 2,000.00

Applicants will be requested to submit the non-refundable deposit by the deadlines published in the following AACOMAS traffic guideline schedule:
- Those accepted prior to November 15 will have until December 14.
- Those accepted between November 15 and January 14 will have 30 days.
- Those accepted between January 15 and May 14 will have 14 days.
- Those accepted after May 15 may be asked for an immediate deposit.

Failure to make the deposits on time or make other arrangements with the Office of Student Affairs will result in forfeiture of the student’s seat in the class.

Annual Fees

Technology Fee $ 750.00

Administrative Fee $ 750.00
(Laboratory and Graduation Fees)

Student Activity Fee $ 500.00
(Includes AOMA membership, and student club fees)

Student Health Fee $ 200.00
(Includes annual flu shot, TB skin test, record keeping and disability insurance)

Parking and Auto Registration $ 50.00

Malpractice Insurance Fee $ 250.00

Tuition and fees are billed in two installments for each academic year, typically in June and November. Students will be notified through ARCOM email to review account information once charges are applied to the student’s account. Students will access detailed billing information through the dedicated Student Portal. Payments are due in full within 30 days of the billing date unless special arrangements have been made with the Office of the Controller.

Tuition and fees must be paid with financial aid funds, personal monies and/or scholarships by the due date. The due date will be determined by the Office of the Controller and is included in emails about tuition and fees invoices sent to students each fall and spring. A late fee of 2% may be assessed if amounts owed are not paid in full by the due date. Moreover, if tuition and fees owed are not paid in full 14 days after the due date, an additional late fee of 5% may be assessed.

Late tuition payments or failure to make arrangements to pay tuition by 5 p.m. on Friday before classes begin will result in the student being removed from class and/or clinical rotations. Failure to meet
obligations for tuition, fees, and other financial responsibilities in a timely manner may result in dismissal from ARCOM.

Tuition may be paid with checks, payable to ACHE, or electronically via the Student Portal. If paying with a check, please include the student’s name and student ID number and mailed to the Office of the Controller. Tuition paid by check is not deemed as paid until the check clears.

Students receiving federal aid, loans, or scholarships that have not arrived by the beginning of the academic year must provide written confirmation from the sponsor that the funds are awarded. Any outstanding tuition and fees must be paid or confirmed by scholarship before any refunds to students can be processed.

Returned Checks
Any checks utilized to pay tuition or any fees that are rejected or returned to ARCOM because of insufficient funds will be assessed a returned check fee of $35.00, which is subject to change. Thereafter, payments due (tuition and late fees), plus the returned check fees, must be paid with cashier’s checks or money orders.

Refund Policy
Students who withdraw from all courses during a semester are entitled to a tuition refund based on their date of withdrawal. Students who are dismissed or accept unofficial involuntary withdrawals from ARCOM are not eligible for tuition refunds. Please note that Admission deposits and all fees are non-refundable.

- During or prior to the first week of classes 100%
- During weeks two through five 50%
- During weeks six through nine 25%
- After week nine 0%

Veterans Benefit Tuition Refund Policy
Students receiving Veterans Education Benefits who fail to complete the program, withdraw or are dismissed for any reason prior to the completion of the program, will be charged for tuition, fees and other charges on a pro rata portion of the total charges for tuition, fees and other charges for the full length of the program.

Charges for Altered Academic Programs
Students on altered degree plans that are required to repeat individual courses or rotations, but not the entire academic semester or year, will have tuition charges based on credit hours required. Individual courses taken during the OMS-I, OMS-II, OMS-III, and OMS-IV years will be billed in accordance to the following formula: The per semester tuition amount divided by the number of credit hours taught in the semester to ascertain the per credit hour cost. The per credit hour costs shall be multiplied by the number of credit hours for the course(s) or rotation(s) to be repeated. For example, if the per semester tuition amount is $21,500 and the number of credit hours taught in the semester is 19.5 total credit hours, the per credit hour would be $1,102.56 ($21,500 / 19.5 = $1,102.56). If the given course(s) or rotation(s) being repeated amount to 6 credit hours, the amount will be billed at $1,102.56 multiplied by six (6), or $6,615.36 ($1,102.56 x 6$6,615.36).

Request for Deferment
Accepted applicants may request a one-year deferment for compelling reasons. Requests are to be submitted in writing to the Office of Student Affairs. If approved, an additional $2,000.00 deposit will be required by January 2nd of the year the applicant will matriculate. The entire $4,000.00 of deposit money will be applied to the applicant’s tuition.
Discrimination
Arkansas College of Osteopathic Medicine does not engage in unlawful discrimination or harassment based on race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, or veteran’s status in its educational programs and activities.

This policy on nondiscrimination applies to admissions, enrollment, student retention, scholarships and loan programs, participation in ARCOM activities, employment and access to, participation in, and treatment in all ACHE and ARCOM centers, programs, and activities.

Technical Standards for Admission to ARCOM
Technical standards are the non-academic skills and abilities necessary for the successful completion of the course of study in osteopathic medicine. The Educational Council on Osteopathic Principles has recommended, and ARCOM has adopted, the following non-academic criteria for admission and continued program participation.

Technical Standards
An osteopathic physician 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 perform the activities described below, candidates for the DO degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data.

Osteopathic physicians utilize touching as part of the osteopathic approach to treatment. As part of the educational process, ARCOM students must be able to tolerate being touched and the touching of others of both sexes in order to acquire the skills necessary for palpation and examination. This palpation is performed in a professional and appropriate manner. Acquiring the skills to palpate and examine patients requires a student to examine partially or completely disrobed patients of both genders and is mandatory to successful completion of the curriculum at ARCOM. In physical diagnosis and osteopathic manipulative medicine laboratory experiences, as well as other clinical laboratories where skills are acquired, students are required to participate in the examination of fellow students of both genders who may be partially disrobed.

Students will need to wear attire such as shorts/sports bras and to partially disrobe for certain laboratory experiences. These are requirements for all students, regardless of cultural or religious beliefs, in order for the student to acquire the skills necessary to practice medicine. Students who have any concern should discuss them with the Office of Student Affairs prior to applying.

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

To facilitate the attainment of optimum care and safety, students at the ARCOM must:

1. Behave in a manner exhibiting high moral and behavioral standards reflecting the position and
status of an osteopathic physician.

2. Demonstrate respect for individuals and groups with consideration to the diversity of race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, or veteran’s status.

3. Students of osteopathic medicine must meet minimal technical and ability standards. The practice of medicine in general and osteopathic medicine, in particular, requires the ability to learn, process, and utilize a great deal of knowledge and experience. Students must have the ability to see, hear, and touch independently to optimally assess the physical, mental, and emotional status of patients. Where a deficiency occurs, it must be compensated with the aid of prosthetics to the extent that the student's functioning is equal to that of a non-impaired student. Reasonable adaptations are those that will enable the osteopathic student to function independently and when necessary in a team-like fashion with other health professionals in an unimpaired manner.

ARCOM expects its applicants and students to meet certain minimum technical standards as outlined below. Every applicant and student of ARCOM is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. Reasonable accommodations will be made as required by law; however, the candidate must be able to meet all technical standards with or without reasonable accommodation. The use of a trained intermediary means that a candidate’s judgment must be mediated by someone else’s power of selection and observation and is not a permissible accommodation. ARCOM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care. The specific technical standards are set forth below.

**Observation & Visual Integration**

Applicants and students must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences, as well as proper evaluation and treatment integration in order to assess asymmetry, range of motion, and tissue color and texture changes.

They must be able to observe a patient accurately at varying distances with the ability to determine size and depth of an object in low light at 0.3 cm, and with the ability to discern non-verbal communication.

**Communication**

Applicants and students should be able to speak, hear, and observe patients in order to elicit information, examine patients, describe changes in mood, activity and posture, and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients in English.

Communication includes not only speech but also reading and writing. Applicants and students must be able to communicate effectively and efficiently in English in both oral and written form with all members of the health care team.

**Motor Function**

Applicants and students should have sufficient motor function to execute movements reasonably required to provide general care and emergency treatment to patients. Examples of movements reasonably required of physicians include, but are not limited to, cardiopulmonary resuscitation (CPR), administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, the performance of obstetrical maneuvers and osteopathic manipulative
medicine. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

**Sensory Skills**
Applicants and students of osteopathic medicine must possess an enhanced ability to use their sensory skills. Individuals with disabilities who have significant tactile sensory or proprioceptive disabilities may require a thorough evaluation to determine if they are otherwise qualified, with or without reasonable accommodation. Such individuals may include those with significant previous burns, sensory motor deficits, cicatrix formation and malformations of the upper extremities.

**Strength and Mobility**
Medical treatments, such as osteopathic manipulative medicine and cardio-pulmonary resuscitation, often require upright posture with sufficient upper & lower extremity and overall body strength and mobility. Individuals with disabilities who have significant limitations in these areas may require evaluation to determine if they are otherwise qualified, with or without reasonable accommodation.

**Intellectual, Conceptual, Integrative and Quantitative Abilities**
Applicants and students must be able to concentrate, analyze and interpret data, and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must perform these functions under a time limitation and do so under a reasonable amount of stress, as physicians are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Applicants and students must be able to accurately write prescriptions, accurately perform basic mathematical functions, and accurately and quickly read charts with minimal error in areas where there may be distractions. They also must demonstrate ability to comprehend three-dimensional relationships, and to understand spatial relationships of structures.

**Behavioral and Social Attributes**
Applicants and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive and effective professional relationships with patients. Applicants and students must be able to tolerate physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students must have the emotional health to be able to function without the aid of medications that are known to affect intellectual abilities and judgment. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational processes. An ability to demonstrate the emotional health necessary for the delivery of quality and safe medical care is mandatory throughout medical school. ARCOM considers addiction or the participation in substance abuse as a risk for unsafe medical care.

**Participation in Osteopathic Manipulative Medicine Laboratory and Clinical Care Encounters**
Active participation in Osteopathic Manipulative Medicine Laboratories and Clinical Care Encounters is an admission, matriculation and graduation requirement. During Osteopathic Manipulative Medicine laboratory and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

The development of palpatory skills used for diagnosis and treatment is significant and required in osteopathic 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.

The development of palpatory skills and the ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate and will experience palpation by their peers and instructors of both genders to enhance the development of their own palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Fingernails must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science, and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding the didactic concepts, do not develop the skills required to perform palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

**Student Participation in Special Environments**

Education at ARCOM takes place in special environments such as the anatomy lab and clinical facilities that may contain hazardous physical and chemical environments. Working and studying in these special environments may require the student to make an informed decision concerning continued participation because failure to participate in required classes could result in dismissal. Examples may include but are not limited to: students who believe they are allergic or sensitive to certain chemicals, students who are pregnant and are concerned about potential hazards to a developing fetus, or students who believe they are immuno-compromised or have increased susceptibility to disease. The student must decide upon their ability to participate prior to beginning school. For a student who develops problems or becomes pregnant after starting school, their program may be delayed until the student has seen an allergist and has taken appropriate precautions to successfully complete the program, or the pregnancy is completed. If the student is unable to attend, he/she should obtain a medical withdrawal from ARCOM.

**Reasonable Accommodations for Student with Disabilities**

The Arkansas College of Osteopathic Medicine (ARCOM) complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1992; as amended ADAA, 2008. ARCOM is committed to ensuring that otherwise qualified students with a disability can equally enjoy the benefits of an osteopathic professional education. It is the student’s responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student’s disclosure of disability and a request for reasonable accommodation. The student has the obligation to provide proper documentation of the disability from a qualified physician or clinician who diagnosed the condition and sets forth the recommended accommodations. Upon request by a student with a disability, the College will evaluate the accommodation with the goal of enabling the student to meet the standards. Accommodation for a disability cannot unreasonably interfere with or substantially alter the ARCOM curriculum or interfere with the rights of other students or with the student’s ability to adequately care for a patient.

ARCOM’s affiliate organizations, such as hospitals that administer the clinical and practical portion of the ARCOM curriculum, expect our students to perform their duties in a timely manner as such ability is a critical and essential part of the ARCOM curriculum and of the practice of medicine in general. Therefore, extra time will generally not be granted to students in clinical encounters including clinical performance examinations and clinical clerkships.
Students who fail in the curriculum, or who are suspended or dismissed, will not be considered for disability accommodation if they have not identified the disability and requested reasonable accommodations in advance.

Students who identify a disability during a course of study must undergo testing and evaluation at the time of the request for consideration of accommodations.

Each request for accommodation will be considered on an individual basis.

**Procedures for Requesting Reasonable Accommodations**

The following procedure must be followed in order for any student with a disability to receive reasonable accommodations.

1. Make a request for accommodations in writing to the Associate Dean of Student Affairs, the Associate Dean of Academic Affairs, or the Office of the Dean.
2. The student must submit appropriate documentation of his/her disability (guidelines for proper documentation are set forth below);
3. The information will be provided to the Accommodation Agent (Director of Assessment) who will coordinate the evaluation of the request for accommodation;
4. Appropriate faculty and administrators will review the proposed accommodation and approve or offer an alternative accommodation plan to be accepted by the student and followed by the student and ARCOM faculty.

In all cases, reasonable accommodations are not retroactive, and decisions do not affect grades or other actions that have taken place prior to the granting of accommodations.

**Documentation Guidelines**

Students requesting accommodations or services from ARCOM because of a learning disability are required to submit documentation to determine eligibility for those accommodations or services in accordance with Section 504 and the Americans with Disabilities Act (ADA). A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law. To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits a major life activity, especially learning.

The following guidelines are provided in the interest of assuring that documentation of a learning disability is complete and supports the student’s request for accommodations. ARCOM will determine eligibility and appropriate services, case by case, based on the quality, date submitted, and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual’s educational performance, and the need for academic accommodations for the purpose of the ADA and Section 504.

1. **A Qualified Professional Must Conduct the Evaluation**
   The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neurophysiologist, education diagnostician, or student clinician who is being supervised by a qualified professional) who is not an employee of ARCOM and has had direct experience with adolescents and/or adults with learning disabilities. The Accommodations Committee is responsible for documenting and approving or disapproving the provider.
2. **Documentation Must Be Current**
Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the student’s learning environment and show the student’s current level of functioning. If documentation does not address the individual’s current level of functioning a re-evaluation may be required. Medical students must submit their evaluation and supporting documents thirty-days prior to matriculation.

3. **Documentation Must Include a Specific Diagnosis**
The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as “learning difficulty,” “appears,” “suggests,” or “probable” do not support a conclusive diagnosis.

4. **Documentation Must Be Comprehensive**
The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis. The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (standard scores, percentiles, and grade equivalents) must also be included in the documentation.

5. **Recommendations for Accommodations**
A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of that accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation is not clearly identified in the diagnostic report, ARCOM will seek clarification and/or additional information either from the student’s evaluator or from another trained professional chosen by ARCOM. ARCOM will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. ARCOM reserves the right to request reassessment of the student’s disability when questions arise regarding previous assessment or provision of services or accommodations or when the student requests additional services or accommodations above and beyond what has been previously provided to the student. The student is responsible to cover the cost of the evaluation(s).

6. **Process for Receiving Reasonable Accommodations**
All documentation related to the student’s disability and accommodations shall be maintained and secured for confidentiality by the Associate Dean of Student Affairs. Upon receipt of the documentation, the Associate Dean of Student Affairs will meet with the student, either in person or by telephone, to discuss and make arrangements for accommodations for the upcoming semester. If a problem arises concerning the reasonable accommodations, the student should contact the Associate Dean of Student Affairs.

**Reporting an Accessibility Difficulty with ARCOM Facilities**
The Chief Operating Officer should be contacted and can be reached at Studentaccommodations@arcomedu.org. All main campus buildings were designed to accommodate those with disabilities and meet American with Disabilities Act (ADA) guidelines.

**Accommodations Grievance Procedure for Students with a Disability**
All grievances concerning any aspect of the services or accommodations provided to a student with a disability or related to any issue related to Section 504 or the ADA, should be taken to the Dean of ARCOM. The decision of the Dean is final.
STUDENT AFFAIRS

General Services
The Office of Student Affairs (OSA), located on the first floor of the Arkansas College of Osteopathic Medicine, provides programs and services for all medical students from the time of recruitment to the time of commencement and beyond. Activities include recruitment of students; the admissions process; maintenance of grades and records; mentorship of students; student financial aid; personal, academic, career, and financial counseling; health and wellness programs; medical student academies; student organizations; student activities; transition to residency; and alumni services. The OSA provides social and learning opportunities outside of the formal classroom and clinical settings that are designed to complement and enhance the overall medical educational experience.

The curriculum of ARCOM is rigorous and is designed to prepare students to become osteopathic physicians, placing demands on the student and the student’s family that often mandate outside assistance. The OSA will offer services to help meet the emotional, social, physical, financial, and academic needs of students, and maintains an open-door policy to guide and advise students.

The OSA is responsible to provide oversight for, collaborate with, and coordinate student government and student professional organization activities including, but not limited to, social functions, community service and outreach events, educational presentations, and symposiums.

HEALTH SERVICES

Personal Counseling Services
ARCOM employs a full-time Director of Mental Wellness on campus for basic counseling services in the first two years and may serve as a contact and referral source for counseling services during years three and four when students are on clinical rotation. In addition, students enrolled at ARCOM have access to confidential mental health services, including 24-hour psychiatric services through a variety of programs. These services are available to all students throughout their tenure at ARCOM. Information is maintained and posted in the OSA, on ARCOM’s website, and in strategic locations throughout the campus. The individual student and his/her required personal health insurance are responsible for all fees that are incurred through the utilization of such services.

Physical Health Services Policy (See Appendix B)
OFFICE OF THE REGISTRAR

The Registrar is responsible for maintenance of grades and transcripts, coordination of the academic calendars and registration schedule, interpretation, implementation, and compliance with policies and procedures related to academic record-keeping as well as providing accurate individual and aggregate data to internal and external constituencies.

Student Records and Transcripts
Student records are maintained in the Office of Student Affairs by the Registrar. The Family Educational Rights and Privacy Act (PL93-80) (FERPA), will govern the release of information for this record which contains the student’s name, social security number, transcript from ARCOM, transcripts and transcript evaluations from other educational agencies attended by the student, secondary school transcripts, scholastic aptitude, other standardized test scores, ARCOM admission application and general correspondence with the student. Letters concerning misconduct or disciplinary actions at ARCOM are made part of the student’s permanent record.

Students receive their grades electronically. The student may request to examine their permanent record by contacting the Registrar in the Office of Student Affairs: registrar@arcomedu.org.

Transcript Request from Students
Upon written request to the Office of the Registrar, a current or former ARCOM student or graduate may request a transcript. ARCOM reserves the right to deny the release of any transcript for reasons including but not limited to: not meeting financial obligations to ARCOM or its affiliates, not following the procedure set forth in the withdrawal/leave/exit process from ARCOM, and/or not returning ACHE and/or ARCOM issued items as requested.

Transcripts from previous institutions attended and other documents submitted during the admissions process to ARCOM are the property of ARCOM and will not be returned to the student or forwarded to a third party.

Transcripts are issued by the Registrar. Transcripts will not be issued for students who have any type of administrative hold on their record/account.

Unofficial Transcripts
Unofficial transcripts obtained through the Registrar’s Office may be printed and will include "Unofficial Transcript" at the top of the document in lieu of a signature by the Registrar.

1. Enrolled students may download their own unofficial transcript at any time, free of charge, through the Student Information System (SIS).
2. Non-enrolled students who did not graduate must submit a Release of Information Form and a $15.00 fee to the Office of the Registrar.

Official Transcripts
Official transcripts are printed on ARCOM security paper in partial color with Registrar's signature, date, and official ARCOM seal. Any official transcript request must include the name and address of the person/institution to whom the official transcript is to be sent.

1. Upon graduation, the first five official transcripts requested are free; thereafter, there is a charge of $15.00 per official transcript requested.
2. An enrolled student or ARCOM graduate in good standing requesting an official transcript be
sent to a third party must submit a Release of Information Request Form and related fee to the
Office of the Registrar or through the SIS system. Official transcripts are sent directly to the
third party as directed by the student (e.g., scholarship agency, residency program, licensure
board, etc.). The Office of the Registrar reserves the right to verify the agency or address
where the transcript is to be sent.

3. Any non-enrolled student, who did not graduate, requesting an official transcript must submit
 a Release of Information Request Form and related fee. In these cases, the transcript will
 identify any incomplete sequence of courses as well as the current status of the student (withdrawn,
dismissed, on leave, etc.).

4. Official transcripts and other formal documents are permanent and may not be amended after
 graduation.

Financial Aid Office

The Financial Aid Office of ARCOM participates in the Title IV, Higher Education Act (HEA) programs
and works with as many qualified students as possible to meet the cost of their education while at
ARCOM. Students may finance their education with scholarships, federal loans, private student loans,
military health profession scholarships, or other federal and state programs. Students may also apply for
loan forgiveness programs available through a variety of government and non-profit agencies once they
begin their medical education or practice.

A student's need for financial assistance does not affect his or her chances for admission. Financial
assistance is awarded in a nondiscriminatory manner without regard to race, ethnicity, color, sex, sexual
orientation, gender, gender identity, religion, national origin, age, disability, or veteran’s status or any
other class protected by law.

All new students receiving any form of financial aid will receive group aid advisement sessions and are
encouraged to attend one-on-one advisement sessions with the aid office. Students must attend an annual
financial aid session. All students, who received any form of financial aid during their ARCOM tenure, must
participate in an Exit Counseling session with a financial aid advisor prior to graduation.

Financial aid will not be disbursed to anyone until he or she has been fully admitted and actively
attending course(s) as a student and all admission requirements have been met and approved by the
administration.

Students, who receive assistance from any Title IV, HEA programs, must maintain financial aid
satisfactory academic progress (SAP) as defined by the Arkansas Colleges of Health Education
according to federal regulations (CFR 668 – Student Assistance General Provisions, Sections
668.16, 668.32, 668.34, and 668.42). Financial Aid SAP is measured by the institution at the end of
each payment period based upon quantitative, qualitative and other standards.

Financial Aid policies, resources and additional information are available on the Financial Aid webpage
via http://acheedu.org. Consumer Information is available online at http://acheedu.org and in the Office
of Financial Aid.

Form 1098-T

Under the Taxpayer Relief Act of 1997, certain tax benefits may be available to students who have incurred
qualified expenses for higher education. ACHE will file a 1098-T, Tuition Statement, for each enrolled student
who has incurred qualified tuition and related expenses for the previous calendar year, as required by IRS
regulations. IRS requires reporting, both to the student and the IRS, payments received for qualified tuition and
related expenses and any scholarships or grants applied to the students account for tuition and qualified fees.
Form 1098-T, Tuition Statement, are distributed by January 31 to students who meet the IRS reporting requirements. ACHE will submit the information to our third-party servicer, efile4biz.com, who will in turn email each student to obtain their consent to receive an electronic tax statement, rather than a paper copy. Otherwise, they will send their statement via regular U.S. mail.

Form 1098-T is informational only and should not be considered as tax opinion or advice. If you need assistance in determining how to report this information on your tax return, please refer to IRS publication 970 [www.irs.gov/formspubs/index.html](http://www.irs.gov/formspubs/index.html) or consult a licensed tax preparer.

**ACADEMIC AFFAIRS AND CLINICAL AFFAIRS**

**Overview of the Doctor of Osteopathic Medicine (D.O.) Degree Curriculum**

The course of study to earn a Doctor of Osteopathic Medicine (D.O.) degree from The Arkansas College of Osteopathic Medicine consists of four years of progressive integrated education. Students must complete the DO degree in no more than six (6) years. The first two years are held primarily on campus and the second two years are held predominately at clinical sites that are collaborative partners of ARCOM. ARCOM has a mission to educate students to become the finest osteopathic physicians based upon:

- a dedicated faculty,
- established affiliations with medical centers, hospitals, and healthcare systems, and
- a structured and supported rural/underserved medicine program.

The design of the curriculum is based on successful integrated academic models. Emphasizing an interdisciplinary collaboration, a Helix curriculum, the curriculum guides students to develop a holistic, and more importantly, an osteopathic approach to medicine. We continuously correlate basic scientific information and methodology with fundamental clinical application. Students are exposed to clinical experiences, which give them the opportunity to prepare for the “real world” of medicine.

ARCOM students have exposure to early clinical experiences through standardized patients on campus, coursework through the Capstone course, and volunteer opportunities both locally and abroad.

For the third and fourth years, students are assigned to one of our core rotation sites to ensure continuity and coordination of clinical education in the form of four-week rotations at various hospitals, as well as clinics and doctors’ offices within our clinical training network. During their clinical years, our curriculum continues to integrate basic sciences, clinical medicine, and Osteopathic Principles and Practice. Our innovative curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education.

A notable aspect of the clinical program is a required four-week rotation in an underserved practice setting (Rural Primary Care Rotation). In rural clinics and hospitals throughout the state of Arkansas and across the United States, our students will participate in providing healthcare to medically underserved and indigent patients. Our students will learn to treat various patients whose lifestyles, practices, and attitudes toward health care differ from those seen in more traditional training sites. This enriching educational experience is one that cannot be taught in the classroom. Physicians do not work in a vacuum, but rather in a healthcare team, and ARCOM promotes interdisciplinary cooperation whenever possible in the classroom and in all of its clinical settings.

Medical students participating in clinical experiences at ARCOM affiliate clinical sites are required to abide by all of the rules and regulations of the particular site, including acquisition and use of institutional
identification (badge). Prior to their first patient contact experience at each of these sites, medical students receive an orientation to the major policies and procedures by their supervising faculty physician(s) for their education experiences at the affiliate site. Students are required to complete drug testing and background checks prior to starting their clinical rotations and periodically in compliance with ARCOM and institutional affiliation agreements. Students are responsible for understanding and following all of the rules and regulations specific to their clinical rotation site. Failure to abide by these policies and procedures will be reported to the supervising faculty physician and could result in referral to the ARCOM Student Progress Committee.

**Liability Coverage**
Students enrolled at ARCOM are covered by the ARCOM malpractice insurance (provided by SVMIC) only when participating in approved activities of ARCOM.

**Academic Departments**
ARCOM is divided into the divisions of: Biomedical Science, Clinical Medicine, Medical Education and Humanities. These divisions work together to develop and deliver a curriculum that meets ARCOM’s mission. ARCOM has the following Academic Departments:

**Biomedical Science**
1. Anatomical Sciences
2. Biochemistry, Molecular and Cell Sciences
3. Physiology, Pharmacology & Pathology
4. Immunology & Microbiology
5. Research

**Medical Education & Humanities**
6. Population Health and Humanities
7. Program Assessment and Outcomes
8. Data Analytics and Institutional Research

**Clinical Medicine**
9. Primary Care
   a. Family Medicine
   b. Internal Medicine
   c. Pediatrics
10. Osteopathic Manipulative Medicine
11. Surgery

**Academic Advising**
ARCOM administration endorses an open-door policy and encourages students to meet regularly with faculty and administration. While walk-in consultations and conferences are possible during office hours, each faculty member may schedule student appointments established by administrative policy and the respective faculty member. Faculty will be available by office hours as stated in the syllabus, email, and/or appointment.

During orientation, students are assigned to specific Academies which serve as advising groups. Each Academy will be comprised of approximately 16 students, one biomedical faculty member, one clinical faculty member, and one staff member/administrator. Academies will have planned activities.
Each student will be assigned a Faculty Advisor, who will monitor the student’s academic achievement, provide guidance and assistance in meeting academic requirements, serve as a mentor to the advisee, and inform appropriate individuals/departments of student concerns.

Students who are academically at risk will be referred to the Office of Student Affairs for an individualized program of study which may consist of tutoring, individual meetings with professors, and attending specialized study groups or sessions.

Pre/Postdoctoral Information Resources

Part of ARCOM’s mission is to educate primary care and critical need physicians for underserved populations in rural and urban areas in Arkansas, the South Central United States, across the United States, and the globe. ARCOM also strives to educate students to make informed decisions about their own professional lives. Toward this end, ARCOM’s Office of Clinical Medicine provides a wide range of materials and information on:

- graduate medical education, including resident and fellowship training
- research opportunities
- careers in federal, state, and local government
- mission and outreach opportunities

The Offices of the Associate Dean of Clinical Medicine, Associate Dean of Academic Affairs, Associate Dean of GME, and the Office of Student Affairs offer individualized counseling and information on careers in medicine; residency programs; NRMP match; hospital, clinic-based, and private practices; group and solo practice; public health units; military careers; and managed health care organizations.

General Procedures

Open Door Policy - ARCOM administration endorses an open-door policy and encourages students to meet regularly with faculty and administration. While walk-in consultations and conferences are possible during office hours, each faculty member may schedule student appointments established by administrative policy and the respective faculty member. Faculty will be available by office hours as stated in the syllabus, email, and/or appointment.

Academies - During orientation, students are assigned to specific Academies which serve as advising groups. Support for career development including information on specialty choice, NRMP data, use of ERAS, and more will be supplied via the Academies in conjunction with the CiM modules.

Clinical Medicine and Academic Affairs Department - Additional resources for students will be Careers in Medicine, available initially during the OMS2 year. Individual assistance with CV development and personal statement writing will be offered through the Department of Academic Affairs.

A. Days at the Fort Sessions - Each student will be welcomed back to the Fort Smith campus twice a year (once a semester) to complete multiple onsite sessions including: Standardized Patient sessions, OMM Sessions, SIM Sessions, Clinical Skills Sessions, and Career Counseling. For the Career Counseling Sessions:

1. The Director of Clinical Skills will compile COMAT data and evaluation data on each student to create a student file.
2. Each student will be asked to bring in their CiM data.
3. During the Days at the Fort session each student will meet with:
   1. The Director of Clinical Skills
   2. The Associate Dean of Clinical Medicine
3. The Associate Dean of GME
4. Director of HR or their delegate (help with CV)

4. The goals of the sessions will be:
1. Review competitiveness data
2. Discuss specialty preferences
3. ERAS application guidance
4. Assist students in requesting letters of recommendation
5. Review research of residency training programs

B.
1. Compiling a Curriculum Vitae
2. Compare residency programs
3. Assist students in registering for the National Resident Matching Program
4. Assist students in writing a personal statement
5. Assist students in applying to programs through ERAS
6. Review MSPE
7. Review interview techniques, tips, and pitfalls.
8. Review rank selections
9. Discussion of “paralleling planning”
10. Discussion of the SOAP process if unmatched

Outcomes Monitoring- ARCOM will track the effectiveness of the career advising program by looking at GME match and placement rates and number of students matching to one of their top three choices of residency. ARCOM will also track COMLEX scores versus residency specialty so that students will be able to utilize both national and ARCOM specific data for making the optimal career selection.

Learning Support Services
The Office of Academic Affairs works collaboratively with the Office of Student Affairs, and other professionals in ARCOM regarding student performance. While a student may be working with his or her advisor, or may be receiving tutoring at a content level, he or she may also need assistance to improve learning skills, time management, test taking skills or general academic performance. The Director of Academic Support will work with students on an individual and group basis to strengthen specific techniques such as time management, organizational skills, study methods, critical thinking, and test-taking strategies.

Students may be required to work with professionals in Academic Affairs as part of a learning plan or remediation plan mandated by the Dean as recommended by the Student Progress Committee (SPC). Suggested referrals may also come from the Office of Academic Affairs, the Office of Student Affairs, Academic Advisors, or Course Directors.

Administration / Faculty Office Hours
ARCOM administration endorses an open-door policy and encourages students to meet regularly with faculty and administration. Each faculty member may schedule student appointments established by administrative policy and the respective faculty member. Faculty will be available by office hours as stated in the syllabus, email, and/or appointment. The Dean will host Dean’s Hour sessions at a minimum of once per semester and will host scheduled brown-bag sessions for all students.
ACADEMIC POLICIES AND REGULATIONS

Advanced Standing (Transfer of Credit)
Credits will only be transferred from COMs accredited by the American Osteopathic Association’s Commission on Osteopathic College Accreditation (COCA) or schools of medicine accredited by the Liaison Committee on Medical Education (LCME). All students must complete at a minimum the last two years of training at ARCOM, successfully fulfill all requirements of the ARCOM curriculum, including demonstration of competency in the philosophy and application of osteopathic principles and practice, and receive the recommendation of the faculty through the Student Progress Committee for graduation.

Malpractice Insurance
Students currently enrolled as full-time students in good academic standing at ARCOM and who are expected to graduate with the degree Doctor of Osteopathic Medicine are covered by ARCOM's liability insurance coverage on approved clinical rotations and required educational activities that are a part of the ARCOM curriculum and as long as they are following the policies set forth by the institution. Students should not participate in patient care without supervision and should not perform procedures without direct supervision. The coverage for students extends only to clinical situations where the care is performed as a part of the clinical program required by the curriculum and/or when under the supervision of ARCOM faculty.
Student Responsibilities and Conduct
ARCOM places a high value on academic integrity and regards any act of academic dishonesty as a serious offense. Dishonesty is considered a direct violation of ARCOM's academic and professional standards. Students must adhere to the Osteopathic Oath and to the Ethical Standards established by the American Osteopathic Association as they pertain to physicians-in-training.

ARCOM recognizes that any code of ethics/professional conduct cannot include or predict all potential examples of unprofessional or unethical conduct that may arise during the course of medical student education. Moreover, ARCOM understands that judgments pertaining to potential violations of an ethical code is often subjective, and that this subjectivity also prevents an all-encompassing written ethics code; however, certain fundamental principles of ethical behavior and professional conduct do exist and must be adhered to by all students of ARCOM. The fundamental principles of ethical behavior include honesty, trust, fairness, respect, and personal accountability. Fundamental principles of professional conduct include the safety and welfare of patients, competence in knowledge and skills, responsibility for the consequences of one's actions and decisions, professional communication, confidentiality, and a commitment to lifelong learning.

In addition, particular characteristics of medical education signify or require particular attributes relevant to scholastic, interpersonal, and behavioral expectations. Included in any consideration of such characteristics are the knowledge, competencies, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by a student towards any member of the ARCOM community. This community explicitly includes administration, faculty, and staff and is not limited to members solely affiliated with ARCOM.

Medical students must be aware and adhere to the pertaining principles of academic honesty and scholastic behavior as presented in this publication. Students at ARCOM must also apply any and all relevant principles when interacting, in whatever manner, with patients and with peers, faculty, administration, and staff in other academic/clinical institutions, and in all other health care professions.

Communication
It is the responsibility of the student to provide ARCOM, through the Office of Student Affairs, a current mailing address, phone number, and emergency contact information throughout their four years at ARCOM. It is required that the appropriate office be notified of any changes within 30 days to ensure that the student is available for information and emergencies. It is the responsibility of the student to inform the Office of Student Affairs of the address to be used during vacation periods. Non-compliance may result in disciplinary action.

Standards for Conduct for Teacher-Learner Relationship
Arkansas College of Osteopathic Medicine is committed to maintaining a positive environment for study and training in which individuals are judged solely on relevant factors such as ability and performance and may pursue their educational and professional activities in an atmosphere that is humane, respectful, and safe. As such, student and resident/fellow mistreatment is destructive of these fundamental principles and will not be tolerated within the ARCOM community and its affiliated learning sites. ARCOM defines mistreatment as behavior that shows disrespect for learners and interferes with their respective learning process. Such behavior may be verbal, emotional, or physical. When assessing behavior that is perceived as mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior. The provision of healthcare is inherently stressful. Osteopathic Medical Student training is a rigorous process where the welfare of the patient is the primary focus and that, in turn, may influence behavior in the training setting. Osteopathic Medical Students also are required to maintain a high level of individual responsibility for their education and actions. Reflective of this philosophy, all ARCOM faculty, including community faculty, will abide by
this Compact between Teacher and Learners of Medicine that has been modified from that provision stated by the Association of American Medical Colleges.

**Compact between Teachers and Learners of Osteopathic Medicine**

Preparation for a career in medicine demands the acquisition of a large base of knowledge and a host of special skills and competencies. It also demands the strengthening of those professional, ethical, and moral values that undergird the relationship between professionals and patients that sustain the health care profession as a moral enterprise. Likewise, professional training entails both formal education utilizing a curriculum that provides the foundation of knowledge and skills required of all osteopathic physicians and further resident training within specific disciplines in which the graduate student trains under the supervision of clinical professionals who are qualified to fulfill the responsibilities of an educator and mentor. This Compact serves as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the medical and health professions inculcate their ethical values.

**Guiding Principles**

**Duty.** Medical and health professions educators have a duty not only to convey the knowledge, competencies, and skills required for delivering their profession’s contemporary standard of care or research, but also to inculcate the values and attitudes required for preserving their profession’s social contract across generations.

**Integrity.** The learning environments conducive to conveying professional values must be bound by integrity. Students learn enduring lessons of professionalism by observing and emulating role models who emulate authentic professional values and attitudes.

**Respect.** Fundamental to the ethic of osteopathic medicine is having respect for every individual. Mutual respect between learners, as novice members of a profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher–learner relationship, teachers have a special obligation to ensure that students and residents/fellows are always treated respectfully.

**Commitments of Faculty**

- We pledge our utmost effort to ensure that all components of the educational program for students and residents/fellows are of high quality.
- As mentors for our student and resident/fellow colleagues, we maintain high professional standards in our interactions with patients, colleagues, and staff.
- We respect all students and residents/fellows as individuals, without regard to race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, veterans’ status, or other protected discriminatory factors.
- We pledge to respect the duty hour requirements for students and residents/fellows as stipulated in the applicable accreditation standards.
- In nurturing both the intellectual and the personal development of students and residents/fellows, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents/fellows.
- We encourage any student or resident/fellow who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.
Commitments of Students and Residents/Fellows*

- We pledge our utmost effort to acquire the knowledge, skills, attitudes, competencies, and behaviors required to fulfill all educational objectives established by the faculty.
- We cherish the professional virtues of honesty, compassion, integrity, fidelity, personal responsibility, dependability, and a high moral standard.
- We pledge to respect all faculty members, and all students and residents/fellows as individuals, without regard to race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, veterans’ status, or other protected discriminatory factors.
- As osteopathic physicians in training, we embrace the highest standards of our profession along with its code of ethics and pledge to conduct ourselves accordingly in our interactions with patients and/or colleagues and staff.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents/fellows in meeting their professional obligations as well.

Reporting of Student Mistreatment

Students are encouraged to report incidents of mistreatment via three avenues:

- Notify rotation or program director, department chair, or the clinical director of medical education,
- Notify the Dean of ARCOM, Associate Dean of Academic Affairs, Preclinical Medicine, Clinical Medicine, or Student Affairs,
- Report the incident on a course/clerkship evaluation.

This mechanism can be used to report mistreatment by staff members of ARCOM or affiliate institutions as well.

If deemed appropriate, reports will be investigated by the Office of the Dean of the College of Osteopathic Medicine, ARCOM Human Resources (for faculty, residents/fellows, or staff accused), by the Associate Dean of Academic Affairs or the Associate Dean of Student Affairs (for students accused), or by a department/division chair or the Associate Dean of Clinical Medicine.


Retaliation and False Claims

Retaliation against a person who reports, complains, or provides information in a mistreatment investigation or proceeding is prohibited. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

Any person who knowingly makes false allegations of mistreatment, or who knowingly provides false information in a mistreatment investigation or proceeding, may be subject to disciplinary action and, in the case of students, could be considered a violation of ethical and professional standards. Anonymous complaints submitted online will not be investigated.

Academic Integrity

All students are expected to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The following acts violate the standards for academic honesty:

1. Cheating: intentionally using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise, or performing work for another individual under false pretense.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation
in an administrative or academic exercise.

3. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. **Plagiarism:** the adoption or reproduction of another’s intellectual property including ideas, words, or statements, as one's own without proper acknowledgment. Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Students must avoid any impropriety or the appearance of impropriety in taking examinations or completing work in pursuance of their educational goals.

Students are expected to perform and submit original work, giving proper credit if the thoughts or words of another author are included.

Students are expected to reference the works of another author and give credit to avoid the charge of plagiarism.

Students are expected to submit original work. Allowing or giving of one's work to another to be copied, providing exam question or answers, releasing, or selling term or research papers is prohibited.

**Acts Prohibited**
Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations include but are not limited to the following:

- Plagiarism,
- Cheating in any form,
- Misrepresentation,
- Bribery in an attempt to gain an academic advantage,
- Forging or altering documents or credentials,
- Knowingly furnishing false information to the institution,
- Utilization of position or power by a student for personal benefit, to the detriment of another student, faculty member, or member of the staff or in a capricious or arbitrary manner.

Students in violation will be referred to SPC for evaluation of disciplinary action up to and including suspension or dismissal from ARCOM.

**Student Conduct and Professionalism**
Professionalism is one of the American Osteopathic Association’s and ARCOM’s core values. It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health. The principles and responsibilities of medical professionalism must be clearly understood by both the profession and society.

Each osteopathic medical student is to display professionalism at all times in and out of the classroom. As mentors and role models for other ARCOM students, each student is expected to:

1. Dress in a professional manner.
2. Attend scheduled classes.
3. Communicate using professional language.
4. Obey all ARCOM policies.
5. Commit to lifelong learning.
6. Participate in ARCOM activities and functions.
7. Be committed to professional competence.
8. Be honest.
10. Maintain appropriate relations with patients.
11. Seek to improve the quality and access to care.
12. Be committed to an equitable distribution of finite resources.
13. Maintain trust by managing conflicts of interest.
14. Embrace professional responsibilities.

As members of a profession, physicians and osteopathic medical students should be respectful of one another and participate in the processes of self-regulation, including remediation and discipline of members who have failed to meet professional standards. ARCOM students will not interfere with the rights, safety, or health of members of the ARCOM community nor interfere with other students’ rights and privileges in pursuit of their education. Students are expected to abide by all ARCOM and program rules and regulations and all local, state, and federal laws and regulations affecting their education and profession.

Examples of student conduct which violate professional standards and will lead to disciplinary action by ARCOM include, but are not limited to:

1. Theft, robbery, and related crimes.
2. Damaging or stealing school property, or property of any school employee or visitor.
3. Disruptive behavior/disorderly conduct on the campus, at affiliated sites, or at any official sponsored events on or off campus.
4. Intentionally interfering with classes, research, administration, patient care, movement of other people, or school functions.
5. Showing a lack of respect towards other students, patients, faculty, staff, administration, or other school personnel.
6. Harassing any other student, employee, or visitor to the school, sexually or otherwise.
7. Any activity that may be construed as hazing or engaging in, supporting, promoting, or sponsoring the hazing of another student, faculty, or staff member.
8. Violating local, state, or federal law, or being indicted by a local, state, or federal court system for a felony.
9. Behavior, on or off campus, which creates a lack of respect and confidence on behalf of the public, faculty, or colleagues.
10. Failure to abide by a written or oral directive from faculty, staff, security, or administration.
11. Being mentally or constitutionally unable to follow the directions provided by faculty, staff, administration, or other school personnel.
12. Committing violations of academic integrity, such as cheating and plagiarism.
13. Intentionally providing false information to the school or officers of the school or altering records.
14. Impeding or obstructing an ARCOM investigatory, administrative, or judicial proceeding.
15. Failure to appear at meetings when called to offer testimony, or failure to testify fully and truthfully during any such appearances.
16. Intentionally practicing or appearing to practice medicine without a license (such as engaging in clinical activity without the direct supervision of a licensed physician) or accepting any form of reimbursement, payment, or gift for performance of clinical duties.
17. Using, distributing, selling, or possessing illicit drugs or non-prescribed substances.
18. Distributing or selling prescription medications.
19. Participating in academic or clinical endeavors at ARCOM or affiliated institutions while under the influence of alcohol, a controlled substance, or illicit drugs.
20. Using the ARCOM’s logo or name on a poster, stationery, clothing, etc., without written permission.
21. Having food or events with food in non-designated areas.
22. Posting unapproved material or posting approved material in an inappropriate area.
23. Tampering with any fire alarm or equipment, or possessing any firearm or weapon, including
24. Misusing computer hardware, software, or supplies.
25. Irresponsibly sharing of student PINs and passwords.
26. Improperly using online learning tools, including, but not limited to, the Internet, e-mail, chat rooms, news groups, forums, social media, and/or list serves.
27. Failure to pay tuition and fees in a timely manner.
28. Violations of the terms or conditions of a disciplinary sanction imposed by the administration.

The American Osteopathic Association (AOA) Code of Ethics and Rules and Guidelines on Physicians’ Professional Conduct are provided as references for ARCOM’s students as they begin to develop their professional identities.

American Osteopathic Association (AOA) Code of Ethics
Taken from http://www.osteopathic.org/inside-aoa/about/leadership/Pages/aoa-code-of-ethics.aspx

The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care 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. Information shall be divulged by the physician 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 for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity 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 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.

**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, and 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.
Professional Dress Guidelines
OMS I through OMS IV students must maintain a professional appearance appropriate for students attending medical school. Therefore, attire should be clean, neat, and convey a professional appearance whenever the student is on the main campus or at any off-campus educational site.

The dress code is to be maintained at all times on the campus, including but not limited to, the administration building, classrooms, library, standardized patient and small group facilities, laboratories, whenever school is in session, generally from 8:00 a.m. until 6:00 p.m. Monday through Friday. The dress code also applies to all areas involved in providing patient care including clinical rotations when the student is on duty. Students are not allowed to wear open-toe footwear in the laboratory or clinical training environments. Those failing to comply may be dismissed from the classroom and/or the campus resulting in being reported to the Office of Student Affairs and/or the Student Progress Committee for appropriate disciplinary actions.

For all students in years OMS I through OMS IV, the ARCOM issued identification badge must be worn at all times. Badges should be worn in plain view and should not be defaced or obscured in any way. The acceptable professional or business casual attire is noted below:

For all students, the following is acceptable:
- Slacks or pants no higher than two inches above the ankle,
- Skirts-dresses are to be at least ¾ thigh length,
- Dress Shirt or blouse (shirts with collar for males),
- Sweaters with appropriate neckline,
- Suit, sports coat, or blazer,
- Dress or business shoes (no open-toe shoes).

Students may not wear the following:
- Shorts or cutoffs,
- Jeans or denim of any type (except on designated “Jean Days”),
- Athletic shoes (lab only),
- See-through clothing or halter tops, plunging necklines or tops that expose chest hair or cleavage.
- T-shirts of any type may not be worn as the outer shirt,
- Jogging, yoga, leggings, or other exercise clothing,
- Garments with any offensive, suggestive, obscene, or unprofessional statements or gestures,
- Hats, caps, hoodies, or head coverings, other than religious cover, may not be worn in the classroom, laboratories, library, or other educational settings.

Scrubs may not be worn outside of the OMM, Anatomy or Clinical Medicine Laboratory sessions.

Scrubs may not be worn on clinical rotations except on Surgery, OB, or ER unless directed by faculty or Lead Physician.

T-shirts and gym shorts are required for OMM lab as outlined in the syllabus.

**Fingernails.** Fingernails should be neat and clean. No artificial nails or extender nails. Natural nails must not be longer than ¼ inch long and polish is NOT allowed.

**Fragrance.** Due to close contact with patients and their families, medical students must be clean and maintain appropriate personal hygiene with regard to their body, hair, and nails. Scented body lotions, colognes, and fragrances should not be used to excess. Cosmetics, if worn, should be modest.

**Hair.** Hair must be neat and clean and not distracting to or interfere with patient care (For example, no neon colored hair). Long hair must be contained or pulled back. Short and neatly trimmed beards (no longer than
one inch) are acceptable.

**Tattoos.** Visible tattoos must be covered.

**Jewelry.** Jewelry may be limited or not allowed in some patient care areas. If jewelry is allowed it must be modest: only two piercings per ear are allowed and may hang no more than 1 inch below the earlobe. Jewelry should not interfere with patient care.

**Facial piercings and visible body piercings**, other than earrings, are not permitted.

### Student Progress Committee

**Function:**

- The function of the Student Progress Committee (SPC) is to ensure that every graduate of ARCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor.
- The Committee will monitor student progress and ensure that all students meet the academic and professional requirements necessary for advancement in the curriculum and graduation.
- The Committee will evaluate personal qualities and behavior which bear on a student’s professionalism and fitness to become a physician and recommend appropriate intervention, relying on the cooperation, advice, and judgment of faculty, students, and administration to perform these duties.
- At the end of each course(s), the committee reviews the academic progress of students assigned either an “F” or “I” in a course(s). After reviewing the student’s file, the committee may recommend one of the following to the Dean:
  
  a) to allow the student to take a remediation exam,
  
  b) to dismiss the student,
  
  c) to require the student to repeat all or a portion of the entire year of medical school, or
  
  d) to otherwise alter the student’s course of study. The Committee’s recommendations are forwarded to the Dean of ARCOM who then makes the final decision.
- Makes recommendation of students to graduate to the Faculty Council.

**Membership:** The committee shall consist of eight (8) voting faculty members; at least five (5) members will be clinical faculty. The Associate Dean of Student Affairs shall serve as Ex-Officio member. Neither the Associate Dean of Clinical Medicine or the Associate Dean of Pre-Clinical Medicine may serve on the committee.

### SPC Complaints Regarding Student Misconduct

Any violations of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against the student with the Student Progress Committee or the Office of the Dean. The Dean, Associate Deans, or directors, may at their discretion, place a student on administrative leave pending a hearing on charges of academic, conduct, or supplemental standards; consequently, students are subject to any disciplinary action.

1. **Filing of a Complaint of Professional or Personal Misconduct**

   If an individual has allegedly violated an ARCOM policy regarding professional, ethical, or personal conduct, a complaint should be filed with the chair of the Student Progress Committee or the Office of the Dean. Anyone with knowledge of such offenses should file a complaint within 30 calendar
days of the incident or within a reasonable time after discovery of the incident. The Committee will review the complaint and may schedule a meeting with the student and complainant(s).

2. Notice to Appear Before the Student Progress Committee
If a student is required to appear before the Student Progress Committee for alleged student misconduct, the student will be notified in writing, by official ARCOM e-mail, or in a notice hand delivered to the student, giving him/her 72 hours’ notice of the time, date, and location of the meeting. This policy is to ensure that the student has sufficient time to prepare adequately for his/her appearance before the Student Progress Committee.

It should be noted, however, that if school officials determine that there exists sufficient and credible evidence that a security issue might place any individual or individuals at risk, the prior notice timeline may be shortened or waived. In all cases, students will have recourse to due process.

3. Appearance Before the Student Progress Committee
Student Progress Committee meetings with students are private and confidential, including, but not limited to, the names of participants, proceedings, discussion, minutes, and findings. The following are prohibited in all Student Progress Committee meetings unless otherwise authorized in writing by the Dean:

a. Electronic recording of the meeting, except for official minutes
b. Legal counsel
c. Uninvited individuals

In the meeting(s), the student will be given reasonable opportunity to address the allegation(s) against him/her. The Committee will review all submitted documents and may interview all persons reported as having knowledge of the incident. The Committee may have more than one meeting with the student in order to address the concerns of the Committee and give the student an opportunity to fully respond to the questions and allegations. The findings and recommendation of the Committee will be communicated to the Dean within five business days, excluding ARCOM holidays. The Dean shall consider the recommendations of the Committee and/or review any evidence presented at the Committee hearing and either affirm, modify, or disregard the findings and/or recommendations. Upon a decision by the Dean, the Dean shall notify the student of his/her decision within 5 working days.

If a student is found in violation of Professional Codes, Codes of Student Conduct, Academic Responsibility, and/or ACHE or ARCOM policies and procedures, one or more of the following sanctions may be imposed. The list is not exclusive of other actions that may be directed by the Dean or other administrative authority.

- **Expulsion**: permanent dismissal from ARCOM with no right for future readmission.
- **Suspension**: mandatory separation from ARCOM for a period of time. Readmission will not be entertained until the suspension period is completed and any required actions are satisfactorily fulfilled. Return of the student is subject to approval of the ARCOM administration and faculty. The student is barred from the campus and affiliated sites without specific approval of the administration during the time of the suspension.
- **Temporary Suspension**: action taken removing and barring the student from the campus and/or affiliated sites pending final determination of student's status taken by the Dean or Associate Dean of Student Affairs.
- **Final Disciplinary Probation**: disciplinary sanction taken when a student is in violation of
ARCOM standards, under which the following conditions may exist:

- The sanction is for the remainder of the student's career. The action may be reviewed by the Dean no sooner than two academic semesters or its equivalent after the sanction is imposed. The student may request in writing reduction of the sanction after two semesters to disciplinary probation if they can demonstrate reason to substantiate the request.
- Another violation of ARCOM policy or standards of conduct while on final disciplinary probation will result in at a minimum a suspension.

- Probation: A time period during which any further violation on the part of the student may result in his or her immediate expulsion from ARCOM. The Student Progress Committee will make a recommendation to the Dean regarding whether the probationary status is to be recorded in the student’s academic file. Any student put on probation will remain so for the stated time, which may include his or her entire stay at ARCOM.
- Probation with Conditions: This form of probation includes all of the sanctions of probation. In addition, the student’s continued enrollment at ARCOM is based on the student fulfilling certain obligations as set forth by the Student Progress Committee.
- Disciplinary Warning: Formal notice to a student that his/her action and/or behavior has not met ARCOM standards. This sanction remains in effect for a designated period of time and may be expunged from the student file.
- Verbal Warning: A verbal admonition to the student by a member of the ARCOM faculty, administration, or staff that his/her behavior is inappropriate.
- Fines: Penalty fees payable to ARCOM for violations of policy, rules, or regulations.
- Restitution: Payment made for damages or losses to ARCOM is directed by the Student Progress Committee.
- Restriction or Revocation of Privileges: Student may be restricted from participation in extra-curricular activities, i.e., serve as an officer in an ARCOM organization or national organization, mission trips, etc.
- Counseling Intervention: ARCOM directed professional evaluation or treatment for behavioral or psychological issues.
- Other Appropriate Actions: As determined by the SPC or the Dean.

Appeals Board

Function: The Appeals Board will hear student appeals of any disciplinary action taken by the administration, faculty or Student Progress Committee to determine if ARCOM policies and procedures relating to the students’ case were followed and that no gross misapplication of fact occurred.

ARCOM reserves the right to require the immediate withdrawal of any student whose conduct poses a direct threat to the health and safety of the student or to others. In cases where safety or orderly function of the ARCOM is potentially jeopardized, the Dean, the President, or any Security Officer may require the student be physically removed from the campus until the appeal is resolved. Should an incident necessitate, such removal will be immediate. Checkout Procedures for Student Dismissal, Withdrawal, or Leave of Absence will be modified to accommodate orderly function and safety for all parties.

Membership: The Appeals Board shall consist of the Associate Dean of Clinical Medicine, the Associate Dean of Pre-Clinical Medicine, and the Chairman of the Board of Trustees of ACHE who will serve as Chair.

Appeals Board Hearing Guidelines

The Appeals Board will hear all students’ appeals of decision if the student submitted a letter to the Chair of the Appeals Board within 5 working days of receiving the Dean’s decision. Any appeals not
submitted to the Chair of the Appeals Board within this time frame shall not be heard. The appeal must contain a concise statement of all relevant facts, specifying the alleged errors in policies, procedures, or that a gross misapplication of fact occurred.

Hearing Protocol

- The student will be notified of the date, place, and time of the hearing via their ARCOM e-mail, certified mail to the student's last known address, or hand delivered with receipt. Any student who fails to appear at the designated date and time will automatically waive his or her right to appeal.
- No other witnesses or complainants are allowed.

Appeals Board Hearing Process

- The chair will convene the hearing with only board members present.
- The chair will advise the board members of the charge(s) and the Dean's decision.
- The Board will review all written information pertaining to the case.
- The hearing will proceed under the direction of the chair.
- Once invited into the hearing room, the student will have an opportunity to present his or her appeal, provide statements and evidence in defense of the alleged violation(s), appeal the degree of disciplinary action, summarize his or her position, and respond to any questions from the board members.
- The Chair will then dismiss the student from the hearing.
- The board will then render a decision on the merits of the case.

Notification of the Appeals Board Decision

The decision of the Appeals Board will be forwarded in writing by the chair to the Dean of ARCOM who will forward it to the student by certified mail to his or her last official address or hand delivered with receipt. All decisions of the Appeals Board will be final and binding. No further option for appeal will be considered.

STUDENT ACADEMIC FREEDOM POLICY

At ARCOM, academic freedom for all students shall be embraced and practiced. Consequently, ARCOM students shall not be penalized if they take exception to information or views presented in instructional settings, and they shall be secure when offering their own opinions about material presented, without fear of reprisal or retaliation from any person in authority. Any student who believes that he or she had been discriminated against or believes retaliation has taken place as a result of a disagreement or difference of opinion with someone in a position of authority regarding academic discourse, may file a grievance under the Student Grievances and Appeals Policy located in the ARCOM Student Handbook.

Student Grievances and Appeals

Academic Related Grievances
An individual concern that is academic in nature should be first discussed with the immediate instructor or preceptor and must be done in a professional manner within three business days. If a resolution cannot be reached, the student may, within three days submit a written appeal to the Associate Dean of the academic department involved. If resolution cannot be reached from the prior appeals, the student may
appeal, in writing within three days to the Dean, whose decision will constitute the final resolution. A concern over general course procedures or grading policies should be addressed through the student representative on the Curriculum Committee.

**Grading Disputes**
Matters regarding grading disputes shall include all concerns related to specific grades received or the processes by which grades are determined. In all appeals regarding a grading dispute or appeal situation, the decision of the Dean is final. A student who has difficulty negotiating the grading dispute appeals process may seek guidance from ARCOM’s Office of Academic Affairs.

**Cause for Final Grade Appeals**
In order to appeal a final grade, a student must offer convincing arguments that good cause exists for mandating a change of grade. A request for a grade appeal is not automatically granted.

Each of the following reasons, if supported by sufficient evidence, shall constitute “good cause”:

- Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.
- Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
- Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording, or in some other mechanical aspect of the grading process.

The following reasons do not constitute “good cause” for the purposes of appealing a grade:

- Disagreement with the course or systems requirements established by the professor.
- Disagreement with the grading standards established by the professor.
- Disagreement with the judgment of the professor in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor’s part shall be presumed unless the student can offer convincing arguments to the contrary.
- The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.
- Scoring less than 75% in a remedial course for the College of Medicine.

A student seeking to appeal a decision regarding a non-failure classroom grade during the first and second year should seek solutions through the following administrative channels; entering at the appropriate level and proceeding in the order stated:

1. Course Instructor/Course Director
2. Department Chair (clinical rotations)
3. Associate Dean of Biomedical Sciences/Associate Dean of Clinical Medicine
4. Dean (final level of appeal)

A student seeking to appeal a decision regarding a non-failure clinical rotation grade during the third and fourth year should adhere to the following policy:

The following process is available to a student pertaining to an appeal of a non-failing clinical rotation grade including clinical rotation disputes, concerns related to grades and comments made on the Preceptor Evaluation of Student Form.
Students seeking to appeal a decision regarding a non-failing rotation grade received or comment written during the third or fourth year should seek solutions through the Office of Clinical Medicine. At that time, the Associate Dean of Clinical Medicine will contact the Lead Physician for the rotation and review the grades and comments. The Lead Physician will then review the case and provide their recommendations to the Associate Dean of Clinical Medicine. If a change in the grade or comments is appropriate, it will be made at this time.

The policies and procedures set forth in this document guide the administration of all OMS-III and OMS-IV rotations. Specific details of each rotation are spelled out in the corresponding course syllabus and should be considered an extension of this manual.

A student seeking to resolve a grade concern through the administrative channels above must initiate such action in writing within three business days from the date the grade is recorded at the Registrar's Office. Review of a student problem and complaint at each administrative level will be carried out as expediently as possible. If the student is not satisfied with the decision, he or she may appeal to the next administrative level. If the student chooses to continue the appeal, this must be done in writing within seven business days of the date the decision was rendered at each level of the appeal, excluding weekends and official school holidays. No administrative grade changes will be accepted 30 days after the grade is recorded.

Non-Academic Related Grievances
Any student has the right to seek redress of a grievance with immunity from disciplinary action or retaliation without regard as to the race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disability, or veteran’s status as included in the regulations of Title VI, Title IX, the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

For a student to address a grievance, he or she must utilize the following procedures:

1. The student will present the grievance to the student’s assigned faculty advisor. If the faculty advisor cannot affect a resolution to the problem, the student may then consult with the Office of Student Affairs.
2. The Associate Dean of Student Affairs will hear the grievance.
3. If a satisfactory solution cannot be achieved, the student will be advised to prepare a written, signed request, setting forth the grievance and requesting a hearing with the Student Progress Committee.
4. Copies of appropriate and relevant documentation must accompany this request, which will include a statement to redress the student requests.
5. The student will submit the request to the Office of Student Affairs, who will present it to the Chairperson of the SPC.
6. The Chairperson of the SPC shall convene the committee after receipt of a written request.
7. The student will be notified in advance of the date, time, and place of the meeting.
8. The meeting shall be internal, private, and closed to non-COM persons. Non-COM personnel are not available for consultation during these meetings. Legal representation or any other form of representation is prohibited during the hearing. Students will be allowed to have one ‘advisor’ present; the advisor must be a current ARCOM faculty or staff member. The student will be afforded a full and fair opportunity to present the grievance and to respond to relevant questions posed by members of the committee.
9. The Committee will, after deliberation, make a recommendation to the Dean.
10. Following receipt of the Committee's recommendation, the Dean (or designee) will advise the student in writing, delivered either by ARCOM e-mail, certified mail, or in person, of the action taken to resolve the grievance. Notification of the outcome will be sent within 10 business days of the committee meeting.
11. If the student is still not satisfied, he or she may request an additional review by the Appeals Board.
The ARCOM Appeals board will conduct a review (See “Appeals Board”)

Complaints Regarding Non-Compliance with American Osteopathic Association (AOA) Accreditation Standards
ARCOM is committed to meeting the standards for Accreditation of Colleges of Osteopathic Medicine: ARCOM Accreditation Standards and Procedures as described by the Commission on Osteopathic College Accreditation (COCA). A copy of the standards is available upon the request from the Office of the Dean or at the AOA COCA’s website at: www.aoacoca.org.

Students in the osteopathic medicine program who believe that ARCOM may not be in compliance with a standard of accreditation have the right to file a complaint through the following procedure:

1. A written, dated, and signed complaint must be filed with the Office of Student Affairs.
2. The Associate Dean of Student Affairs will consult with the Dean and form an ad hoc committee of faculty and students to investigate the complaint.
3. The results of the investigation will include findings of fact, a determination of standard compliance or non-compliance, and recommended corrective actions. The results will be communicated in writing to the Dean, Office of Student Affairs, and the student complainant.
4. If corrective action is indicated, the Dean will respond with a description/plan for such action within 30 days of receipt of the ad hoc committee results.
5. Records of all proceedings regarding complaints will be maintained by the Office of Student Affairs.
6. In addition, at any time, the student may file a complaint directly to the COCA without fear of retaliation from the institution or the individuals named in the complaint.

AOA Office of Predoctoral Education Commission on Osteopathic College Accreditation American Osteopathic Association 142 East Ontario Street Chicago, IL 60611-2864 888.626.9262 - Phone 312.202.8202 - Fax predoc@osteopathic.org

Academic Grading, Promotion and Graduation Policies
Students are assessed in all years regarding academic progress on the basis of their performance on assignments, written and practical examinations, evaluations in the clinical setting, performance on COMSAE, and performance on national osteopathic board examinations.

Course Progression
Students are required to pass all courses in each block in order to progress to the next block. Students must pass each course with a C (70%) or better. A final course grade of less than 70% will require remediation of the deficient component(s). If the student successfully completes the remediation exam with a score of 75% or higher, they will receive a 70% for the final course grade. If the student receives less than 75% on the remediation exam, they will receive an F for the course and be referred to the SPC. The remediated course grade will not be higher than 70%, regardless of the exam score achieved. See grading policies below for further detail.

Academic Standing
Each student's academic achievement is reviewed each semester, and the Office of the Registrar compiles a transcript. A copy of this transcript is available to the student, the Office of the Dean, the Associate Dean of
Academic Affairs, the Student Progress Committee, the Office of Student Affairs, the Office of Administration and Finance, and to other individuals or facilities when authorized by the student or the Dean. Enrolled students in good standing may download their own unofficial transcript at any time, free of charge, through the Student Information System (SIS).

The transcript includes:
- All grades earned (including remediated failure)
- Deficiencies (incompletes, failures, etc.)
- Semester GPA and cumulative GPA
- Honors (Dean's List)
- Warnings, probation, suspensions, dismissals, withdrawals, and/or leaves of absence

Students are expected to maintain Good Academic Standing as they progress towards degree completion. Students will be evaluated on course grades, cumulative grade, academic standards, and professional standards. Academic standing is classified as follows:

- Good Academic Standing
- Academic Probation
- Academic Suspension
- Academic Dismissal

**Good Academic Standing** - A student is considered to be in good academic standing when he or she has successfully completed all required courses to date with a cumulative overall grade of 70 (grade point average of 2.00) or better. A student in good standing must have successfully remediated any course failures and satisfactorily completed all incomplete course work and is not currently on academic or administrative probation, suspension, or dismissal.

**Academic Probation** - A student will be placed on academic probation when he or she has a cumulative overall grade less than 70 (GPA 2.0), any un-remediated course failures, any incomplete coursework, or Student Progress Committee imposed sanction. A student on this status will be prohibited from certain activities and officiating positions.

**Academic Suspension** - A student will be placed on academic suspension when he or she fails to make satisfactory academic progress, fails to meet academic standards, has multiple course failures, or has a Student Progress Committee imposed sanction. When a student returns from a defined suspension period, he or she will be placed on academic probation until satisfactory progress is made. A student on this status will have program restrictions.

**Academic Dismissal** - A student will be dismissed when he or she fails to make satisfactory academic progress, fails to meet academic standards, has multiple course failures, fails any one COMLEX Level exam (either Level 1, 2-CE, or 2-PE) greater than four times, or has a Student Progress Committee imposed sanction. This status is permanent, and dismissed students are not allowed to return to the program.

Any student not in good academic standing may be prohibited from participating in any outreach, extracurricular, or other student activities, holding office in any ARCOM organization, or being elected to any honorary or other school organizations. The student may be required to withdraw from all student activities, extracurricular activities, etc. by the Office of Student Affairs or the Office of the Dean. Failure to comply with this policy or directives will be considered a lack of professional responsibility, a breach of ethical practices and standards, and constitutes a basis for dismissal from the COM.

Students who are not in good academic standing will be referred to the Associate Dean of Academic Affairs.
who will meet with each student to develop an individualized academic plan and arrange services such as tutoring. Those students who continue to be unable to make satisfactory progress in passing all courses and requirements will be referred to the Student Progress Committee (SPC). The SPC, in the process of determining eligibility for promotion or graduation, may consider the results of the student assessments, attendance, conduct and potential professional attributes.

At Risk Categories

1) **Low Risk Category** - A student is considered to be at low risk when he or she has successfully completed all required courses to date with a cumulative overall grade of 80 (grade point average of 3.0) or better. A student in good standing must have successfully remediated any course failures and satisfactorily completed all incomplete course work and is not currently on academic or administrative probation, suspension, or dismissal.

2) **Moderate Risk Category** - A student will be at moderate risk when he or she has a cumulative overall grade equal to or greater than 70 but less than 80 (grade point average 2.0 to 3.0). A student at moderate risk must have successfully remediated any course failures and satisfactorily completed all incomplete course work. A student who raises his or her overall grade to greater than 80, remediates all course failures, and completes all incomplete coursework will return to lower risk. If a student’s overall grade remains below 80, he or she will remain at moderate risk. To ensure that the student has adequate time to commit to the academic endeavors required to be successful with the curriculum and the requirements of the professional degree he or she is seeking, a student on this status may be prohibited from certain extracurricular activities and officiating positions. Students at moderate risk will have mandatory class attendance and will be required to meet with their faculty advisor. Tutoring will be available to students at moderate risk.

3) **High Risk Category** - A student will be considered at high risk when he or she has a current course grade average less than 70 (GPA 2.0), any un-remediated course failures, any incomplete coursework, or Student Progress Committee imposed sanction. A student on this status will be prohibited from certain activities and officiating positions. A student in this category must attend all classes and must seek academic and mental wellness consultation and assistance. Students in this category must receive tutoring.

Satisfactory Academic Progress

In order for a student to be deemed as making satisfactory academic progress in years OMS-I and OMS-II, the student must be in good academic standing, meet the requirements as set forth by the SPC, and demonstrate adequate professional potential in progress as determined by the faculty and administration. A student must successfully pass the National Board of Osteopathic Medical Examiners™ (NBOME) Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1 prior to promotion to the OMS-III year.

In order for a student to be deemed as making satisfactory academic progress in years OMS-III and OMS-IV, they must successfully complete rotations and post-rotation exams, meet the requirements as set forth by the SPC, and demonstrate adequate professional potential in progress as determined by the faculty and administration. In addition, a student must successfully pass the NBOME COMLEX Level 2-CE and Level 2-PE exams prior to graduation.

**Academic Promotion**

Promotion is defined as progression from one academic year to the next. A student must satisfactorily complete all course requirements in the preceding academic year in order to progress to the next academic year.
and be considered making satisfactory academic progress.

The Student Progress Committee (SPC) shall annually review the progress of all ARCOM students and recommend to the Dean all students who are eligible for promotion into the next academic year, and with the Faculty Council, those students qualified for graduation.

STUDENT GRADES

Academic Years One and Two
Grading for OMS I-IV medical students is based on a scale of 0 to 100. ARCOM requires a grade of 70 or above for passing of all courses, any grade below 70 is failing.

<table>
<thead>
<tr>
<th>Grading Scale OMS-I and OMS-II</th>
<th>Other Grades</th>
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</thead>
<tbody>
<tr>
<td>OMS-I and OMS-II</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
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</table>

<table>
<thead>
<tr>
<th>Other Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>P – Pass</td>
</tr>
<tr>
<td>F – Fail</td>
</tr>
<tr>
<td>I – Incomplete</td>
</tr>
<tr>
<td>R – Repeat</td>
</tr>
<tr>
<td>W - Withdrawal</td>
</tr>
</tbody>
</table>

Academic Years Three and Four
Grading Rubric for **Required Rotations**: Internal Medicine, Surgery, OB/GYN, Pediatrics, Psychiatry, Family Medicine, Community Hospital, Rural Primary Care, Emergency Medicine, and Selectives. Note: After Rural Primary Care students will take the OMM COMAT. There is no COMAT for Community Hospital. Grades will be reported on the transcript as numerical and letter grades.

1. Preceptor Evaluation of Medical Student Performance- 80%
2. Online clinical modules- 10%
3. COMAT (end of rotation examination)- 10%
4. Submission of procedure log (P/F)
5. Submission of OMM log and OMM modules (P/F)
6. Submission of one Observed Patient Encounter Assessment Forms (P/F)
7. Submission of Student’s Evaluation of Preceptor AND Student’s Evaluation of the Clinical Site (P/F)
8. Because Community Hospital and Selective rotations will not have a required COMAT, the online modules will account for 20% of the student’s grade.
9. Professionalism-

Grading Rubric for **Elective Rotations**:

1. Preceptor Evaluation of Medical Student Performance- 100%
2. Submission of procedure log (P/F)
3. Submission of OMM log and OMM modules (P/F)
4. Submission of Student’s Evaluation of Preceptor AND Student’s Evaluation of the Clinical Site (P/F)
To pass the rotation, the student must pass each component of the course. Students must pass their evaluation, online modules, and their COMAT in order to pass their rotation. Students must also pass each core competency on their evaluation in order to pass the rotation (this includes passing professionalism, medical knowledge, patient care, osteopathic principles and practice, interpersonal communication, systems-based practice, and problem-based learning and improvement).

For the third and fourth years, all required rotations will receive a numerical and letter grade that is based on the student’s evaluation, online modules, and end of the rotation exam (COMAT). Selective rotations are required rotations with ARCOM approved faculty. These rotations will also receive a numerical and letter grade that is based on the student’s evaluation and online modules.

Elective rotations will be Pass with Honors/High Pass/Pass/Fail based on the student’s evaluation. These grades are based on the supervising physician evaluation. Pass with Honors should only be granted for exceptional performance.

For all required rotations (including selectives) in order to pass the rotation students must submit their evaluation of the supervising physician, evaluation by the supervising physician, evaluation of the rotation site, completed/signed case log, their OMM log, and online modules.

At the completion of the rotation, grades will be compiled in E-Value. The grades will be presented to the appropriate Department Chair for that rotation for approval. The grades will then be approved by the Associate Dean of Clinical Medicine and ultimately by the Dean.

<table>
<thead>
<tr>
<th>Clinical Grading Scale</th>
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<tbody>
<tr>
<td><strong>OMS-III &amp; OMS-IV</strong></td>
</tr>
<tr>
<td>Required Rotation Grades</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>I</td>
</tr>
</tbody>
</table>

**Required Rotation Grading Procedure:**

1. **Preceptor Evaluation of Medical Student Performance.** The assigned supervising physician (or Lead faculty) must complete the Preceptor Evaluation of Medical Student Performance form for each student on each rotation. If there is more than one supervising physician, the Lead Faculty is responsible for combining evaluations and forwarding one overall evaluation of the student to the ARCOM Office of Clinical Medicine. In a circumstance where the Lead Faculty is unable to produce a cumulative evaluation for a student, the Office of Clinical Medicine will assume responsibility of compiling the evaluation. The Director of Clinical Rotations will confirm submission and update the Lead Faculty on any missing Preceptor Evaluations of Medical Student Performance. The evaluations will be entered through E-Value. If the evaluation is not completed online, the evaluation will be manually entered from paper copy into E-Value by the Office of Clinical Medicine. In E-Value the evaluation will be converted to a percentage grade and will be entered into the grading rubric.
2. **Online clinical modules.** Online modules incorporate basic science principles, clinical medicine, and osteopathic principles and philosophy teaching into the clinical curriculum. Online modules are required on all required rotations: Internal Medicine, Surgery, OB/GYN, Pediatrics, Psychiatry, Family Medicine, Community Hospital, Rural Primary Care, Emergency Medicine, and Selective rotations. Each student will **complete 2 modules a week.** The student will access the online modules through E-Value and will watch the module’s lecture and complete the post-test questions. The quiz will be taken, graded, and added to the grading rubric via E-Value. The students are also required to complete the online Kirksville College of Osteopathic Medicine OMM Modules. Information about accessing these modules will be made available through the ARCOM Department of OPP.

3. **COMAT (Comprehensive Osteopathic Medical Achievement Testing).** The NBOME’s COMAT Series includes testing for eight core clinical disciplines: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics/Gynecology, Osteopathic Principles and Practice, Pediatrics, Psychiatry, and Surgery. Each subject examination is designed for standardized assessment in core osteopathic medical disciplines. The COMAT examinations assess a student’s achievement level in each medical discipline with an emphasis on clinical application. This information allows ARCOM to assess our students’ education across varied clinical rotation sites compared to national data. Each COMAT subject examination consists of 125 items that must be completed within 2 hours and 30 minutes. The end-of-rotation examination (COMAT) will correspond to the ending rotation. However, on the Rural Primary Care Rotation, the end-of-rotation exam will be the OMM COMAT. The COMAT will be administered on the 4th Friday of the rotation at ARCOM or at the core site if within the travel limitations (2 or more hours away from Fort Smith, AR). This is a proctored exam. All NBOME and COMAT policies will be in effect. Core sites that are more than 2 hours away from Fort Smith will be assessed and equipped with facilities and staff to meet proctoring requirements. The COMAT examinations will be ordered by the Director of Clinical Rotations or the Coordinator of Clinical Rotations (or their delegate) and distributed to the sites. The scores from COMAT will be imported into E-Value and added to the grading rubric by the Director of Clinical Rotations (or their delegate) and confirmed by the Associate Dean of Clinical Medicine. Students will receive notification from E-Value that their grades have been posted. Lead faculty will be notified of any failures of the COMAT at their site. If a student fails the COMAT, they have failed the rotation and will need to meet with the Associate Dean of Clinical to discuss remediation and will be referred to the Student Progress Committee. The end-of-rotation examination will in most situations be the COMAT corresponding to the rotation that the student is currently on. On the Rural Primary Care Clinical Rotation, the end-of-rotation exam will be the OMM COMAT.

The student’s COMAT score will be converted into a numeric grade that will be based on deviation from the Mean. For example: one (1) standard deviation below the mean will translate into a 60%, one (1) standard deviation above the mean will translate into an 80%. This numeric score will be entered as 10% of the overall grade for the rotation.

4. **Procedure Log.** Students will be required to submit a procedure log for each rotation. The procedure logs will be used by the Office of Clinical Medicine to evaluate rotation sites and supervising physician and to ensure that each student is meeting appropriate EPAs (EPA 1, 8, 10, and 13). The procedure log will be entered by the student into E-Value. The student will enter information about the procedure including their role in the procedure and on which rotation the procedure occurred. The procedure logs must be submitted by the 4th Friday of the rotation and must be signed off by the supervising physician. The procedure logs will be a Pass or Fail grade (passing grade will be assigned for submission).

5. **OMM logs.** As part of their procedure log, students will be required to submit an OMM log for each
Students are required to document 10 OMM procedures each semester (20 per year) during their third year and 10 OMM procedures for the year during their fourth year. The OMM logs must be submitted by the 4th Friday of the rotation and must be signed off by the supervising physician. The OMM logs will be a Pass or Fail grade. (passing grade will be assigned for submission).

6. Submission of one **Observed Patient Encounter Assessment Forms**. The student is required to have one observed patient encounter assessments on each rotation entered into E-Value. These assessments are meant to be formative and should be used by the student to foster improvement in gap areas. The Observed Patient Encounter Assessment Forms are both due by the 4th Friday of the rotation and must be signed by the supervising physician. The Observed Patient Encounter Assessment Forms will be a Pass or Fail grade (passing grade will be assigned for submission).

7. Submission of **Student’s Evaluation of Preceptor AND Student’s Evaluation of the Clinical Site.** At the end of each rotation, each student must submit an evaluation of their supervising physician AND an evaluation of their clinical site. Both evaluations must be entered in E-Value. The student’s evaluation of their supervising physician and site are due by the 4th Friday of the rotation. If the student is taking a COMAT they will be required to complete these evaluations before starting the COMAT. The evaluations are a pass or fail grade (passing grade will be assigned for submission).

**Failure on Rotations**
If a student fails a rotation, they will first meet with the Associate Dean of Clinical Medicine and will be referred to the Student Progress Committee (SPC). All remediation for OMS-III must be successfully completed before the OMS IV rotations can begin. All remediation must be successfully completed to be eligible to take COMLEX Level 2CE or PE.

<table>
<thead>
<tr>
<th>Enrollment Classification</th>
<th>Less than Half-Time</th>
<th>½ Time</th>
<th>¼ Time</th>
<th>Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours per Semester</td>
<td>1-2</td>
<td>3</td>
<td>4-5</td>
<td>≥6</td>
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</table>

**Rank Calculation and Distribution**
ARCOM documents term and cumulative rank on the student’s record. Students will receive notification of their personal cumulative rank after the close of their OMS-II, OMS-III, and OMS-IV years. While GPA is calculated using traditional letter grades, class rank is calculated by multiplying the earned numerical grade for each course by the course credits assigned, resulting in course “points.” Next, the total points for all courses taken within a term are totaled and then divided by the total number of credits taken within the term. Cumulative average is an overall total of course points, which are divided by the overall total number of credits. Rank is determined by each student’s term and cumulative average, compared to the student’s classmates. As a result of a student’s withdrawal, dismissal, suspension, or leave of absence, he/she may no longer be accounted for in the class rank calculations.

**Incomplete Course Work**
When a student fails to complete all the requirements of a course the student shall receive a grade of “I” (Incomplete). An “I” will be changed to a pass grade upon the student's satisfactory completion of the course or clinical rotation requirements.

**Incomplete Rotations Policy**
Students who are delinquent in meeting any of their rotation requirements may be given a grade of
incomplete (I) for that rotation. Students who receive an incomplete grade are no longer eligible to achieve a Pass with Honors designation for that rotation. Incomplete grades can be appealed in writing within ten (10) business days from the date that the grade was recorded by the ARCOM Office of Clinical Medicine, at which time the grade will be considered posted to the transcript. The Dean serves as the final approving authority for the rendering of the incomplete grade. Please see the Student Handbook regarding the policy for incomplete (I) grades after they are posted to the transcript. Students who receive an incomplete grade for a rotation will either complete the delinquent requirements during a designated time period or they will receive a failing grade for the rotation.

Examinations, Reexamination and Remediation
A student is expected to report to each examination at the scheduled time. Students who fail to attend a regularly scheduled exam may be required to take a make-up examination, if eligible, or may receive a grade of zero for that examination if not eligible for the make-up. No student in a written and/or computer-generated examination will be permitted to leave the examination before 30 minutes after the examination starting time.

A student, who earns a course grade of less than 70 but greater than 60 in a single course during the academic year may be given the opportunity for remediation of that course with the approval of the Student Progress Committee and may be allowed to continue with the curriculum prior to remediation. Any student failing two courses with a grade of less than 70 but greater than 60 will be required to appear before Student Progress Committee (SPC) and may be given the opportunity to remediate during the remediation period or may be required to repeat the failed courses during the next academic year. Notification of remediation opportunity if granted, or requirement for repetition, will be made by the appropriate academic administrator.

Any student who fails three or more courses that are numerically graded during any one academic year will be subject to dismissal based on review and assessment by Student Progress Committee.

All remediation examinations for first- and second-year students will be scheduled at a time to be established by the Office of the Dean or the Associate Dean of Academic Affairs.

To pass the clinical rotations, the student must pass each component of the course. Students must pass their evaluation, online modules, and their COMAT in order to pass their rotation. Students must also pass each core competency on their evaluation in order to pass the rotation (this includes passing professionalism, medical knowledge, patient care, osteopathic principles and practice, interpersonal communication, systems-based practice, and problem-based learning and improvement).

Failure on Rotations
If a student fails a rotation, they will first meet with the Associate Dean of Clinical Medicine and will be referred to the Student Progress Committee (SPC). All remediation for OMS-III must be successfully completed before the OMS IV rotations can begin. All remediation must be successfully completed to be eligible to take COMLEX Level 2CE or PE.

Make-up Examination
A student who does not take an examination at its scheduled time and has a verified excusable absence, or any student who reports to take an examination after the scheduled starting time of the examination may be eligible or required to take a make-up examination.
Make-up examinations may be short answer, essay, verbal, or multiple-choice formats at the course director's discretion and will be treated the same as any other examination in terms of grading.

Any and all exceptions will be stated in the course syllabus. The student is responsible to read each course syllabus and to comply with the policies as stated.

A student, who fails a make-up examination and subsequently fails the course, may be eligible to take the remediation examination for the course.

Make-up examinations will be given within 10 business days after the original examination on a day and time determined by the Office of Academic Affairs. The examination may be given outside of regular ARCOM hours or days at their discretion.

If the student misses the make-up examination, he or she will receive a score of zero for that examination. The policies for examinations will pertain to all make-up examinations. In the interim, the student will have a grade of “I” for the course. Any exception will be made solely at the Dean's discretion.

No student will be eligible to take more than one of the scheduled examinations as make-ups in those courses offering more than one examination. Failure to take each course's examinations as scheduled, outside of this policy exception, will result in failure of the course and require the student to take a remediation examination for the course or repeat the course. In those courses with only one examination, missing the examination will result in the student taking a make-up examination as stated above.

Nothing in this policy will prohibit a student from taking a scheduled examination at a remote site if approved by the course coordinator/director and the administration of ARCOM. A student may or may not be permitted to take an examination prior to the scheduled time based on prior faculty approval.

Transcript Notations
Failing grades will be included in calculating the average numeric grade for that semester and the cumulative numeric grade average. If a course is failed and subsequently passed on remediation, a grade of 70 (the highest possible grade on remediation) will be recorded with the notation X on the transcript that the course was passed by remediation. The remediation grade of 70 will be used to calculate the average numeric grades from that point forward.
Reexamination Grade Calculations
In the event a course and the remediation exam are failed, or the remediation exam is not taken, the original course grade shall be recorded on the transcript. If the course is subsequently repeated and passed, it will be noted on the transcript that the course was repeated, and a grade of 70-R will be recorded.

The original failed course and course grade will appear on the transcript but will not be used to calculate the average numeric grade.

In the event of suspension, withdrawal, dismissal, leave of absence, or altered academic program, a student may be required to repeat courses previously taken.

Academic Credit
Academic credit is granted for classes successfully completed at ARCOM. One credit hour is defined as a total of 12 lecture hours or a total of 24 laboratory hours.

Examinations and anticipated study outside of the assigned requirements are not included in the calculation of academic credit.

Example:
A course consists of 48 lecture hours.
Total Course Credit Hours = 48/12 = 4.0 credit hours

A course consists of 72 lecture hours and 36 laboratory hours.
Total Course Credit Hours = 72/12 + 36/24 = 6 + 1.5 = 7.5 or 8.0 credit hours

Course credit hours are rounded up for 0.5 or above and rounded down for less than 0.5.

Courses successfully completed may be transferred for credit from other LCME or AOA accredited colleges on an individual basis if they meet the criteria and objectives established in the ARCOM catalog and course syllabus. No student may graduate from ARCOM without completing all of the requirements of the curriculum as established by the faculty and administration, meeting all of the requirements for knowledge, skill, and competency in osteopathic philosophy, procedures, and techniques and completing at least the last two years of instruction at ARCOM.

For clinical years, a two-week rotation (120 hours) is equivalent to five credit hours. A four-week rotation (240 hours) is equivalent to 10 credit hours. For further information, please see the ARCOM Clinical Training Manual.

Graduation Requirements
A student who has fulfilled all the academic requirements may be granted the degree Doctor of Osteopathic Medicine (D.O.) provided the student:
1. Has satisfactorily completed all of the curriculum and rotations requirements at an AOA-accredited college of osteopathic medicine including at a minimum the last two years of their education at ARCOM.
2. Has completed all academic requirements in no more than six years from the date of matriculation.
3. Has complied with all the curricular, legal, and financial requirements of ARCOM.
4. Has attended the compulsory portions of senior week, including graduation rehearsal and the graduation ceremony, at which time the degree is conferred and he or she takes the osteopathic
5. Has passed COMLEX Level 1 and both components of COMLEX Level 2 (CE and PE) of the examination administered by the National Board of Osteopathic Medical Examiners.
6. Has reached at least 21 years of age.
7. Has demonstrated the ethical, personal, and professional qualities deemed necessary by the ARCOM faculty for the practice of osteopathic medicine and gained the recommendation for graduation from the Student Progress Committee and the Faculty Council.
8. Has demonstrated suitability for the practice of osteopathic medicine to the administration and ARCOM faculty through action of the Student Progress Committee as evidenced by their conduct, ethical and professional behavior, demonstrations of medical knowledge and skills, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities.
9. Has demonstrated compliance with the Code of Behavioral Conduct.

**Awarding of the DO Degree**

Granting of the DO degree requires that the ARCOM faculty believe the student has attained sufficient maturity of thought, ethical, and professional proficiency to serve the public as an osteopathic physician.

Degrees are not awarded solely upon the completion of any prescribed number of courses, credits, or upon passing a prescribed number of examinations. Granting of the degree requires in addition, that the ARCOM faculty believes the student has attained sufficient maturity of thought, ethical, and professional proficiency to serve the public as an osteopathic physician. Matriculation and enrollment does not guarantee the issuance of a degree without satisfactorily meeting the aforementioned curriculum and degree requirements.

The process of verification that a student meets all graduation requirements is as follows:

1) Registrar provides current listing of students in good standing to the Student Progress Committee.
2) The Student Progress Committee makes a recommendation of students to graduate to the Faculty Council.
3) The Faculty Council makes a recommendation of students to graduate to the Dean of ARCOM.
4) The Dean of ARCOM passes the recommendations to the President of ACHE.
5) The President of ACHE forwards to the Board of Trustees.
6) The Board of Trustees has final granting authority.

**Annual Report**

ARCOM will compile and publish an annual report that incorporates formative and summative outcomes of student achievement, including but not limited to: graduation rates, transfer and attrition rates, COMLEX-1 and COMLEX-2 pass rates, obtainment, discipline, and location of postdoctoral programs by its graduates. To the degree that the information is obtainable from its graduates, ARCOM will also publish COMLEX-3 pass rate, GME completion rates, AOA or ABMS board certification, and geographic area of practice of its graduates along with notable achievements of its graduates in its annual report. The report will help to correlate ARCOM’s outcomes with its mission, values, and goals.

**GENERAL ACADEMIC POLICIES**

**Family Education Rights and Privacy Act (FERPA) Policy**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are as follows:

The right to inspect and review education records within 45 days of the day the Arkansas College of Osteopathic Medicine receives a request for access.
Students may request to inspect records by submitting a request in writing to the Registrar’s office. ARCOM must provide the records for review within 45 days of receipt of the request. ARCOM is not required to provide access to records of applicants for admission who are denied acceptance or who, if accepted, do not attend. The right to request amendment of education records that students believe to be inaccurate or misleading.

Students may challenge information in their educational records that they believe to be incorrect, inaccurate, or inappropriate. This challenge must be made in writing and submitted to the Registrar within one year of the term of the records in question. The Registrar must decide within a reasonable period of time as to whether corrective action is warranted and must provide written notification to the student and the Dean of any corrective action approved. Students who are not provided full resolution sought by their challenge will be referred to the Associate Dean of Student Affairs, who will inform them of their right to a formal hearing. All requests for a formal hearing must be made in writing to the Associate Dean of Student Affairs.

The right to provide written consent before ARCOM discloses personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. ARCOM may disclose, without consent, “directory information.” ARCOM defines the following as directory information:

- Name
- Address
- Telephone number
- Dates of Attendance
- Enrollment Status
- Degrees and Awards Received (including dates)
- Officially Recognized Activities
- Photographs
- Educational Institutions Attended
- E-mail Address

Students have the right to request that the school refrain from disclosing some or all directory information and can do so by notifying the Registrar’s Office in writing on, or prior to, the first day of classes. Forms for this purpose are available in the Registrar’s Office. Students who request that their directory information not be released should understand that this will prevent ARCOM from printing their name in certain publications (i.e. commencement program) or disclosing directory information requested by third parties including spouses and parents. In the event a refusal is not filed, ARCOM assumes that a student does not object to the release of the directory information designated. Request for non-disclosure will be honored by ARCOM for only one academic year; therefore, authorization to withhold directory information must be filed annually.

The following exceptions permit disclosure without consent:

- School officials with legitimate educational interest*
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to students
- Organizations conducting certain studies for, or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
“School officials with legitimate educational interest” are those officials who are performing a task specified in his/her position description or by a contract agreement, performing a task related to a student’s education, or performing a task related to the discipline of a student. ARCOM has determined that the following school officials have legitimate education interests: counselors, instructors, preceptors, contractors, administrators, board of trustees, professional and clerical staff who directly relate to the administrative tasks of ARCOM, ARCOM security officials, ARCOM attorneys, the National Board of Osteopathic Medical Examiners (NBOME), and students who serve on certain ARCOM committees.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Arkansas College of Osteopathic Medicine to comply with the requirements of FERPA.

Complaints regarding FERPA may be made with the following agency:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

Attention
While at the ARCOM, students are expected to attend all scheduled educational sessions. Individual faculty members may take attendance.

Students are reminded that they are in a professional college and as such are individually responsible for their activities and educational outcomes.

Students should be aware failure to regularly attend courses will have a negative impact on their financial aid eligibility.

The attendance policy for individual courses, laboratory sections, standardized patient sessions, small-group meetings, and other non-lecture encounters, if variant from overall policy, will be specified in the course syllabus along with the remediation requirements and/or penalties.

The attendance policy at any educational session where the presence or absence of the individual student potentially adversely affects the normal operation of the course, or the education of other students (group learning activities, TBL modules, anatomy, clinical and OMM laboratories), is mandatory and 100% is the minimum threshold unless excused in advance. While students should always notify their course director/coordinator, excused absences during OMS-I and OMS-II are coordinated through the Office of Student Affairs. Excused absences during OMS-III and OMS-IV are coordinated through Clinical Medicine. Any student who misses, without prior approval, a standardized patient encounter, a small group session with his or her colleagues, or misses an assigned laboratory session with his or her group will receive a zero for that session and will not be allowed to make it up.

ARCOM does not grant retroactively excused absences except in dire emergencies but does grant reasonably excused absences (proactively). Students are not entitled to make up work, missed exams, etc. if they do not have an excused absence. Reasonably excused absences may include illness, death in the family, attendance at professional events, etc. Illness may be required to be documented by a health care professional at the request of the administration. Any absence for illness lasting more than three days requires a medical release to return to class. Any missed examination for medical illness will require documentation of the illness from a health care provider.
Any students who plan to be absent from a lecture or examination for planned events (e.g. ARCOM travel, educational event) must contact the Office of Student Affairs in writing prior to the date of the absence. Upon the student's return, he or she must contact the Office of Student Affairs to discuss remediation. Students are responsible for any assignments and lecture material missed during their absence. Students who miss a scheduled examination for such an event will be entitled to take the make-up examination.

**Attendance at all TBL sessions/modules is considered mandatory and are denoted in the syllabus (*). Attendance to course lectures is always strongly encouraged. Students should be aware, however, there are course lectures that are a pre-requisite to lab and/or group activities and, therefore, require mandatory attendance. Students whose running academic average in any course falls below 80% will be required to attend all scheduled lectures and any scheduled question and answer sessions for that course until such a time their average rises to 80 or above.**

Lectures at ARCOM will be digitally recorded to supplement learning and for student review of information provided during the class. They are also available for review during the student’s clinical education but are not a replacement for attendance in class. There is no guarantee that every lecture will be recorded or that the lecture recording will be of a quality that can be utilized for primary learning. Becoming a physician requires more than the acquisition of knowledge; it requires active learning and interaction with colleagues, peers, and mentors that occur for the development of a physician during educational sessions at ARCOM.

As a point of policy, recorded lectures generally are not released until 72 hours after the active presentation. Lectures will not be broadcast “live” over the CCTV system or the internet during presentation except in specific incidences such as inclement weather or when a clinical lecture was previously cancelled at the last minute, as directed by the Office of the Dean.

Students must notify the Office of Student Affairs, in writing regarding circumstances that may necessitate being absent three or more days from school. Students must contact the appropriate faculty upon his or her return.

Any student, who is absent from classes for five consecutive school days without notifying the Office of Student Affairs may be considered to have voluntarily withdrawn from ARCOM.

**Absence from Clinical Rotations**

All absences from an assigned rotation must be approved in writing by the Lead Physician and the ARCOM Office of Clinical Medicine. The Office of Clinical Medicine will then notify the Office of Student Affairs. Excused absences must be approved by the Office of Clinical Medicine. In the event of an unexcused absence, including an absence due to emergency, sudden illness, or whenever approval cannot be obtained prior to the absence, ARCOM’s Office of Clinical Medicine must be notified of the emergency as soon as possible. In an emergency, a written explanation from the student must be sent to ARCOM Office of Clinical Medicine and the Lead Physician as soon as possible. Supporting documentation such as doctor’s note, if available, must be included with the explanation.

**Unexcused Absences**

All unexcused absences will be reported to Student Progress Committee. If a student has more than two (2) unexcused absences, they will be referred to and required to appear before the Student Progress Committee.

**Excused Absences**

Students are permitted up to two (2) days of excused absence from any four-week block of a given rotation. Analogously, one (1) day of approved absence is permitted from two-week rotations. Anticipated days of
absence must be approved by the Lead Physician and the Office of Clinical Medicine at least seven (7) days in advance. The Office of Clinical Medicine will also notify the Office of Student Affairs.

If a student misses a total of three (3) or more days of any rotation block for any reason that cannot be made up in a manner acceptable to the ARCOM Office of Clinical Medicine during the time span of the rotation block, the student will receive either an Incomplete (I) if the absences were excused or a Failure (F) if the absences were not excused. The same applies to an absence of two or more days of a two-week rotation.

ARCOM is committed to allowing time for student to interview for GME positions and to take COMLEX or USMLE; the Office of Clinical Medicine must approve each absence. Exceptions for additional days may be granted by the Office of Clinical Medicine. Any absence not reported by the student to the ARCOM Office of Clinical Medicine within one business day will be considered unexcused and may result in disciplinary action.

Any requests for greater than a four week (one block) leave of absence for a student on clinical rotations must be submitted through the Office of Student Affairs to the Dean for consideration.

Leaves of Absence
All leaves of absence must be in writing, be signed, be dated and include the reason for the request to the Associate Dean of Student Affairs, who will review the request and make a recommendation to the Dean. All leaves of absence must be approved by the Dean.

In unforeseen circumstances a student is unable to submit a leave of absence request in advance, the Dean may elect to approve a leave of absence. The Dean must document the reasons for the approval and must collect the leave of absence request from the student later.

Any administrative or voluntary leaves of absence may not exceed one year cumulatively or 180 days for a single leave during the student's matriculation unless specifically granted as an exception by the Dean of ARCOM. Leaves of absence do not extend the maximum of six years from matriculation to complete all requirements for graduation or the student may face dismissal from ARCOM. If the student does not meet the requirements established for return within that time frame, he or she will automatically be considered a voluntary withdrawal. The specific time frame of the leave of absence is dependent on the ability of the student to return to classes within the curricular framework and to complete the required course work in the time and sequence dictated by the faculty and the curriculum. A student may not be allowed to return in the middle of a course or semester, but may be directed to begin after a leave of absence during a specific starting point such as a start of a semester, system, etc. While on a leave of absence, a student is not eligible to make up incomplete class work, remediate any examinations, or take the COMLEX Level 1 or Level 2 CE or PE examinations, or Step 1 or Step 2 of the United States Medical Licensing Examination (USMLE) unless specifically granted that ability by the Dean of ARCOM.

To be accepted back into the ARCOM after any leave of absence, the student must write a letter addressed to the Student Progress Committee or the Dean which satisfactorily addresses:

- The circumstances of the prolonged absence that mandated the administrative leave
- A written request for reinstatement
- Evidence to the Dean's satisfaction that a reasonable likelihood exists that the reason for the prolonged absence will not reoccur
- The ability to comply with the Minimal Technical Standards
- The successful passing of a Criminal Background Check (CBCk) and Substance Abuse Screening
The Student Progress Committee will evaluate and make recommendations to the Dean concerning the student’s status.

All decisions made by the Dean concerning a student's administrative or voluntary leave of absence will be final.

1. Administrative Leave of Absence
An administrative leave of absence is a mandatory leave of absence imposed by the Dean with or without recommendations of the Student Progress Committee. During the leave, the Office of the Dean and ARCOM will provide the student the opportunity to rectify and/or seek rehabilitation or treatment for the problem that precipitated the directed leave. To be accepted back into the program after an administrative leave of absence, the student must be able to demonstrate to the Dean's satisfaction that the pre-established requirements have been met, that he or she shows reasonable likelihood that previous problems have been resolved, or will not recur, and that the student is prepared to meet all of the demands and requirements of the curriculum satisfactorily and in the time period directed by the curriculum.

2. Voluntary Leave of Absence
A voluntary leave of absence is one that is requested by a student to temporarily withdraw from classes for personal, financial, military, or medical reasons. The request for voluntary leave of absence must be submitted, in writing, to the Associate Dean of Student Affairs who will review the request and submit a recommendation to the Dean. The Dean will then determine whether or not the leave of absence is to be granted. A voluntary leave of absence will not be granted in excess of one year either cumulatively (or six months within a single leave) during the student's matriculation unless exception is granted by the ARCOM Dean. If approved, and if the student is in good academic standing, the student may be allowed to reenter the program at the end of the leave without any need for reapplication, remediation, or reevaluation; however, the student may be required to meet specific requirements established by the Dean or the faculty in order to be allowed to return after the leave of absence.

When a student begins a leave of absence that is expected to last longer than 180 days, the federal loan guaranteeing agencies will be notified that the student is no longer enrolled at ARCOM.

If a student is granted a leave of absence while current course work is still in progress, he or she will be withdrawn from those courses. In all such cases an appropriate designation for each course in progress will be entered on the transcript as follows: a W, if no graded course work has been completed. In such cases of withdrawal from a course, students will be required to complete all course requirements when they return from their leave of absence and may be required to repeat the course(s) in their entirety before they will be permitted to progress into the next academic year.

If a student is granted a leave of absence before 60% of the payment period is completed, monies borrowed through the student loan program must be returned to the U.S. Department of Education by the student. This includes tuition, fees, authorized educational charges, living expenses, etc.

If the Dean approves a leave of absence and the student is currently not in good standing, is under review for a disciplinary action, or has a pending disciplinary action, then the student may not be reinstated to ARCOM without a review by the Student Progress Committee (SPC). Upon completion of its review, the SPC shall make a recommendation to the Dean to reinstate or not reinstate the student. If the student is denied reinstatement, his or her status will be changed to either a withdrawal or a dismissal. If appropriate, students may be reinstated with disciplinary action requirements at the beginning of their readmission.
Students granted a leave of absence for a medical reason must have a licensed physician certify in writing that the students’ physical and/or mental health is sufficient to permit them to continue in their medical education with a reasonable expectation that they are able to complete the curriculum before they will be allowed to return to ARCOM. The physician providing the certification must either be designated by, or accepted by, the Dean for the certification to be accepted for reinstatement.

Students granted a leave of absence for financial reasons must, before their return to ARCOM, prove to the financial departments of ARCOM that they have the financial capability to advance in their education.

**Leave of Absence for Financial Aid Recipients**

Students that are recipients of Title IV funds may have a Leave of Absence approved or denied for financial aid purposes to not exceed 180 days. Students are ineligible to receive disbursement of the proceeds of a Direct Loan while on a leave of absence.

Students that have a leave of absence approved are not subject to R2T4 calculations and will remain in an in-school status for Title IV loan repayment periods. Upon the student’s return from the leave, he or she continues to earn the Title IV aid previously awarded for the period. Students that have a leave of absence approved but who does not return as specified in the leave of absence will have their withdrawal date updated to their last date of attendance. This could result in a change in his or her Title IV loan repayment periods.

Students who request a leave of absence that is not approved will be subject to R2T4 calculations and their withdrawal date will be the date they requested the leave of absence.

Approved leave of absence(s) must meet all the following conditions:

- The school must have a formal written policy regarding leaves of absence requiring that all requests for leaves of absence be submitted in writing and include the reason for the student’s request;
- The student must follow the school’s policy in requesting the leave of absence;
- There must be a reasonable expectation that the student will return from the leave of absence;
- The school must approve the student’s request for a leave of absence in accordance with the school’s policy;
- The institution may not assess the student any additional institutional charges, the student’s need may not increase, and therefore, the student is not eligible for any additional Title IV aid;
- The leave of absence together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period;
- Except in a clock-hour or non-term credit-hour program, a student returning from a leave of absence must resume training at the same point in the academic program that he or she began the leave of absence and
- If the student is a Title IV loan recipient, the school must explain to the student, prior to granting the leave of absence, the effects that the student’s failure to return from a leave of absence may have on the student’s loan repayment terms, including the expiration of the student’s grace period.

**Leave of Absence Records**

Leave of absence records and the date of each determination shall be placed in the student's permanent record.

Before a student’s leave of absence can begin, he or she must go through the ARCOM prescribed checkout procedure. Forms for this checkout are available from the Office of Student Affairs.
Checkout Procedures for Student Dismissal, Withdrawal, or Leave of Absence

It is imperative that any student who leaves ARCOM for any reason go through the checkout procedure before his or her dismissal, withdrawal, or leave of absence can be said to be final. This requirement may be waived at ARCOM’s option. Failure to complete this exit procedure may cause ARCOM to withhold all records pertaining to the student’s attendance.

The checkout procedure is as follows:

1. If the student is withdrawing, he or she must supply the Associate Dean of Student Affairs with a letter of resignation, or if requesting a leave of absence, must supply the Associate Dean of Student Affairs with an approved request signed by the Dean.

2. If the student is being dismissed, the Dean or the chairperson of the Student Progress Committee will notify the Associate Dean of Student Affairs of the dismissal as soon as possible and communicate with the student who is being dismissed that a checkout is in order.

3. As soon as the Associate Dean of Student Affairs is formally notified of the student’s leaving school, a memorandum stating the change in the student’s status will be produced and all appropriate ARCOM offices and professors will be notified.

4. Before leaving campus, the student needs to undergo an exit interview with the:
   a. Office of Student Affairs
   b. Office of Financial Aid (if applicable)
   c. Business Office

When the student completes these obligations, ARCOM will then release the student’s records upon the proper request. Exit forms and checkout instructions are available in the ARCOM Office of Student Affairs. Checkout procedures may be waived by ARCOM if sufficient reliable evidence indicates that a possible security risk exists. In any event, a suspended or expelled student will be afforded due process.

Dismissal

Dismissal is the permanent termination of a student's academic enrollment. As with all disciplinary actions, the Dean is responsible for imposing this recommendation. A student who chooses to appeal a dismissal must do so within three business days of the date of dismissal. While appealing a dismissal, a student may continue to attend classes and take all examinations pending the results of the appeal.

The reasons that a student may be dismissed from ARCOM include, but are not limited to:

1. Failure of three or more courses that are numerically graded during any academic year. In such cases, no opportunity for remediation will be permitted. Remediation of a course failed during one academic year does not remove it from the total failures allowed per year. Failing a remediation examination does not count as a second course failure. In cases of a second failure in the same course, remediation examinations will not be permitted.

2. Failure of a repeated course or repeated clinical rotation, or failure of a total of two clinical rotations. Any failing grade (F) received will be counted toward this total regardless of whether the rotation was repeated and passed.

3. Failure of any one COMLEX Level (either 1, 2-CE, or 2-PE) fourtimes.

4. A student found to present himself or herself as a fully-licensed Doctor of Osteopathic Medicine (D.O.), or to have practiced medicine, or any phase thereof, not under the direct supervision of a licensed physician or a clinical faculty member of ARCOM.

5. Exceeding the six-year limit for completing all graduation requirements.

6. Circumstances of a legal, moral, behavioral, ethical, or academic nature that warrant such action
or that would result in the student not being able to practice as an osteopathic physician.

7. Determination by the Dean that there are factors that would interfere with or prevent the student from practicing and meeting the professional and ethical standards expected of an osteopathic physician.

8. Failure to fully meet the stipulations of a suspension within the time prescribed.

Course and Instructor Evaluation
Each student has a responsibility to his or her professional development to provide constructive evaluation for the courses and their instructors in the curriculum as directed by ARCOM’s policy on curricular evaluation and improvement. This responsibility will be met by participation in course evaluations that are routinely administered by ARCOM. ARCOM expects each student to sincerely accept this responsibility and obligation in a constructive manner so that optimal feedback can be provided. This input will facilitate student welfare by promoting changes that have the potential to improve the educational effectiveness of the curriculum, as well as assist faculty members by providing them with constructive input to help them improve their teaching strategies.

These forms must be completed within one week of completion of the course.

Any student not completing their assigned course, and/or the instructor evaluations will receive an incomplete (I) grade for that course. The grade for the course will be changed upon the completion of the required evaluation form(s). If the evaluation is not completed prior to the beginning of the next semester, the grade will convert to a failing grade for the course (F). Any student with a grade of I or F in any course will not be allowed to advance into the next year of the curriculum.

Submission of Student’s Evaluation of Preceptor AND Student’s Evaluation of the Clinical Site. At the end of each rotation, each student must submit an evaluation of their supervising physician AND an evaluation of their clinical site. Both evaluations must be entered in E-Value. The student’s evaluation of their supervising physician and site are due by the 4th Friday of the rotation. If the student is taking a COMAT they will be required to complete these evaluations before starting the COMAT. The evaluations are a pass or fail grade (passing grade will be assigned for submission).

COMLEX Exams

The COMLEX-USA series, administered by the National Board of Osteopathic Medical Examiners (NBOME), is an examination sequence with three Levels. While all examination Levels have the same two-dimensional content structure, the depth and emphasis of each Level parallels the educational experiences of the candidate. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations.

ARCOM and NBOME both require that a student must be currently enrolled and in good academic standing at ARCOM to take the COMLEX Level 1, Level 2-CE (Cognitive Evaluation) and 2-PE (Performance Evaluation) portions of the NBOME.

PURPOSE
All ARCOM students must successfully pass COMLEX-USA Level 1, Level 2 CE, and Level 2 PE prior to and as requirements for graduation. ARCOM will publish to the public the COMLEX -USA Level 1, Level 2 CE, Level 2 PE, and Level 3 first time pass rate for all students in each class.
POLICY
It is the policy of ARCOM to adhere to the guidelines provided by COCA and the mission of our school is to train highly competent physicians. This policy outlines the procedure by which we ensure all ARCOM student are adequately prepared for and pass COMLEX -USA Level 1, Level 2 CE and Level 2 PE prior to graduation.

APPLICABILITY
- ACHE/ARCOM/Faculty/Staff
- Core Hospital Sites/Clinical Preceptors/Administrators
- ARCOM Students

DEFINITIONS
- COMLEX- Comprehensive Osteopathic Medical Licensing Examination
- COMLEX CE- Comprehensive Osteopathic Medical Licensing Examination Cognitive Evaluation. This is a problem based and symptoms based written assessment.
- COMLEX PE- Comprehensive Osteopathic Medical Licensing Examination Performance Evaluation. This provides an assessment of fundamental clinical skills.
- COMSAE- Comprehensive Osteopathic Medical Self-Assessment Examination
- COMAT- Comprehensive Osteopathic Medical Achievement Test

PROCEDURES
A. Maximum Length of Completion
Each student must complete the DO degree within 150% of the standard time to achieve the degree (six years).

B. COMLEX Level 1
1. Students at ARCOM will be deemed eligible to take COMLEX Level 1 after they have satisfactorily completed all of the course requirements for the OMS-I and OMS-II years AND have achieved a required passing score on the COMSAE.
2. Students must take COMLEX Level 1 at least six weeks prior to the start of third year rotations.
3. Students are not allowed to start rotations until they have passed COMLEX Level 1.
4. Students who fail COMLEX Level 1 are placed on an altered degree plan that includes the requirement to take their Non-Clinical Elective as their first rotation. During this rotation the student will successfully complete a Board Review program, meet with the Learning Specialist, and retake the COMSAE and achieve a passing score before sitting for their second attempt at COMLEX Level 1. Students in this scenario may have their date of graduation altered by the above actions and such alteration may affect the student’s eligibility for graduate medical education training.
5. If a student fails COMLEX Level 1 a second time, he or she will be placed on Administrative leave and required to complete an immersion course in preparation for taking the licensing exam for a third time. The student must complete the course of study and submit a passing COMLEX Level 1 score to be removed from administrative leave. The student’s date of graduation may be altered by the above actions and such alteration may impact the student’s eligibility for graduate medical education training. Students who fail COMLEX Level 1 a third time will be referred to the Student Progress Committee and will not graduate with their present class. Students who take the COMLEX Level 1 a fourth time and do not achieve a passing grade will be dismissed from ARCOM.
C. COMLEX Level 2 CE
6. A student will be eligible to take COMLEX Level 2 CE examinations after successful completion of all the requirements for the Core OMS-III curriculum, including successfully passing all COMATs and achieving a required score on the COMSAE.
7. The initial attempt at COMLEX Level 2-CE must be completed prior to October 31 of the calendar year preceding graduation.
8. If a student fails COMLEX Level 2-CE the first time, they must meet with the Learning Specialist and schedule a time to retake the exam in enough time to get the results back prior to graduation. The student’s date of graduation may be affected by the above actions and may affect the student’s eligibility for graduate medical education training.
9. If a student fails COMLEX Level 2-CE a second time, they will be placed on leave and required to complete an immersion course in preparation for taking the boards a third time. The student will be removed from their clinical rotations. The student must complete the course of study and submit a passing COMLEX Level 2-CE score to re-enter the curriculum. The student’s date of graduation may be affected by the above actions concerning the student’s eligibility for graduate medical education training. Students who fail COMLEX 2-CE a third time are referred to the Student Progress Committee and will not graduate with their present class. Students who take the COMLEX Level 2-CE a fourth time and do not achieve a passing grade will be dismissed from ARCOM.

D. COMLEX Level 2 PE
10. A student will be eligible to take the COMLEX Level 2 PE after successful completion of all the requirements for the Core OMS-III curriculum, passing all COMATs, achieving a required score on the COMSAE, AND successful completion of Days at the Fort Sessions.
11. Students must take COMLEX Level 2-PE prior to October 31st of the OMS-IV year at ARCOM.
   If a student fails COMLEX Level 2-PE, timing of the COMLEX Level 2-PE examination should occur no later than three months before expected graduation.
12. If a student fails the COMLEX Level 2-PE examination a second time, the student will enter an altered degree plan.
13. Students not passing COMLEX Level 2-PE after four attempts will be dismissed from ARCOM.

Medical Student Performance Evaluation (Dean’s Letter)
The Medical Student Performance Evaluation (MSPE) is a formal letter of evaluation issued by the Dean and serves as an evaluation tool in the application process for post-doctorate training programs. Upon a student's request, the MSPE is provided to ERAS and postdoctoral training program(s). This evaluation summarizes the levels of accomplishment a student has achieved during medical school. Specifically, the MSPE provides a succinct chronology of a student's entry and progress through medical school, which includes the preclinical and clinical rotation records, involvement in special activities, compliance with ARCOM policies, and the student's personal qualities. Students are responsible for providing residency applications, letters of recommendation, and transcripts to internship/residency program directors generally through the ERAS service.

The MSPE is generally available for students by October 1 of the OMS-IV year. A student may be permitted to review his or her MSPE but will not be given a copy and is not entitled to mandate any changes in the document. The College of Osteopathic Medicine provides the document to ERAS and up to 10 other institutions free of charge. Thereafter it will cost $5 for each request.

Electronic Residency Application Services (ERAS)
The Association of American Medical Colleges developed ERAS to transmit residency applications, letters
of recommendation, including the MSPE, transcripts, and other supporting credentials from applicants and medical schools to residency program directors. The application can be accessed at https://www.aamc.org/services/eras/

The Office of Student Affairs and The Office of Clinical Medicine will provide students with the manuals and instructions for accessing the application. Further information will also be explained through the Days at the Fort Sessions during the OMS-III year.

**Rotation Site Selection Process Policy during the Second Year Curriculum (Lottery)**

1. **Prior to Holiday break of OMS 2 year**— students will receive information about core rotation sites to help with creating a rank list.

2. **First Friday following Break - Rank List Due**— students will submit a rank list of their preference of rotation site and order of rotations. This rank list will be entered through E-Value.

3. **Second Friday following Break - Initial Rotation Assignments**— each student will be assigned a core rotation site and order of rotations. E-Vose (a lottery algorithm through E-Value) will be used to make assignments which consider student preference, curricular requirements and constraints set by the Office of Clinical Medicine. These results will be checked and approved by the Office of Clinical Medicine.

4. **Third Friday following Break - Swap Week**— students will have access to results of the E-Vose lottery. Trades may only be made that are mutually beneficial and without the exchange of any goods, services, or promises of future benefit. Professionalism and decorum are required. The appropriate form (Core Rotation Exchange Form) must be completed by both students and submitted to the Office of Clinical Medicine by the end of business on the Friday of Swap Week. This form can be found in E-Value, Canvas, in the Office of Clinical Medicine.

5. **Last week of January of OMS 2 year - Final Core Rotation Lists published**— The Office of Clinical Medicine will distribute a list of final core rotation site assignments.

**December: Hospital Information Months**

During this month, the Office of Clinical Medicine shall make available information concerning the core rotation sites and will educate students on the requirements, rights, and opportunities of the third-year clinical curriculum. Hospital Days may be conducted to allow students to gain more information, generally occurring during the first semester annually. These presentations may include, but are not limited to, hospital DMEs, physicians, clinical professors, and students who are currently, or have recently, rotated through these sites.

Information provided during the hospital information months will empower the second-year student to decide at which core rotation sites he or she would prefer to rotate during the third and fourth years of medical education. This allows the students to decide which learning environment is more conducive to their style of learning.

Students are encouraged to visit core rotation sites. This will assist in their development of a core site ranking order.

**Core Rotation Exchange Forms** will be provided by, and must be submitted to, the faculty of the ARCOM Office of Clinical Medicine. This will be the final step in the Rotations Selections Process.
Final Distribution of Assignments
The final list of core rotation site assignments will be submitted to the students and the clinical rotation sites the last week in January of the student’s OMS-2 year. All assignments are considered final after this date.

CAMPUS POLICIES

Campus ID Badges
Each student will have a personal Identification Badge (ID) issued upon matriculation. ID badges can be obtained at the Office of Student Affairs. The ARCOM ID badge provides access to the ACHE/ARCOM campus and its various educational, administrative, housing and recreational areas such as laboratories and the library. ARCOM issued identification badges must be carried and available while on campus. All faculty, staff, students and guests must wear and display an ACHE/ARCOM issued identification badge at all times while inside any ACHE/ARCOM facility. Badges should be worn in plain view above the waist and should not be defaced or obscured in any way. ARCOM identification badges must be presented upon request by an ACHE/ARCOM official. These are nontransferable and must be surrendered upon termination of student status. If lost or damaged, a $20 fee will be assessed for replacement.

Official E-mail Address
Each student will be given an ARCOM e-mail address which is the official means for ARCOM representatives to communicate with medical students. It is the student’s responsibility to check e-mail accounts on a regular basis. This address will be assigned by the Office of Information Systems & Technology in accordance with ARCOM standards. ARCOM students may forward their ARCOM generated email to external locations but do so at their own risk.

Vehicles and Parking
Any motor vehicle (including motorcycles, scooters, or mopeds) that is operated or parked upon ACHE property must display a valid parking permit. The type of permit displayed indicates the area(s) in which a vehicle may be parked. For students, vehicle registration is a mandatory part of the academic registration process to be completed online prior to the beginning of the fall term. Students will receive their permit during orientation week, or after that time, through the Office of Police and Security. Additional permits may also be purchased through the Office of Police and Security, and in the case of loss, or a change in registered vehicle, replacement permits may be obtained. Failure to register a vehicle, improperly display the official parking permit, or not observe and comply with all parking or traffic regulations will constitute a violation and result in penalties including fines and/or towing charges to be paid at the vehicle owner’s expense. A list of violations and their respective fines can be found on the webpage for the Office of Police and Security at http://arcomedu.org/about/safety-security-overview/. ARCOM is not responsible for damages to any vehicle parked on campus.

Social Media Use Policy
Faculty, staff, and students must be thoughtful about how they present themselves in online networks and must consider how they are viewed not only by the ACHE and ARCOM community, but also by the community at large. ARCOM reserves the right to consider how faculty, staff, or students presents themselves in online networks in determining whether or not that person is of appropriate ethical behavior for the institution, or potentially represents a threat to any student, or to any member of the staff, the faculty, or the administration.

ARCOM offers the support of the institution in defining appropriate social media as a tool in communication goals by providing social computing guidelines for ARCOM faculty, staff, and students.
engaging in online discourse and identifying themselves with ARCOM.

The policy below is not intended for internet activities that do not associate or identify a faculty, staff, or student member with ARCOM, do not use ARCOM email addresses, do not discuss an affiliation of any type with ARCOM (on any location), and are purely about personal matters.

Definitions

Content owners: those assigned the responsibility of maintaining, monitoring, and moderating an ACHE and/or ARCOM social media platform. Official communications refer to those produced in ACHE or ARCOM’s name or by any department or organization within or associated with the ACHE or ARCOM name.

Content Presentations: made through the Office of Community Relations representing ACHE and/or ARCOM.

Moderator: Assigned by Content Owner or the Dean for moderating comments and postings by internal and external users including the management of comments and postings that do not meet the criteria set forth in this policy.

Social Media Platforms: Technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations and allowing users to participate in content and community creation. Examples are Facebook, Twitter, LinkedIn, and YouTube.

Specific Information on Policies and Procedures

Official Institutional Web Communications: Because of the emerging nature of social media platforms, these guidelines do not attempt to list every current and emerging platform. Rather, they apply to those cited and any other online platform available including social networking sites and sites with user-generated content. Examples include but are not limited to the following:

- YouTube
- Facebook
- iTunes
- LinkedIn
- Twitter
- Blogs
- Instagram
- Snapchat
- Social media content that is hosted internally and protected

Institutional representation via online social media platforms can only be initiated and authorized through the efforts of the ACHE and ARCOM Office of Community Relations via the Director.

- There can be no official ARCOM sites or pages on the Web, YouTube, Facebook, Twitter, etc. unless they are developed by or authorized by ARCOM.
- Any sites or pages existing without prior authorization as required above will be subject to review and may be amended or removed.

ARCOM official sites on social media platforms can have pages or content areas that are assigned to departments, divisions, or programs at ARCOM; however, these sites will be reviewed and branded by ACHE and/or ARCOM.
Content Owners, as named by their departments or division’s leadership, are responsible for the content used and will comply with ACHE and ARCOM Policies, HIPAA (Health Insurance Portability and Accountability Act), and policies related to Conflict of Interest, Privacy, Security, Safety, Human Resources, and FERPA (Federal Education Records Protection Act).

Content Owners are responsible for:

• seeking the Administrative Officer for their Division and the Director’s approval prior to development and posting;
• developing, and continuous monitoring of web content;
• ensuring content is current, accurate, and consistent with the catalog and handbook.
• monitoring postings and comments to social media sites, and for the editing of postings that do not adhere to ACHE and ARCOM policies.
• gaining the expressed consent of all involved parties for the right to distribution or publication of recordings, photos, images, video, text, slideshow presentations, artwork, and advertisements whether those rights are purchased or obtained without compensation.

Content Owners engaging in communications that are acceptable in the ACHE and ARCOM workplace are responsible to respect all copyrights and disclosures. Proprietary financial, intellectual property, patient care, or similar sensitive or private content may not be revealed.

Content Owners and/or Moderators will sign a Content Owner/Moderator Terms and Agreement Form. This form is renewable annually and will be monitored by the Executive Director of Community Relations.

**Title IX Policy Statement**

It is the policy of the Arkansas College of Osteopathic Medicine to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination based on sex in ARCOM’s Programs and Activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of sex discrimination.

Title IX issues regarding students will be forwarded to the Associate Dean of Student Affairs. Title IX claims by employees of AHCE and ARCOM, and not regarding students, will be forwarded to the Director of Human Resources.

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

• assist members of the ARCOM community in understanding that sex discrimination and sexual harassment are prohibited by this policy;
• ensure that investigators are trained to respond to and investigate complaints of sex discrimination and sexual harassment;
• ensure that employees and students are aware of the procedures for reporting and addressing complaints of sex discrimination and sexual harassment; and
• implement the Complaint Resolution Procedures, or to designate appropriate persons for implementing the Complaint Resolution Procedures.

Title IX issues regarding students will be forwarded to the Associate Dean of Student Affairs. Title IX claims by employees of AHCE and ARCOM, and not regarding students, will be forwarded to the Director of Human Resources.

Because ACHE and ARCOM recognizes sex discrimination and sexual harassment as important issues, it
offers educational programming to a variety of groups such as campus personnel, incoming students participating in orientation, and members of student organizations.

**Administrators, Deans, Department Chairs, and Other Managers**
It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

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

**All Employees and Students**
It is the responsibility of all employees and students to review and comply with ACHE and ARCOM’s Title IX policy.

**The College**
When ARCOM is made aware that a member of the ARCOM community may have been subjected to or may have been affected by conduct that violates Title IX policy, ARCOM will take prompt action including a review of the matter and, if necessary, conduct an investigation carefully taking appropriate steps to stop and remedy the discrimination or harassment. ARCOM will act in accordance with its Complaint Resolution Procedures.

**Title IX Complaint Resolution Procedures**
The complaint resolution procedures can be found on the ARCOM website at www.arcomedu.org and are the exclusive means of resolving complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other ARCOM grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Title IX: Non-Discrimination and Anti-Harassment Policy.

**Anti-Harassment Policy**
ACHE and ARCOM are committed to maintaining study and work environments that are free from discriminatory harassment in any form. Any act of harassment (i.e., physical, psychological, verbal, or sexual) that threatens a person or persons is considered a serious offense and will not be tolerated or condoned. Any person or group who commits acts of harassment on or off campus will be subject to disciplinary action, which could result in dismissal from ARCOM.

**Sexual Harassment, Sexual Assault and Disciplinary Policies**
Title IX of the Education Amendments of 1972 (amending the Higher Education Act of 1965) is a federal gender equity law that prohibits discrimination based on sex in education programs and activities that receive federal funding. Sexual harassment, which includes sexual violence and other forms of nonconsensual sexual misconduct, is a form of sex discrimination and is prohibited under this law. Title IX states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance…,” (20 U.S.C. section 1681).

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal, non-verbal, or physical contact of a sexual nature. This conduct constitutes unlawful sexual harassment
when:

- Submission to this conduct is explicitly or implicitly made a term or condition of an individual’s employment or academic success.
- Submission to or rejection of this conduct is used as the basis for an employment or academic decision.
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance by creating an intimidating, hostile, or offensive work environment.

Sexual harassment refers to behavior that is not welcome, is personally offensive, is debilitating to morale, and interferes with academic or work effectiveness. It frequently (though not necessarily) occurs as an abuse of authority where the parties are in an unequal power relationship. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment may include:

- Verbal: Sexual innuendoes, suggestive comments, joke of a sexual nature, sexual propositions, implied or explicit threats, and offensive or obscene language.
- Non-Verbal: Sexually suggestive objects, graffiti, cartoons, posters, calendars, writings, pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, stalking, staring, and making obscene gestures.
- Physical: Unwanted or unwelcome physical contact, including touching, pinching, grabbing, holding, hugging, kissing, brushing the body, assault, and rape. While sexual harassment usually involves members of the opposite sex, it also includes same sex harassment (i.e., males harassing males and females harassing females).

Sexual harassment may be subtle or overt. Some behavior that is appropriate in a social setting is not appropriate in the workplace or in an academic environment. Regardless of the form, verbal, non-verbal, or physical sexual harassment is inherently destructive, insulting, and demeaning to the recipient and will not be tolerated at ACHE and ARCOM.

Behavior that constitutes sexual harassment, which is a form of sexual discrimination prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act, includes but is not limited to unwanted sexual attention, requests for sexual favors and/or other verbal or physical contact of a sexual nature which negatively affects another person.

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

ACHE/ARCOM Response to Harassment or Discrimination
When any ACHE or ARCOM official becomes aware that a member of the campus community may have been subjected to or may have been affected by conduct that violates this policy, prompt action will be taken, including a review of the matter and, if necessary, conduct an investigation and take appropriate steps to stop and remedy the discrimination or harassment. The ACHE/ARCOM response will be in accordance with its Complaint Resolution Procedures.

Sexual Harassment Complaint Resolution Procedures

Filing a Complaint
Employees: All ACHE and ARCOM employees have a duty to report sex discrimination and sexual harassment to the Office of Human Resources.

Students and Other Persons: Students who wish to report sex discrimination or sexual harassment should
file a complaint with the Title IX coordinator in the Office of Student Affairs.

Students and other persons may also file a complaint with the United States Department of Education’s Office for Civil Rights by visiting: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

Content of the Complaint
So that ACHE and/or ARCOM has sufficient information to investigate a complaint, the complaint should include:

- the date(s) and time(s) of the alleged conduct;
- the names of all person(s) involved in the alleged conduct, including possible witnesses;
- all details outlining the offense; and
- current contact information for the complainant so that ACHE and/or ARCOM may follow up appropriately.

Conduct that Constitutes a Crime
Any person who wishes to make a complaint of sex discrimination or sexual harassment that also constitutes a crime—including sexual violence—is encouraged to make a complaint to local law enforcement. If requested, ACHE and ARCOM will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911.

Domestic Violence, Dating Violence, Sexual Assault and Stalking Prevention
The Arkansas Colleges of Health Education prohibits domestic violence, dating violence, sexual assault and stalking as defined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. Allegations of domestic violence, dating violence, sexual assault and stalking may be investigated by Director of Student Services, Human Resources Director or Office of Police and Security depending on the type of allegation. Student offenders may be referred to Student Progress Committee for disciplinary action and or referred to the appropriate law enforcement agency for criminal proceedings.

ACHE provides personal counseling and health services to students, faculty and staff who are victims of domestic violence, dating violence, sexual assault or stalking.

Definition of Consent in Reference to Sexual Activity
Arkansas criminal statutes does not specifically define consent as it relates to sexual activity. However, consent is reviewed on a case by case basis during criminal proceedings based on the facts of the case. In general consent is defined as permission given for something to happen or an agreement to do something. The absence of consent or silence cannot be interpreted as consent.

Bystander Intervention
Bystander intervention can play a key role in the prevention of dating, family and sexual violence. Bystanders are often in a position where they witness activities that may lead to dating, family or sexual violence. In these situations, intervening action by a bystander may safeguard victims from violence. Intervening action can be as simple as asking if someone needs help or reporting suspicious activity.

The ACHE Office of Police and Security provides a safe and anonymous way for a bystander to report activity or conditions that lead to violence by utilizing the “anonymous tip” function in the Rave Guardian Campus Safety smartphone application.

Personal Safety Tips for Risk Reduction

- Use the personal safety features on the Rave Guardian Mobile Safety smartphone app.
- Always maintain situational awareness. Be aware of your surroundings.
• Be cognizant of your location, try to avoid unfamiliar, isolated areas.
• Walk with confidence and purpose, so as not to appear lost or confused.
• At unfamiliar social gatherings, go with a friend or someone you trust.

**Prevention and Awareness Program**
The primary prevention and awareness program for all new students is the Student Wellness Panel during new student orientation. During this panel, students receive information on the legal requirements of Title IX, information on awareness and prevention of sexual assault, dating violence, stalking and sexual harassment.

All new employees are provided with the employee handbook, which details the college’s policies on anti-harassment, sexual harassment, sexual violence and Title IX. Additionally, all new employees are also required to complete training courses on “Sexual Harassment Prevention for Employees” and “Title IX for Higher Education”.

The Office of Police and Security, in conjunction with the college administration, continually reviews and modifies the college environment to enhance the overall safety and security of the campus. As an example, the location of security cameras, building access procedures, traffic flow and signage, emergency call-station locations, and campus lighting are just a few safety concerns that are constantly reviewed for effectiveness.

**Special Guidance Concerning Complaints of Sexual Violence**
If you are the victim of sexual violence, do not blame yourself. Sexual violence is never the victim’s fault. ACHE and ARCOM recommend that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy. Victims should also do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Victims of sexual violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

Once a complaint of sexual violence is made, the complainant has several options such as, but not limited to:

- contacting parents or a relative
- seeking legal advice
- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- pursuing disciplinary action at ACHE and ARCOM
- requesting that no further action be taken
- For additional crime victim information and resources, see the Victim Information section at www.arcomedu.org/about/safety-security-overview.

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

**Retaliation**
It is a violation of this policy to retaliate against any member of the ACHE and/or ARCOM Community who reports or assists in making a complaint of discrimination or harassment, or who participates in the
investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

**Protecting the Complainant**

Pending final outcome of an investigation, ACHE and/or ARCOM will take steps to protect the complainant from further discrimination or harassment. This may include allowing the complainant to change his or her academic situation if options to do so are reasonably available.

**Timing of Complaints**

ACHE and ARCOM encourage persons to make complaints of sex discrimination and sexual harassment as soon as possible because late reporting may limit ACHE and ARCOM’s ability to investigate and respond to the complaint.

**Investigation and Confidentiality**

All complaints of sex discrimination and sexual harassment will be promptly and thoroughly investigated, and ACHE and/or ARCOM will take disciplinary action when appropriate. ARCOM will make reasonable and appropriate efforts to preserve an individual’s privacy and protect the confidentiality of information when investigating and resolving a complaint; however, because of laws relating to reporting, and because of some state and federal laws, ACHE and/or ARCOM cannot guarantee confidentiality to those who make complaints.

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

**Resolution**

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

**Bad Faith Complaints**

While ACHE and/or ARCOM encourage all good faith complaints of sex discrimination and sexual harassment, ACHE and/or ARCOM have the responsibility to balance the rights of all parties. Therefore, if an ACHE and/or ARCOM 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.

**External Organizations**

External organizations must have explicit prior approval of the administration in order to utilize any ACHE property or facilities. Organizations possessing the potential for disrupting the educational process or promoting a philosophy/agenda that distracts students from the primary objective of receiving an education are strictly prohibited.
**Inclement Weather**
Depending on the seriousness of weather conditions, and in the interest of student and employee safety, a determination to delay or close the offices for inclement weather will be made by the President of the ACHE or his or her designee.

**Arkansas College of Osteopathic Medicine’s official information line is 479-308-2243.**

This is one of the official sources used to report school closings, delays, and other important announcements. Employees may also access their ACHE/ARCOM e-mail or the emergency text message service for this information. These are the only official sources for emergency related information. If employees see or hear an announcement on TV, radio, or a social media site, they should also call the information line or check their ACHE/ARCOM e-mail to confirm the closing, delay, or announcement. Every effort will be made to have the information updated by 7:00 a.m. Since conditions may vary around the ACHE and ARCOM area, students and employees should use their best judgment regarding whether to travel on snow-covered or icy roads, as well as the ACHE and ARCOM parking lots and sidewalks. Safety should be a key factor in the students’ and employees’ decisions.

Class rescheduling due to closings or delays will be announced via ACHE/ARCOM e-mail and on the ACHE/ARCOM website.

**Disaster Notification**
In the event of campus closure or class cancellations due to a natural disaster or other emergencies, general information will be available from the Arkansas Colleges of Osteopathic Medicine’s official information line at 479-308-2243, through ARCOM e-mail, and by ARCOM emergency text message service. (ACHE Alert).

Class rescheduling due to closings or delays will be announced via ARCOM e-mail and on the ARCOM Website.

**Alcohol, Tobacco, Drug Free Campus**

It is the policy of ACHE to maintain and promote a safe and healthy environment for its students and employees. Therefore, the College policy prohibits the use, manufacture, possession, distribution, or dispensing of drugs, (“controlled substances” as defined in the Controlled Substance Act, 21 U.S.C. 812) alcohol, or tobacco products and vapor products on College property which is used for academic purposes or during College activities by its’ students, staff, or faculty, regardless of the type of employment. This policy is in effect 24 hours a day, year-round. ACHE will not condone criminal activity on its property, or on property under its direct control, and will take appropriate personnel action up to and including termination or required participation in a drug abuse assistance or rehabilitation program. It is also a violation of this policy to report to work under the influence of drugs or alcohol. Violation of this policy constitutes grounds for disciplinary action including termination.

Federal and state laws provide additional penalties for such unlawful activities, including fines and imprisonment (21 U.S.C., 84 et seq. Ark. Code. Ann.§5-64-401). Local ordinances also provide various penalties for drug and alcohol-related offenses. A list of state or federal penalties for alcohol and drug violations may be viewed at [http://dea.gov](http://dea.gov) or [http://www.arkleg.state.ar.us](http://www.arkleg.state.ar.us). The College is bound to take all appropriate actions against violations, which may include arrest, referral for legal prosecution or requiring the individual to participate satisfactorily in an approved alcohol, tobacco, or drug abuse prevention program.
assistance or rehabilitation program. Students may receive alternate or additional sanctions for violations of drug or alcohol related offenses. For additional information, see the “Complaints Regarding Student Misconduct” section of the ARCOM Student Handbook & Academic Catalog. A student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under the 1998 Amendments to the Higher Education Act of 1965 during the period beginning on the date of such conviction and ending after the interval specified in the following table.


If convicted of an offense involving:

The possession of a controlled substance:

Ineligibility period is:

- 1st offense - 1 year
- 2nd offense - 2 years
- 3rd offense - indefinite

The sale of a controlled substance:

Ineligibility period is:

- 1st offense - 2 years
- 2nd offense - indefinite

With the approval of the President in advance, alcohol or tobacco products may be permitted for special events or circumstances. Alcoholic beverages for personal consumption by students over the age of twenty-one (21) is allowed in student housing.

Individuals who are paid by ACHE from federal grants or contracts must notify the College of any criminal drug statute conviction for a violation occurring in the workplace within five (5) days after such conviction. An employee who fails to report a conviction may be subject to disciplinary action including termination.

The College is required to notify the appropriate federal contracting or granting agency within ten (10) calendar days of receiving notification of conviction. The directors of projects receiving external funds through grants or contracts shall be responsible for notifying the funding agency (after coordination with the Chief Academic Officer/Dean and obtaining approval from the Office of the President) within ten (10) days of receiving notice from an employee or otherwise receiving the actual notice of an employee’s drug statute conviction for a violation occurring in the workplace.

**Health Risks Associated with the Use of Illicit Drugs and Alcohol**

The scope and impact of health risks from alcohol and drug abuse are both alarming and well-documented, ranging from mood-altering to life-threatening, with consequences that extend beyond the individual to family, organizations and society at large. There are physical emotional, spiritual, social and occupational risks involved with the use of alcohol and drugs. Some of the physical health risks of drug use include, but are not limited to, heart problems, infections, malnutrition, convulsions, respiratory paralysis, emphysema, high blood pressure, and possible death. Drug use can also lead to legal problems, financial hardships, and social and occupational difficulties. Some of the physical risks of using alcohol are chronic addiction, blood disorders, brain damage, cirrhosis, hepatitis, heart problems, lung infection
and stomach ulcers. Mentally, there may be increased stress, depression, contemplation of suicide, impaired thought process, memory loss, and increased incidents of psychosis.

Additionally, ACHE acknowledges that long-term health hazards may impact individuals who use tobacco products or who are subjected to second-hand smoke. Understanding the addictive nature of tobacco products, ACHE will make every effort to assist those who wish to stop using tobacco.

Employees and their families seeking resources for preventing drug and alcohol abuse as well as treatment information or tobacco cessation programs should contact the EAP (Employee Assistance Program) by calling (800)624-5544 or visiting the EAP website www.ndbh.com. (login code is: acheedu). The EAP is available 24 hours per day, 365 days a year. Information about the service as well as additional assistance may be obtained through the Office of Human Resources.

Students seeking drug or alcohol abuse treatment information or tobacco cessation programs should contact The Guidance Center, 3111 So. 70th Street, Fort Smith, AR at (479)452-6650. For Emergency/After Hours call 1-800-542-1031 or contact the Mercy Clinic at 7003 Chad Colley Boulevard, Barling AR 72923, Phone: (479) 431-3500. Students may also seek assistance, treatment or prevention information by utilizing the services of the Student Assistance Program by visiting the SAP website www.ndbh.com (login code: arcomedu) or calling (800)624-5544. The Student Assistance Program is available 24 hours per day, 365 days a year.

All individuals associated with ACHE shall be responsible for compliance with these policies related to alcohol, tobacco and drugs. It is expected that all faculty, staff, students, contractors, and visitors will voluntarily comply.

The success of these policies, including the promotion of healthy lifestyles and a safe environment will depend on the consideration and cooperation of all. Disciplinary policies applicable to students, faculty, and staff shall be invoked, if necessary, to secure compliance.

Violations of these policies will be enforced in the following manner:

A. Violations by faculty and staff should be brought to the attention of the employee’s supervisor.
B. Violations by students should be brought the attention of Student Affairs.
C. Violations by visitors should be brought to the attention of the ACHE Police and Security
D. Violations by contractors should be brought to the attention of the department for whom the contractor is working or to the Director of Buildings and Grounds, as applicable.

There shall be no reprisals against anyone reporting violations of these policies.

**Distribution of Materials**

Annual notification of the Alcohol, Tobacco, Drug Free Campus and Workplace Policy is provided to all students, faculty and staff. Notification of this policy and distribution of alcohol, tobacco and drug abuse materials will be made by email, social media, colleges webpages and distribution in the employee and student handbooks. New students, faculty and staff members will receive a copy of this policy during their orientation.

**Program Review**

The Office of Student Affairs will conduct a biennial review of the College’s Alcohol, Tobacco, Drug Free Campus and Workplace Policy and associated prevention programs. This review will be conducted to determine the effectiveness of the policy, the consistency of the disciplinary sanctions and recommend needed changes, if any, to the Associate Dean of Student Affairs.
Gambling
Gambling is not permitted on ACHE property, at any ARCOM affiliated education site, or at any ARCOM sponsored event.

Firearms and Weapons
ACHE and ARCOM are committed to providing a safe, healthy learning and working environment and to making adequate provisions for the safety and health of its students, staff, faculty and the public and will not permit its students or employees, as well as visitors, to act in ways that may endanger themselves or others.

The possession, carrying, storage or use of any handgun, firearm or weapon is prohibited on any property owned or controlled by ACHE and ARCOM, except when specifically authorized by the President to maintain the safety and security of the ACHE and ARCOM students, faculty and staff. This policy also covers employees of ACHE and ARCOM while they are on duty or while they are operating ACHE and/or ARCOM vehicles/equipment or operating personal vehicles for ACHE and/or ARCOM purposes. Individuals are permitted to carry mace, pepper spray and pocket knives with blades no longer than four (4) inches as long as they are stored in a pocket, purse, briefcase or other personal belongings.

ACHE and/or ARCOM reserve the right, based upon reasonable suspicion of a violation of this policy, to search an office, desk, and other property under the control of the visitor, student, or employee, as well as the packages, purses, lunch boxes, briefcases, and students’ or employees’ vehicles parked on its premises. Individuals may also be required to remove a jacket or sweater and to turn out their pockets. Reasonable suspicion sufficient to justify a search may be based on a clear and reasonable belief, through observation or information provided by a reliable and credible source, that an employee is in violation of this policy. Searches of ACHE and ARCOM property under the control of the visitor, student, or employee are subject to being conducted without notice, once the reasonable suspicion standard has been met. Violation of this policy may result in disciplinary action, up to and including expulsion or termination.

Violence
ACHE and ARCOM expects and requires all students and employees to display common courtesy and respect for others and to engage in safe and appropriate behavior at all times. Visitors are also held to this standard.

Any involvement in incidents of physical violence is considered unacceptable behavior which violates this policy. “Physical violence” means any unwanted or hostile contact such as hitting, fighting, pushing, shoving, slapping, or throwing objects. Racial or ethnic slurs, sexually harassing remarks, threats of violence, provocative comments or language, or actions deemed to be a “threat of violence” also violate this policy will not be tolerated. A “threat of violence” means an expression (verbal or otherwise) of a present or future intention to cause physical harm. Individuals who threaten violence or otherwise engage in provocative conduct towards co-workers, students, visitors, or other individuals ordinarily are held at least equally at fault for an ensuing physical altercation, even if they do not strike the first blow or otherwise initiate a physical confrontation.

Prohibited conduct includes, but is not limited to:

- Physically striking/injuring another person.
- Engaging in behavior that creates a reasonable fear of injury in another person.
- Possession, brandishing, or using a weapon while on ACHE’s premises or engaged in its business.
- Intentionally damaging office property, property of students, employees, visitors, or the general public.
- Threatening to injure an individual or to damage property.
• Verbally threatening behavior, such as direct or veiled threats of violence.
• Harassment or sexual harassment that blurs into conduct threatening an individual’s safety, including unwanted and offensive physical touching and stalking.
• Threats or acts of intimidation that create fear or extreme emotional distress.
• Obscene telephone calls, e-mails, or other electronic communications.
• Bullying of any kind.

This policy applies to 1) visitors, students, and employees while on ACHE premises, 2) students and employees traveling on business or representing ACHE, 3) students and employees off the premises who are working or representing ACHE, and 4) employees while off duty and students away from ACHE where the violence, threats of violence, or other violations of this policy are directed toward a fellow employee, student, or other individual and the behavior has an actual or potential negative impact upon the ACHE community or its interests.

The ACHE Office of Police and Security will promptly investigate any physical or verbal altercation, threats of violence, or other conduct by visitors, students, and employees that threatens the health or safety of other visitors, employees, students, or the public or that otherwise might involve a violation of this policy. All complaints will be investigated in a timely manner. Information will be released only to those persons directly involved in the investigation and to law enforcement as necessary. Confidentiality will be maintained to the extent practicable. ACHE will take reasonable action to guard the reputations of the complainant and the accused.

All employees have a duty to report to a member of administration or Office of Police and Security any workplace activities, situations or incidents that they observe or of which they become aware that involve other students, employees, and visitors that appear to violate this policy. This includes threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments and remarks. Reports pursuant to this policy will be held in confidence to the maximum extent possible under the circumstances. ACHE will not condone any form of retaliation against any employee for making a report under this policy, and individuals have an immediate duty to report any retaliation they experience or observe to the Office of Human Resources.

Students likewise have a duty to warn the Office of Police and Security or the Associate Dean of Student Affairs of any activity, situation, or incident they observe, or of which they become aware that involves other students, employees, and visitors that appear to violate this policy. Reports will be held in confidence to the maximum extent possible under the circumstances, and ACHE will not condone any retaliation against a student for making a report under this policy. Students should immediately report any retaliation they experience or observe to the Associate Dean of Student Affairs.

All individuals who commit violent acts, or who otherwise violate this policy, are subject to appropriate disciplinary action, up to and including expulsion or termination. ACHE may seek prosecution of those who engage in violence on its premises or against its students or employees.

**CAMPUS RESOURCES**

**Library/Media Services**

An essential pillar in support of the education and training mission of the Arkansas College of Osteopathic Medicine (ARCOM), the Library supports the learning and research needs of all faculty, students, and staff at the College. The Library serves as an instructional unit, a study space with wireless access, a research partner, and a virtual library. Physically located within the College on the main floor of ARCOM, the Library maintains a print collection of required textbooks in multiple copies, both color and black and white printing, several desktop computers, 23 study carrels for individual study, and two group study rooms.
for collaborative work. Via the single sign-on online portal, the Library is the central location for access to and distribution of a broad range of databases and web-based resources from any internet-connected device.

The Library provides the most current learning and research materials in digital format to maximize their access potential for the ARCOM community. Our digital collections are made up of article and citation databases such as MEDLINE Complete, video learning resources such as Acland’s Video Atlas of Human Anatomy, eBook collections, and e-journals such as New England Journal of Medicine. The Library’s databases provide full-text access to articles from more than 15,000 journals, and citation and abstract information to many thousands more, which can be used to request access via our interlibrary loan service. Additionally, case studies, drug reference tools, images, self-assessment modules, and review questions are available for students to deepen their understanding and strengthen their ability to apply knowledge effectively.

In addition to anytime/anywhere accessibility of its digital resources, the Library is physically accessible by card swipe 24/7. The Library is staffed by two ALA-accredited librarians who are available in-person, by email, or by phone 40 hours per week, during regular business hours. The librarians also offer special workshops and training sessions throughout the year and provide classroom training on resources and research topics at the request of course directors. Library resources, policies, and contact information are listed on the website.

**Computing Services**

Computing services are provided and supported by the Office of Information Systems & Technology (OIST). OIST maintains several public access locations throughout the campus.

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Arkansas College of Osteopathic Medicine. Computing resources include all computers, related equipment, software, data, and local area networks for which ARCOM is responsible as well as networks throughout the world to which ARCOM provides computer access.

The computing resources of Arkansas College of Osteopathic Medicine are intended to be used for its programs of instruction and research and to conduct the legitimate business of ARCOM. All users must have proper authorization for the use of ARCOM’s computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct in their use of the ACHE and ARCOM’s computing resources. Users must also be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable ARCOM Policies and applicable State and Federal laws. Among the more important laws are the Federal Computer Abuse Amendment Act 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act. **Policy violations generally fall into five categories that involve the use of computing resources:**

1. for purposes other than ARCOM’s programs of instruction and research, and the legitimate business of ARCOM
2. to harass, threaten, or otherwise cause harm to specific individuals or classes of individuals
3. to impede, interfere with, impair, or otherwise cause harm to the activities of others
4. to download, post or install to ARCOM computers, or transport across ARCOM networks, material that is illegal, proprietary, in violation of licensing agreements, in violation of copyrights, in violation of ARCOM contracts, or otherwise damaging to the institution
5. to recklessly or maliciously interfere with or damage computer or network resources, or computer
Examples (not a comprehensive list) of policy violations related to the above five categories include:

- using computer resources for personal reasons
- sending Email on matters not concerning the legitimate business of ARCOM
- sending an individual or group repeated and unwanted (harassing) Email or using Email to threaten someone accessing, or attempting to access, another individual's data or information without proper authorization (e.g. using another's computing account and password to look at their personal information)
- propagating electronic chain mail, pyramid schemes, or sending forged or falsified Email
- obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained
- copying a graphic image from a Website without permission
- posting a ARCOM site-licensed program to a public bulletin board
- using illegally obtained licensed data/software, or using licensed data/software in violation of their licenses or purchase agreements
- releasing a virus, worm, or other program that damages or otherwise harms a system or network preventing others from accessing services
- attempting to tamper with or obstruct the operation of ARCOM's computer systems or networks
- using or attempting to use ARCOM's computer systems or networks as a means for unauthorized access to computer systems or networks outside ARCOM
- improper peer-to-peer file sharing
- viewing, distributing, downloading, posting or transporting child pornography or any pornography via the Web, including sexually explicit material for personal use that is not required for educational purposes
- using ACHE and/or ARCOM resources for unauthorized purposes (e.g. using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes)
- violating Federal copyright laws or the ACHE and/or ARCOM copyright policy

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and agents (e.g., the Office of the Dean, the Office of the Vice President for Academic Affairs, or the Office of Human Resources) depending on the individual's affiliation to the ACHE and/or ARCOM. In cases where a user violates any of the terms of this policy, ARCOM may, in addition to other remedies, temporarily or permanently deny access to any and all ACHE and ARCOM computing resources, and appropriate disciplinary actions may be taken, up to and including dismissal.

**Campus Safety and Security**

ACHE strives to provide a safe and secure environment for students, employees, and visitors. ACHE Office of Police and Security provides public safety coverage for the ACHE campus seven-days-a-week, 24-hours-a-day.

Maintaining security and safety is the responsibility of all employees and students. All crimes or suspicious activity on campus should be reported promptly. Emergency telephones are located throughout the campus with direct access to campus police. For non-emergencies, call the campus police at 479-308-2222, and for life threatening emergencies, call 911. The Office of Police and Security is located on the first floor of the ARCOM building in room #137.

The ACHE police officers are authorized to make arrests, to enforce local/state laws, and to enforce ACHE
regulations on ACHE-owned or controlled property. ACHE police officers also provide assistance with crowd and traffic control for ACHE sponsored events.

The ACHE Office of Police and Security maintains good working relationships with local law enforcement authorities and maintains agreements regarding emergency responses, as well as the investigation of criminal incidents and reports of missing persons.

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), ACHE will make annual disclosure of campus crime statistics and campus security policies. These disclosures are available on the ARCOM website at http://arcomedu.org/about/safety-security-overview/

**Housing**
Student housing is located on the ACHE campus. For more information, please call the Office of Student Affairs at 479-308-2200.

**Lockers**
Lockers are available for student use. The lockers may be obtained by requesting assignment through the Office of Student Affairs. Students may use their respective lockers until the last day of class at the end of each year. Students are to provide their own lock. Neither ACHE or ARCOM are responsible for theft or lost items from the lockers. The lock and the material in the locker must be removed within one week from the end of the second semester each year, or the lock will be cut and the material in the locker disposed of by ACHE.

**Campus Store**
ARCOM provides a campus store located on the first floor of ARCOM. It offers clothing, supplies, and gifts featuring the ARCOM logo. The campus store is open Monday through Friday.

**Lost and Found**
A central lost-and-found office for the campus is located in the ARCOM Building, Room #137 in the Campus Security Office. All unclaimed articles will be held for a minimum of 90 days. After 90 days, articles will be assigned a final disposition. Items of value will be donated to a local charity. Found cash will be submitted to the ACHE Controller to be deposited into the ACHE Operations account. Articles of a personal nature, will be destroyed and disposed of in a non-compromising manner.

**STUDENT ORGANIZATIONS AND ACTIVITIES**

**Registration of Medical Student Organizations**
In an effort to encourage a formal and organized system of student activities, ARCOM has adopted processes and policies concerning the registration of student organizations. The registration process is designed to permit students to create a formal organization that is intended to fulfill a common purpose: to provide opportunities for student interaction through participation in managing the affairs of the group and implementation of activities/programs, and to foster individual student growth and development through responsible involvement in co-curricular activities.

New organizations must apply for recognition, during the open registration period in order to be considered for ARCOM funding and advertise/host any activities. Recognized student organizations (RSO) must be an affiliate of a nationally recognized osteopathic professional society or be recognized by the osteopathic profession and have a mission, values, and goals that mirror ARCOM’s, or provide unique service to the professional community or patients in the opinion of the administration of ARCOM.

The new RSO must demonstrate sufficient interest among the student body to support an organization
which shall be measured in part by requiring those proposing to charter any new organization to obtain the signature of > 20% of the total members of the OMS-I and OMS-II classes (the students on campus) who support the establishment of the organization, indicating they would be interested in joining, or that they are supportive of the organization representing ARCOM students prior to presentation of the request for recognition to the Office of Student Affairs. The constitution and by-laws for the organization should be submitted at the time of the request for recognition for full consideration. Each club or organization must have a faculty sponsor that is approved by the Office of Student Affairs prior to presentation of its request for recognition.

Registration of a student organization results from compliance with the criteria and conditions stated below, and it does not directly or indirectly imply the approval of the organization or its activities by ARCOM. All organizations must renew their approved RSO status with the Office of Student Affairs annually which includes the securing of an approved ARCOM advisor, in order to take advantage of the privileges accorded to a registered student organization by ARCOM.

**Student Clubs**
The Associate Dean of Student Affairs must approve all extracurricular activities as well as recognize all on-campus and off-campus organizations that are identified with ARCOM. All newly proposed organizations and events, which include risk to participants, events involving health care services, events which could potentially affect the image of ARCOM must be further approved by the Dean. To apply for recognition, and to receive ARCOM funding, organizations must be an affiliate of a nationally recognized osteopathic professional society or be recognized by the osteopathic profession, have mission, value and goals that mirrors ARCOM’s or provide unique service to the professional community or patients in the opinion of the administration of ARCOM.

All activities and events that involve students, faculty, or staff of ARCOM must be appropriately scheduled to avoid conflicts with academic requirements and other professional events and must be approved no less than 10 business days and no more than 90 business days in advance through the Office of Student Affairs. Requests for permission for off-campus speakers, student activities, and other individual or group activities on campus should be made by completing an Event Request Form provided by the Office of Student Affairs at least 10 days in advance. No meeting announcements may be made until approval is received from the Office of Student Affairs. Use of the ARCOM logo in event advertising, including social media, must also be approved by the Office of Student of Affairs and the Executive Director of Community Affairs.

**Student Organization Fundraising Policy**

These policies and guidelines govern the fundraising standards for all students of ACHE, and all divisions, including ARCOM.

1. All student fundraising efforts must be submitted for approval to the Office of Student Affairs by an approved Registered Student Organization (RSO).
2. Fundraising efforts whereby a single donor will be solicited for an amount greater than One Hundred Dollars ($100.00), including non-cash and in-kind gifts, must be approved in advance by the ACHE Development Office.
3. Any fundraising effort in which the solicited gift would be considered a charitable contribution, regardless of the amount solicited from a donor, must be coordinated with the ACHE Development Office.
4. All fundraising efforts must have beliefs and values consistent with the mission of ACHE and all divisions such as ARCOM.
5. All fundraising activities must conform to the current student handbook and academic catalog.
Student Organization Annual Registration
Once a student organization receives official recognition, the organization must retain ARCOM support by meeting the following criteria:

1. Completion of renewal process to begin in Spring Semester of each academic year
2. Coordination with SGA
3. Leadership and advisement of a faculty or staff member
4. Approval of organizational activities and events through the Office of Student Affairs
5. Cooperation with ACHE and ARCOM policies and procedures
6. Contribution to and support of the philosophy and mission of ARCOM
7. Completion of all necessary forms (available in the Office of Student Affairs)
8. Completion of a service project that benefits the local community
9. Participation in RSO governance and planning activities

Students serving as SGA officers, SOMA officers, club presidents, student ambassadors, ARCOM representatives at national meetings, or in any similar position must maintain at least an 80% average in their coursework. For the purposes of this requirement, the average will be calculated using the actual percentage grades achieved in each course, similar to the method for calculating class rank. An officer whose grade average falls below 80% must resign. Osteopathic medical students are encouraged to develop, organize, and participate in student associations and government organizations; however, students may not hold more than one elected position at the same time.

Students with an average below 80% will not be given financial support to attend National Meetings nor granted excused absences.

Every student organization is required to have a faculty advisor. Clinical organizations should have a D.O. faculty sponsor. All faculty advisors to student organizations will be appointed by the Dean, with consideration to recommendations from the Office of Student Affairs. The faculty sponsor, or his or her designee, should be present at approved RSO events.

The following list of clubs and organizations have been approved by ARCOM:

American College of Osteopathic Family Physicians (ACOFP)
The student chapter of the ACOFP’s objective is to advance the study of family medicine in the field of osteopathic medicine and surgery. The organization works toward the advancement of family medicine and the family practitioner's role and scope of practice, the advancement of access to quality, patient centered, cost effective health care for the patient, and the principles of preventive and primary care. The chapter recognizes the fact that the family practitioner is the backbone of modern medical practice. The Arkansas Society of the ACOFP is the state division of the national organization and maintains a direct liaison with the ARCOM chapter. Membership in this organization entitles students to benefits such as seminars, educational programs, and financial support to various family practice conferences.

Association of Military Osteopathic Physicians and Surgeons (AMOPS)
The student chapter of this national organization is open to all College of Osteopathic Medicine students in the military or public health service. The chapter serves as liaison between on-campus military students, those on rotations, military, alumni and organizations.

Sports Medicine Club
The objective of this organization is to promote and advance the discipline of orthopedic surgery and operative sports medicine and to instruct students who are interested in orthopedic surgery, sports
medicine, and structural relationships to health and disease. Affiliated with the American College of Osteopathic Orthopedic Surgeons.

Christian Medical Association
The chapter is composed of osteopathic medical students and other health care professionals in Arkansas who are committed to living out their faith through their profession and the example of their lives while providing support for medical students and their families. Benefits of the club include local events as well as regional and national seminars, journals, and newsletters. The ARCOM chapter is affiliated with the Christian Medical Dental Association that began in 1931.

DO CARE Student Chapter
DO CARE, a national organization founded by concerned osteopathic physicians, is dedicated to providing medical care to underserved people in any geographical area of the world. Student participation is welcome, and the ARCOM chapter offers exciting and unique opportunities to student physicians to participate in these medical missions across the globe.

Emergency Medicine Club
The Emergency Medicine Club is devoted to developing students' interests in emergency medicine. Since emergencies present themselves to the physician at any and all times, this club seeks to instill those precepts necessary for handling an emergency properly and appropriately. The parent organization is the American College of Osteopathic Emergency Physicians.

National Osteopathic Women Physician Association (NOWPA)
The National Osteopathic Women Physician Association is a professional organization composed of female students. The purpose and objective of the organization is to further the study of women's interests and concerns in the field of medicine and to promote osteopathic medicine as a philosophy, a science, and an art.

Rural Medicine Association
The Rural Medicine Association’s purpose is to promote student awareness of and participation in rural and underserved service opportunities to expand care for underserved populations. The organization provides information on programs designed to reward such service through loan payback programs, scholarships, stipends, etc.

Student Advocate Association (SAA)
The College of Osteopathic Medicine Chapter of SAA is organized for those who support the students at ARCOM and is chartered by the Advocates to the American Osteopathic Association (AAOA). The primary objective of the SAA is to further the goals of ARCOM and the osteopathic profession, to support the students of ARCOM and those that support them, and to promote fellowship, goodwill, and unity within the school. Please not ARCOM SAA chapter is an organization open to family and friends of medical students and community members.

Student Association of Obstetrics and Gynecology
The Obstetrics and Gynecology Club fosters an enhanced interest among students in obstetrics and gynecology and provides information and opportunity for enhanced experiences and knowledge in the discipline. The organization is affiliated with the American College of Osteopathic Obstetrics and Gynecology.

Student National Medical Association (SNMA)
The Student National Medical Association was created to produce sensitive, qualified physicians to serve minority and indigent communities. SNMA focuses on (1) providing its members with avenues that help
foster an obligation to practice medicine within minority communities; (2) instituting programs for the dissemination of health care information and the empowerment of minority communities; and (3) serving the fraternal needs of minority medical students.

Internal Medicine Club
Internal Medicine Club is the student affiliate of the American College of Osteopathic Internists, the national certifying board for osteopathic interns. The Club’s purpose is to educate osteopathic medical students about the opportunities open to osteopathic physicians specializing in internal medicine and to help them acquire the knowledge and skills required to practice in the discipline. ARCOM chapters has both an Arkansas and national chapter in the state that provides support for medical students interested in the discipline of internal medicine and its sub-specialties.

Student Osteopathic Medical Association (SOMA)
Student Osteopathic Medical Association is the official student organization of the American Osteopathic Association and the representative body for Osteopathic Medicine in the U.S.A. The Student Osteopathic Medical Association is one of the largest student groups on campus of the Colleges of Osteopathic Medicine, representing more than 90 percent of most student bodies. SOMA’s national affiliations with similar groups at other schools provide the largest network for information exchange and interaction available today. Membership in SOMA brings benefits including free subscriptions to Student Doctor and Medical Student and discount prices on diagnostic equipment, the Preceptorship Program, SOMA scholarships, life insurance programs, and more. Locally, SOMA is involved in the school, hospital, and citizen communities through various service projects and socials.

Arkansas Osteopathic Medicine Association (AOMA)
AOMA student chapter is the student division of the state osteopathic association. It is open to all osteopathic students and deals with those medical and political issues unique to the State of Arkansas. Benefits include invitations to a variety of conferences and education programs, as well as financial support to these programs and scholarships. The ARCOM chapter is affiliated with the ARCOM chapter of SOMA.

Student Osteopathic Surgical Association (SOSA)
Osteopathic medical students interested in surgery or its subspecialties are welcomed to acquire additional knowledge and skills surrounding the practice of surgical specialties. It is affiliated with the American College of Osteopathic Surgeons.

Student Pediatric Association
The Student Pediatric Association fosters students' interest in pediatrics. This association is open to those desiring to specialize in pediatrics or those interested in family medicine and other fields in which pediatric patients will be encountered. It is affiliated with the College of Osteopathic Pediatricians.

The Student American Academy of Osteopathy (SAAO)
The Student American Academy of Osteopathy is a professional organization dedicated to serving osteopathic medical students. It is ARCOM’s extension of the American Academy of Osteopathy, a national association established in 1937. The academy maintains the goal of developing the science and art of total health care, with an emphasis on palpatory diagnosis and the use of osteopathic manipulative medicine. Membership in SAAO allows students to receive the AAO publications and to attend the annual convocation, both at reduced prices.

Community Garden Club
The ARCOM Community Garden Club is comprised of students who enjoy gardening. The club grows product to supply students, local food pantries, and the ARCOM BBQ Club with produce for vegetarian
options.

**Culinary Arts Club**

The ARCOM Culinary Arts Club is dedicated to learning about, cooking, and preparing foods from all nations. Focus is on learning about diets and their effect on the health of populations throughout the world.

**BBQ Club**

The ARCOM BBQ Club is a fellowship of students, faculty, and staff who learn how to purchase and prepare meats and vegetables for large-scale events for the campus community and beyond. This club often caters large campus events.

**Physical Medicine & Rehabilitation Club**

This ARCOM club focuses on the branch of medicine that aims to enhance and restore functional ability and quality of life to those with physical impairments or disabilities. The club is active with activities and guest speakers who promote the principles of physiatrists.

**Radiology Club**

This club fosters interest and education on the professions of both interventional and diagnostic radiology through didactic lectures. Students have the benefit of learning how to evaluate images, which will serve them during clerkship years.

**Student Osteopathic Association for Research**

Students for Osteopathic Academic Research (SOAR) is designed to help students be involved in and develop osteopathic research projects at the medical student level. Students are advised by lead researchers in ARCOM.

**Wilderness Medicine Club**

The Wilderness Medicine Club at ARCOM offers members opportunities to learn survival-type medical situations and allows for practice in the surrounding terrain. Club members are active with off-site excursions, on-site learning labs, and heavily active in the student body.

**Neuro Psych Club**

This club provides opportunities for students to enhance their understanding and appreciation of psychiatry through a variety of social activities, professional development events, and community service. The club aims to spread awareness of current issues in mental health.

**The following two clubs and organizations have been pre-approved by ARCOM:**

**Psi Sigma Alpha**

Psi Sigma Alpha is the national osteopathic medical honor society established to uphold standards of professionalism and community services. Members of high professional and ethical standards in the top 10% of their class are eligible for membership upon recommendation of the faculty and vote of the membership.

**Sigma Sigma Phi**

Sigma Sigma Phi is the original national osteopathic scholastic honor and service society that, through its student affiliates, fosters student fellowship, scholarship, service to ARCOM and the profession, and a commitment to the principles of osteopathic medicine.
Student Government Association (SGA)
The Student Government Association is the official voice for all osteopathic medical students on the campus of ARCOM. SGA meetings are open to all students in ARCOM, and proposals and participation from the entire student body is welcome. Responsibilities of the SGA include:

- Collecting and expressing student opinion
- Assistance with the administration of funds for student clubs/oranizations/activities
- Acting as a liaison for the student body to the faculty and administration
- Promoting osteopathic medicine
- Supporting club and class activities
- Working to improve the quality of life for all students at ARCOM

The SGA executive board members are elected before the end of the spring semester from the rising OMS-II or OMS-III class. These elected representatives include the President, Vice President, Vice President for Curricular Affairs, Treasurer, and Chief of Staff. In addition, a Student Senator from each ARCOM Academy will be elected by the Academy to serve in leadership role with the SGA. All elected officers must maintain eligibility as with other registered student organizations. Vacant offices during the academic year will be filled by special election. Officers will serve until the end of spring semester each year and assist the elected e-board during the final weeks of spring semester to allow for transition.

The student government president and vice president are the ARCOM representatives on the Council of Osteopathic Student Government Presidents (COSGP) of the American Association of Colleges of Osteopathic Medicine (AACOM). COSGP is an organization composed of the student government presidents from each of the osteopathic medical schools.

The ARCOM Office of Student Affairs is responsible for providing support for the SGA and other student organizations. The Associate Dean of Student Affairs will appoint an advisor.

Each Academy will elect a senator to serve with the Student Government Association. Academy Senators will be OMS-I students and will be elected after the first exam each fall semester. SGA will oversee Senator elections and will work closely with Academy advisors during the process. Academy Senators will serve for one academic year ending their seat at the conclusion of spring semester. Academy Senators will mentor newly-elected Senators in the next academic year. All elected senators must maintain eligibility as with other registered student organizations. Vacant offices during the academic year will be filled by special election.

All SGA Executive Board Officers may serve for more than one year and may succeed themselves in office. The rising OMS-III class shall be elected a class representative during the last month of the OMS-II academic year. This class representative will hold this office during the OMS-III and OMS-IV years.

Student Sponsored Events
Any on-campus or off-campus event conducted by either a student club or the SGA must be approved by the Associate Dean of Student Affairs. This includes, but is not limited to, all presentations, seminars, exhibits, fund-raisers, workshops, and courses. The appropriate forms are available in the Office of Student Affairs. Use of the ACHE and/or ARCOM logo in event advertising, including social media, must also be approved by the Office of Student Affairs and the Executive Director of Community Relations.
Student Publications
Student publications (including printed or electronic versions) may be circulated on campus subject to the approval of the Associate Dean of Student Affairs; however, the contents of such publications are the responsibility of the editor(s), and must adhere to the tenets of responsible journalism, and are subject to the laws of libel, slander, and decency.

Curriculum Course of Study
The course of study to gain a Doctor of Osteopathic Medicine (DO) degree from ARCOM consists of four years of progressive integrated education. The initial two years are held primarily on campus with the final two years being held predominately at clinical sites that are collaborative partners of ARCOM. The Arkansas College of Osteopathic Medicine has a mission to educate students to become the finest osteopathic physicians based upon:

- a dedicated faculty
- established affiliations with medical centers, hospitals, and healthcare systems,
- a structured and supported rural/underserved medicine program.

The design of the curriculum is based on successful integrated academic models. Emphasizing an interdisciplinary collaboration, the curriculum guides students to develop a holistic, and more importantly, an osteopathic approach to medicine. ARCOM continuously correlates basic scientific information and methodology with fundamental clinical application. Students are exposed to clinical experiences in their first and second year, which gives them the opportunity to prepare for the “real world” of medicine.

For the third and fourth years, students are assigned to one of ARCOM’s core rotational sites to ensure continuity and coordination of clinical education in the form of four-week rotations at various hospitals, as well as clinics and doctors’ offices within our clinical training network. Our innovative curriculum is designed to fulfill our mission of training students who are competent and ready to enter graduate medical education and training.

Pre-Clinical Curriculum
For the first two years of the osteopathic medical education, ARCOM utilizes a blended, “helix” curriculum that features a variety of learning modalities to prepare its students to meet the competencies
established by the AOA and COCA, to acquire the knowledge and skills expected of a graduate osteopathic physician, and to develop the tools required to become a life-long learner and contributor to the expansion of medical knowledge and patient health. The curriculum seeks to provide the opportunity for students to develop the level of professional and ethical standards and behaviors expected of osteopathic physicians in addition to mastery of the medical knowledge and skills required of a graduate osteopathic physician. Early clinical experiences are provided during the first two years of medical school in order to integrate the student into the professional atmosphere and to attempt to maintain the humanistic qualities that the COM expects students to bring into the program. An emphasis on active learning and graduated student responsibility for their education and professional development is fostered through a variety of learning experiences, including classroom presentations and application exercises, laboratory sessions, small group and team-based learning activities, near-peer instruction, the use of standardized patients and patient simulators, clinical experiences, and self-directed independent study. The entirety of the educational experience at ARCOM aims to encourage students to develop a pattern of individual responsibility and capacity for life-long learning and growth as competent, patient-centered, holistic osteopathic physicians.

The integrated helix of the pre-clinical curriculum consists of three longitudinal “core elements” of learning: (1) osteopathic principles and philosophy, (2) clinical medicine, and (3) basic science. Each of these core elements run throughout the curriculum, and the contemporaneous learning in each of these core elements is integrated, interrelated, complementary, and revisited. It should be noted that the pre-clinical curriculum is synchronized with the first three phases of the Biomedical Essentials of Comprehensive Osteopathic Medicine (BECOM) and Fundamentals of Osteopathic Patient Care (FOPC) courses. The curriculum is synchronized based upon the eight recognized human systems; integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, reproductive, and neurological. Through ARCOM’s preclinical curriculum, the depth and breadth of each system is a continuum. Initially the systems are explored from a normal structure and function standpoint. As the curriculum advances, the individual systems are revisited with a focus on disease states, culminating in a multi-system clinical perspective.

Clinical Curriculum
The OMS-III year is based at one of ARCOM core clinical sites and each student follows a curriculum that includes patient care as well as didactics, independent learning assignments, online modules, required procedure logs, and monthly OMM modules to ensure that the foundational competencies for each discipline are provided for each student. The students will complete core clinical rotations, occurring both in the hospital and in community settings. Each rotation has designated learning objectives for the accompanying curriculum, integrated osteopathic learning objectives and requirements, as well as an end-of-rotation evaluation.

A notable aspect of the clinical program is a required month-long rotation in an underserved practice setting. In rural clinics and hospitals throughout the state of Arkansas and across the United States, our students will participate in providing healthcare to medically underserved and indigent patients. Students will learn to treat various patients whose lifestyles, practices, and attitudes toward health care differ from those seen in more traditional training sites.

Element 1: Osteopathic principles and philosophy
Osteopathic principles and philosophy is integrated through didactic presentations, demonstrations, practical laboratory experiences and hands-on clinical opportunities in multiple courses and clinical rotations.

During the preclinical years, each student will participate in lecture and lab sessions where they will observe and demonstrate palpation under the guidance and supervision of clinical faculty. Additionally, these experiences provide an educational environment enabling the students to provide feedback to their training partners as part of the cooperative, active-learning environment required by ARCOM, thus
enhancing the palpatory skills of all students.

Early in the preclinical curriculum, osteopathic principles and philosophy focuses on basic nomenclature, history and fundamental palpatory skills. As the curriculum advances, the thread will involve into the osteopathic approach to diagnosis, disease prevention and management.

In the clinical years, students will be expected to document 10 osteopathic structural exams per year in OMS3 and 10 per year in OMS4. In addition, students are expected to complete on-line modules related to osteopathic principles and philosophy.

**Element 2: Clinical medicine**

The clinical medicine thread of the ARCOM curriculum is delivered through early clinical exposures, the foundations of Osteopathic Patient Care (FOPC) course, and the Integrated Biomedical Concepts (IBC) course. This experience encompasses utilization of standardized patients, mannequin simulation, practice of clinical skills on peers, and multiple interprofessional experiences.

In addition to traditional courses, ARCOM’s curriculum affords students structured early clinical exposure through the curriculum, as well as volunteer opportunities outside the curriculum. It is designed to introduce clinical skills including the art of medical history taking and physical examination. It also introduces the student to the concept of medical professionalism and ethics, the physician’s role and duties toward society and the profession, the concept of the physician-patient relationship and the obligations and rights of both the doctor and their patients.

Similar to the basic science thread, the clinical medicine thread takes a clinical approach to each system through FOPC and IBC courses. In addition, clinical medicine is progressively integrated into the basic science coursework through didactic sessions.

The clinical curriculum is intentionally designed to maximize exposure to every field of medicine while also allowing students the flexibility to incorporate their own clinical interests. On each rotation, all seven core competencies are assessed with reinforcement of OPP approaches and maintenance of skills and an emphasis on interprofessional collaboration.

During the clinical years, students will return to campus each semester for additional standardized patient practice, simulation, and clinical skills training, hands-on OMM workshops, and career counseling. These are known as ‘Days at the Fort’. The goal of these sessions is to ensure graduate medical education readiness. Sample schedule:

### Days at the Fort Logistics (two cases)

<table>
<thead>
<tr>
<th>Times</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
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<td>7:45-8am</td>
<td></td>
<td></td>
<td>REGISTRATION</td>
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<tr>
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<td>INTRODUCTION</td>
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<tr>
<td>8:40-9:40am</td>
<td>SP Center</td>
<td>OMM</td>
<td>CC</td>
<td>SIM</td>
<td>Skills</td>
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*SP Center for extra students (2 cases) – only 1 of the 3 days would require this extra slot
1 case would be a basic SP case and the 2nd case would incorporate OMM
*CC = Career Counseling

102
**Element 3: Basic Science**

The basic science core element of learning runs longitudinally through the curriculum. The initial basic science element focuses on foundational information and understanding. Subsequently, the basic science element, along with the rest of the elements, transitions into a synchronized systems approach with emphasis on normal structure and function that defines states of health and wellness to health promotion and individuals and populations. Next, recognition of disease and the application of clinical understanding that leads to rational patient-centered approaches to prevention, diagnosis, and treatment of disease becomes the nucleus of the curriculum. Basic science in the pre-clinical years concludes with an opportunity for summation and synthesis of the understanding and application of information in context of a multi-system paradigm. The basic science thread picks up in the clinical years through delivery of online modules (with assessment components) related to each clinical rotation.

**American Osteopathic Association Core Competencies**

Using the seven core competency domains published by the American Osteopathic Association as a guide, ARCOM has incorporated competency training and assessment into its curriculum throughout the four-year course of study for the Doctor of Osteopathic Medicine degree program at a level appropriate for a medical student preparing to enter GME. The ARCOM faculty and administration have identified which core competencies are met in each course and rotation and specify said core competencies in each syllabi with delineation of learning objectives and assessment.

**Entrustable Professional Activities (EPAs)**

Our goal at ARCOM is to prepare our medical students to meet the needs of the patients they will serve with quality and compassionate medical care. To meet this charge, ARCOM will not only evaluate our students on the Osteopathic Core Competencies but also through Entrustable Professional Activities (EPA’s) to ensure that by the time they graduate, our students are prepared to enter residency programs. AACOM has defined EPAs as “units of work, tasks, or responsibilities that graduating students can be entrusted to carry out.” The EPAs encompass the integration of multiple competencies. These EPA’s will be assessed across the four-year curriculum through multiple modalities.

**Core Entrustable Professional Activities for Entering Residency**

EPA 1: Gather a history and perform a physical examination  
EPA 2: Prioritize a differential diagnosis following a clinical encounter  
EPA 3: Recommend and interpret common diagnostic and screening tests  
EPA 4: Enter and discuss orders and prescriptions  
EPA 5: Document a clinical encounter in the patient record  
EPA 6: Provide an oral presentation of a clinical encounter  
EPA 7: Form clinical questions and retrieve evidence to advance patient care  
EPA 8: Give or receive a patient handover to transition care responsibility  
EPA 9: Collaborate as a member of an interprofessional team  
EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management  
EPA 11: Obtain informed consent for tests and/or procedures  
EPA 12: Perform general procedures of a physician  
EPA 13: Identify system failures and contribute to a culture of safety and improvement
Curriculum Schedule for Arkansas College of Osteopathic Medicine

**OMS I**

**Fall Semester**
- Osteopathic Principles and Practice-1 (OPP-1) .................................................. 4 Credits
- Foundations of Osteopathic Patient Care-1 (FOPC-1) ......................................... 3 Credits
- Biomedical Essentials of Comprehensive Osteopathic Medicine-1 (BECOM-1) .... 5 Credits
- Integrative Biomedical Concepts-1 (IBC-1) ......................................................... 2 Credits
- Fundamentals of the Anatomical Sciences ....................................................... 8 Credits

Total .................................................................................................................... 22 Credits

**Spring Semester**
- Osteopathic Principles and Practice-2 (OPP-2) .................................................. 3 Credits
- Foundations of Osteopathic Patient Care-2 (FOPC-2) ......................................... 3 Credits
- Foundations of Healthcare-1 (FHC-1) ............................................................... 2 Credits
- Biomedical Essentials of Comprehensive Osteopathic Medicine-2 (BECOM-2) .... 14 Credits
- Integrative Biomedical Concepts-2 (IBC-2) ..................................................... 5 Credits
- Capstone-1 ....................................................................................................... 1 Credit

Total .................................................................................................................... 28 Credits

**OMS I Total** .................................................................................................. 50 Credits

**OMS II**

**Fall Semester**
- Osteopathic Principles and Practice-3 (OPP-3) .................................................. 3 Credits
- Foundations of Osteopathic Patient Care-3 (FOPC-3) ......................................... 3 Credits
- Foundation of Healthcare-2 (FHC-2) ............................................................... 2 Credits
- Biomedical Essentials of Comprehensive Osteopathic Medicine-3 (BECOM-3) .... 13 Credits
- Integrative Biomedical Concepts-3 (IBC-3) ..................................................... 4 Credits

Total .................................................................................................................... 25 Credits

**Spring Semester**
- Osteopathic Principles and Practice-4 (OPP-4) .................................................. 2 Credits
- Foundations of Osteopathic Patient Care-4 (FOPC-4) ......................................... 2 Credits
- Biomedical Essentials of Comprehensive Osteopathic Medicine-4 (BECOM-4) .... 9 Credits
- Integrative Biomedical Concepts-4 (IBC-4) ..................................................... 4 Credits
- Capstone-2 ....................................................................................................... 3 Credits

Total .................................................................................................................... 20 Credits

**OMS II Total** ................................................................................................ 45 Credits

**OMS III**

**Fall Semester**
- Internal Medicine-1 ....................................................................................... 10 Credits
- Internal Medicine-2 ....................................................................................... 10 Credits
- OB/GYN .......................................................................................................... 10 Credits
- Pediatrics ........................................................................................................ 10 Credits
<table>
<thead>
<tr>
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<tbody>
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<td>Psychiatry</td>
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<td>Surgery-1</td>
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### Spring Semester

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<td>Selective Internal Medicine-1</td>
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<tr>
<td>Elective-1</td>
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<tr>
<td>Elective-2</td>
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<td>Non-Clinical Elective</td>
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### OMS III Total

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### OMS IV

**Fall Semester**

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<tr>
<td>Community Hospital -2</td>
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<tr>
<td>Emergency Medicine</td>
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</tr>
<tr>
<td>Rural Primary Care</td>
<td>10</td>
</tr>
<tr>
<td>Selective Surgery-2</td>
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<tr>
<td>Selective Internal Medicine-2</td>
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### Spring Semester

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### OMS IV Total

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### Total Course of Study

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### TOTAL DO Program Degree

First Class Graduation, May 2021, and all subsequent graduating classes, must participate in all activities of graduation week and participate in the graduation program of ARCOM as a condition of receipt of diploma.

#### Procedure for Completion of Clinical Curriculum

1. **PURPOSE**

ARCOM must be able to provide clinical education rotations, including demonstration of adequate faculty, for at least 120% of the approved class size and ensure that students can complete the entire clinical curriculum.
2. **POLICY**
   This policy outlines the process by which students are assigned to clinical rotations, how ARCOM ensures fair assignments to core sites, and how ARCOM will ensure each student is able to complete the entire clinical education curriculum.

3. **APPLICABILITY**
   ARCOM Faculty and Staff
   Core Hospital Sites and Clinical Preceptors
   ARCOM Students

4. **DEFINITIONS**
   **Core Site:** refers to a hospital that has agreed to provide “Core Rotations” for the osteopathic medical student. A Core Site may also provide Family Medicine, Emergency Medicine, Selective, and Elective Rotations; however, it is not required.

   **Core Rotations:** refers to the following 6 months of rotations: 2 blocks of Internal Medicine, 1 block Pediatrics, 1 block Behavioral Health, 1 block Surgery, and 1 block OB/GYN.

   **Lottery:** The lottery process occurs in the OMS 2 year and it the process by which students select and are assigned to their Core Sites. Through E-Value the lottery process is called E-Vose.

   **E-Value:** a software system that streamlines curriculum, coursework, scheduling, assessments, site management, and curricular mapping.

5. **GENERAL PROCEDURES**

   **A. Faculty Adequacy**
   1. Hospitals and Clinics with sufficient patient volumes are identified and approached by the Executive Director of Clinical Resources.
   2. The Dean, the Associate Dean of Clinical Medicine, the Director of Clinical Rotations, and their designee visit the hospital and/or clinic to provide education about roles and responsibilities and to perform an initial site assessment to determine if the site will be used as a core site, rural primary care, community hospital, for selectives, or electives. A final number of students that can be accommodated at the site will also be discussed.
   3. Affiliation agreements are executed.
   4. A Lead Faculty member for each rotation is identified and credentialed.
   5. The Lead Faculty then recruits other faculty who are then credentialed as well.
   6. Other recruiting of faculty includes: AOMA, online application through [http://arcomedu.org](http://arcomedu.org), directed mailings, emails, phone calls, and visits to physician offices
   7. Ongoing assessment of the faculty adequacy is performed yearly through the Annual Site Assessment.
   8. Each rotation at each site will have no more than 2 students assigned at a time.
   9. Each rotation will have at least 2 faculty credentialed per student.
   10. If there is not sufficient faculty at one site, another core site may be used in order to ensure that the medical student is able to complete their entire clinical curriculum.

   **B. Student Scheduling of Required Rotations**
   1. Optimization of the clinical schedule is carried out via E-Value. This optimization includes providing to E-Value any scheduling or preceptors constraints that exist
1. no more than 2 students/specialty/site at a time, or that a student must complete the core before doing an International rotation, etc.).

2. Once the schedule is optimized unique “tracks” will be created in the E-Value software for each Core Site.

3. During their OMS 2 year, students will participate in the “Lottery” by ranking their preferred Core Sites AND their preferred track.

4. Through E-Value’s E-Vose program, each student will then be assigned to a Core Site, FM, Community Hospital, EM, Rural Primary Care, and a track for Selective and Electives.

5. Students must use one of their third year selectives or electives to do a rotation where they have exposure to a residency program (if no residency program is available at their Core Site).

6. Note: Manual overriding can occur; especially to accommodate a change in the order of Selectives to allow the students flexibility and to set them up for success for residency placement.

C. Student Scheduling of Selective and Elective Rotations

1. Elective/Selective rotations will also be assigned during the E-Vose lottery. However, no physician will be assigned. The dates and order of these rotations can be manually overridden to allow the students flexibility and to set them up for success for residency placement.

2. Elective rotations can be done with physicians that are not credentialed faculty members and at non-affiliated sites.

3. Selectives are done with credentialed adjunct faculty.

4. It is up to the student to find and secure their own Elective/Selective rotations.

5. Students must submit paperwork for their Electives at least three (3) months prior to the start of their rotation so that the faculty member can be credentialed, and all the required paperwork completed.

6. A list of interested faculty for a variety of Elective/Selective rotations will be available through the Office of Clinical Medicine.

AFFILIATED CLINICAL TEACHING HOSPITALS (subject to change)

Current partners include:

- Arkansas Heart Hospital
- Baptist Health – North Little Rock, AR.
- Baptist Health - Little Rock, AR.
- Baptist Health – Conway, AR.
- Black River Medical Center – Poplar Bluff, MO
- CHI-St. Vincent - Hot Springs, AR.
- Choctaw Indian Health Services – Talihina, OK.
- Community Health Centers of Arkansas
- Eastern Oklahoma Medical Center - Poteau, OK.
- Johnson Regional Medical Center – Clarksville, AR.
- Norman Regional Health System - Norman, OK.
- Medical Center of South Arkansas - El Dorado, AR.
- AR Mercy Hospital – Fort Smith, AR.
- Popular Bluff Regional Medical Center
- Sparks Hospital – Fort Smith, AR.
- Sparks Hospital- Van Buren, AR
- St. Francis Medical Center- Cape Girardeau,
ARCOM COURSE DESCRIPTIONS

Osteopathic Medical School-Year I (OMS I)
First Semester

COM 511: OPP-1  4 Credits
Osteopathic Principles and Practice-1 (OPP-1) is designed to provide the student with a fundamental understanding of the history, principles, and philosophies of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from the systems-based and clinical medicine courses. Whenever possible, the OPP I curriculum is designed to integrate with the basic science departments to help enhance your knowledge of structure-function relationships, particularly in the musculoskeletal, nervous, cardiopulmonary, GI, and GU systems, as they apply to osteopathic patient care.

Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge, the structurally based examination, palpatory and clinical methods and modalities which will continually develop for the rest of their clinical careers.

The OPP Course is cumulative over 4 semesters. Evaluation of concepts and skills will reflect cumulative knowledge.

COM 521: FOPC-1  3 Credits
Foundations of Osteopathic Patient Care-1 (FOPC-1) is the first of four active participation courses during the first two years. It is designed to introduce clinical skills including the art of medical history taking and physical examination. It also introduces the student to the concept of medical professionalism and ethics, the physician’s role and duties toward society and the profession, the concept of the physician-patient relationship and the obligations and rights of both the doctor and the patients they serve. The first year of the course places an emphasis on communication skills, medical history taking and physical examination skills. The second year of the course focuses on the development of the clinical skills necessary to diagnose and treat the patient while developing problem-solving skills that are required of today’s physicians.

The course places an emphasis on respect for individuals along with an understanding of the diversity of individuals and cultures. The ability to communicate with patients effectively, educate and motivate them to advance their own health and wellness, along with the ability to work collaboratively in a team environment, are essential tools for today’s physician. These tools are developed during the course.

The course requires active participation and demonstrations of mastery of the core competencies expected of an osteopathic physician. The course utilizes computer-based educational content, lecture demonstration, small group case-based learning exercises, problem-solving exercises, clinical laboratory experiences, utilization of standardized patients and simulations as well as assigned reading to provide the knowledge and skills foundation expected by the faculty. The course is a first in a series of clinical
skills courses that are integrated with the osteopathic principles and practice courses offered by the college and correlated with the systems courses taught in the curriculum.

The course teaches the basics of radiology. The student will be introduced to radiological imaging of the different systems as they are being taught.

**COM 551: BECOM-1**

Biomedical Essentials of Comprehensive Osteopathic Medicine-1 (BECOM-1) is a course that provides students with a foundation upon which to further develop a growing understanding of important structure-function interrelationships that are involved in states of health and disease. The course integrates fundamentals of traditional medical science disciplines (molecular and cellular biology, genetics, developmental biology, histology, anatomy, physiology, microbiology and immunology, pathology, and pharmacology) across levels of organization of the human body: from molecules – to cells – to tissues – to organs – to organ systems – to the entire body. These biomedical principles and processes are considered in the context of the body’s natural ability to maintain homeostasis through self-regulation and self-healing mechanisms. Interdisciplinary, interdepartmental teams of College faculty engage with students in various learning activities aimed at an integrated approach to learning.

Student learning as well as formative and summative student assessments within the BECOM-1 course is organized around various activities, which could include, but are not necessarily limited to the following: large group classroom application activities; small group case-based learning (CBL) and discussion sessions; team-based learning (TBL) session, lectures employing audience response technology; computer-based modules; independent guided reading and study; and written/computer-based examinations. In keeping with the mission, values, and goals of ARCOM, the BECOM-1 course emphasizes the importance of life-long learning with an aim to foster and support the broader development of osteopathic medical competencies and promote the best osteopathic patient-centered care possible.

**COM 561: IBC-1**

Integrative Biomedical Concepts-1 (IBC-1) is a team-based learning (TBL) formatted course which is largely driven by the 8 recognized human systems ( integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, reproductive and neurological). The course serves to solidify and connect the basic and clinical sciences on a weekly basis. Prior to the IBC sessions, students receive assigned reading topics derived from basic and clinical science material that will be covered during the coming week. During the first part of an IBC module, students take individual readiness assurance tests (iRATs) to gauge their preparedness and understanding of the material. The iRAT is followed by a team readiness assurance test (tRAT) where students are divided into teams to take the identical test that was administered during the iRAT. The next phase of the module occurs after the week of instruction has been delivered and involves application of the material. Application can be delivered in a variety of formats (e.g. standardized patient, mannequin, paper case), but is expressly intended to convey to students the “why and how”. A wrap-up mini-lecture which clarifies any remaining difficulties with the material may also occur. During the wrap-up session, high level test items over session material will be thoroughly explored with detailed explanation from content experts. This team-based learning approach gives each student the opportunity to practice problem solving individually and in a team environment, similar to what they may encounter as a practicing osteopathic physician.

**COM 571: Fundamentals of the Anatomical Sciences**

Fundamentals of the Anatomical Sciences course consists of components from four preclinical courses:

1) Gross (macroscopic) Anatomy,
2) Histology (microscopic anatomy),
3) Embryology (early human development), and
4) Regional Neuroanatomy (e.g., telencephalon, metencephalon, and myelencephalon).

The main goal of the course is to provide students with the foundation necessary to
seamlessly transition into the systems-based, hybrid curriculum used at ARCOM. Large group sessions will utilize interactive learning strategies, shifting classroom time from passive conveyance of course material to deeper learning with opportunities for application of course concepts. The format of anatomy laboratory sessions will consist of small group learning and peer teaching in which teams actively learn about the human body via dissections within groups as well as among groups. Surface anatomy, medical imaging, and clinical correlations will be emphasized to provide meaningful context to students’ learning of the anatomical sciences.

OMS I
Second Semester

COM 512: OPP-2 3 Credits
Osteopathic Principles and Practice-2 (OPP-2) is designed to provide the student with a fundamental understanding of the history, principles, and philosophies of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from the systems-based and clinical medicine courses. Whenever possible, the OPP II curriculum is designed to integrate with the basic science departments to help enhance your knowledge of structure-function relationships, particularly in the musculoskeletal, nervous, cardiopulmonary, GI, and GU systems, as they apply to osteopathic patient care.

Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge, the structurally based examination, palpatory and clinical methods and modalities which will continually develop for the rest of their clinical careers.

The OPP Course is cumulative over 4 semesters. Evaluation of concepts and skills will reflect cumulative knowledge.

COM 522: FOPC-2 3 Credits
Foundations of Osteopathic Patient Care-2 (FOPC-2) is the second of four active participation courses during the first two years. It is designed to introduce clinical skills including the art of medical history taking and physical examination. It also introduces the student to the concept of medical professionalism and ethics, the physician’s role and duties toward society and the profession, the concept of the physician-patient relationship and the obligations and rights of both the doctor and their patients. The first year of the course places an emphasis on communication skills, medical history taking and physical examination skills. The second year of the course focuses on the development of the clinical skills necessary to diagnose and treat the patient while developing problem-solving skills that are required of today’s physicians.

The course places an emphasis on respect for individuals along with an understanding of the diversity of individuals and cultures. The ability to communicate with patients effectively, educate and motivate them to advance their own health and wellness along with the ability to work collaboratively in a team environment that is essential for the physician is developed during the course.

The course requires active participation and demonstrations of mastery of the core competencies expected of an osteopathic physician. The course utilizes computer-based educational content, lecture demonstration, small group case-based learning exercises, problem-solving exercises, clinical laboratory
experiences, utilization of standardized patients and simulations as well as assigned reading to provide the knowledge and skills foundation expected by the faculty. The course is the second in a series of clinical skills courses that are integrated with the osteopathic principles and practices courses offered by the college and correlated with the systems courses taught in the curriculum.

The course teaches the basics of radiology including doctor and patient safety. The student will be introduced to radiological imaging of the different systems as they are being taught.

**COM 582: FHC-1**

Foundations of Healthcare-1 (FHC-1) is a graded course designed to provide basic principles of continued medical professionalism, population-based medicine as compared to public health and individual care. This course will also provide an understanding of the Healthy People 2020, determinants of health, health disparities, and at-risk populations. We will explore contemporary topics in medical ethics and the role of physician empathy in quality patient care. We will utilize lectures, online tools and modules to acquire information needed throughout this course. During this course you will also learn a basic introduction of epidemiology and biostatistics which will provide the essentials needed for undergraduate medicine board preparation and analysis of medical research literature. Students will learn about the Collaborative Institutional Training Initiative (CITI) and attain a CITI certificate for use in your future research activities.

**COM 552: BECOM-2**

Biomedical Essentials of Comprehensive Osteopathic Medicine-2 (BECOM-2) is a course that provides students with a foundation upon which to further develop a growing understanding of important structure-function interrelationships that are involved in states of health and disease. Building upon knowledge from BECOM-1, BECOM-2 integrates fundamentals of traditional medical science disciplines (molecular and cellular biology, genetics, developmental biology, histology, anatomy, physiology, microbiology and immunology, pathology, and pharmacology) across levels of organization of the human body: from molecules – to cells – to tissues – to organs – to organ systems – to the entire body. These biomedical principles and processes are considered in the context of the body’s natural ability to maintain homeostasis through self-regulation and self-healing mechanisms. Interdisciplinary, interdepartmental teams of College faculty engage with students in various learning activities aimed at an integrated approach to learning.

Student learning, as well as formative and summative student assessments, within the BECOM-2 course is organized around various activities, which could include, but are not necessarily limited to the following: large group classroom application activities; team-based learning (TBL) sessions, lectures employing audience response technology; computer-based modules; independent guided reading and study; and written/computer-based examinations. In keeping with the mission, values, and goals of ARCOM, the BECOM-2 course emphasizes the importance of life-long learning with an aim to foster and support the broader development of osteopathic medical competencies and promote the best osteopathic patient-centered care possible.

**COM 562: IBC-2**

Integrative Biomedical Concepts-2 (IBC-2) is a team-based learning (TBL) formatted course which is largely driven by the 8 recognized human systems (integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, reproductive and neurological). The course serves to solidify and connect the basic and clinical sciences on a weekly basis. Prior to the IBC sessions, students receive assigned reading topics derived from basic and clinical science material that will be covered during the coming week. During the first part of an IBC module, students take individual readiness assurance tests (iRATs) to gauge their preparedness and understanding of the material. The iRAT is followed by a team
readiness assurance test (tRAT) where students are divided into teams to take the identical test that was administered during the iRAT. The next phase of the module occurs after the week of instruction has been delivered and involves application of the material. Application can be delivered in a variety of formats (e.g. standardized patient, mannequin, paper case), but is expressly intended to convey to students the “why and how”. A wrap-up mini-lecture which clarifies any remaining difficulties with the material may also occur. During the wrap-up session, high level test items over session material will be thoroughly explored with detailed explanation from content experts. This team-based learning approach gives each student the opportunity to practice problem solving individually and in a team environment, similar to what they may encounter as a practicing osteopathic physician.

**COM 532: CAP-1**

1 Credit

*Capstone-1 (CAP-1)* is designed to provide early clinical experiences during the OMS 1 academic year to students to practice clinical skills learned in the FOPC course. Students have opportunities to participate in a minimum of two half-day clinical sessions in various clinical venues such as, medical clinics, physician’s offices, nursing homes, health fairs, mission trips, etc. Students will perform a full H & P with documentation in a SOAP note on a patient as well as debrief the experience with their peers. A self-reflection paper will culminate the course as each student assesses competency in their clinical skills and identifies learning gaps for improvement.

**Osteopathic Medical School-Year Two (OMS II)**

**First Semester**

**COM 611: OPP-3**

3 Credits

*Osteopathic Principles and Practice-3 (OPP-3)* is designed to provide the student with a fundamental understanding of the history, principles, and philosophies of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from the systems-based and clinical medicine courses. Whenever possible, the OPP III curriculum is designed to integrate with the basic science departments to help enhance your knowledge of structure-function relationships, particularly in the musculoskeletal, nervous, cardiopulmonary, GI, and GU systems, as they apply to osteopathic patient care.

Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge, the structurally based examination, palpatory and clinical methods and modalities which will continually develop for the rest of their clinical careers.

The OPP Course is cumulative over 4 semesters. Evaluation of concepts and skills will reflect cumulative knowledge.

**COM 621: FOPC-3**

3 Credits

*Foundations of Osteopathic Patient Care-3 (FOPC-3)* is the third of four active participation courses during the first two years. It is designed to introduce clinical skills including the art of medical history taking and physical examination. It also introduces the student to the concept of medical professionalism and ethics, the physician’s role and duties toward society and the profession, the concept of the physician-patient relationship and the obligations and rights of both the doctor and the patients they serve. The first year of the course places an emphasis on communication skills, medical history taking and physical examination skills. The second year of the course focuses on the development of the clinical skills necessary to diagnose and treat the patient while developing problem-solving skills that are required of
today’s physicians.

The course places an emphasis on respect for individuals along with an understanding of the diversity of individuals and cultures. The ability to communicate with patients effectively, educate and motivate them to advance their own health and wellness, along with the ability to work collaboratively in a team environment, are essential tools for today’s physician. These tools are developed during the course.

The course requires active participation and demonstrations of mastery of the core competencies expected of an osteopathic physician. The course utilizes computer-based educational content, lecture demonstration, small group case-based learning exercises, problem-solving exercises, clinical laboratory experiences, utilization of standardized patients and simulations as well as assigned reading to provide the knowledge and skills foundation expected by the faculty. The course is a first in a series of clinical skills courses that are integrated with the osteopathic principles and practice courses offered by the college and correlated with the systems courses taught in the curriculum.

The course teaches the basics of radiology. The student will be introduced to radiological imaging of the different systems as they are being taught.

**COM 681: FHC-2**

*Foundations of Healthcare-1* (FHC-2) is a graded course designed to provide basic principles of continued medical professionalism, behavioral science, social science, and quality assurance. This course will aid in the recognition of mental health conditions. You will also be introduced to legal health care cases and physician patient relationship rules, that have shaped healthcare. FHC-2 will expose you to the basis of patient safety, quality improvement through topics of medical error, clinical documentation and the international classification of disease. All topics covered will provide principles presented on board exams and the practice of medicine.

**COM 651: BECOM-3**

*Biomedical Essentials of Comprehensive Osteopathic Medicine-3* (BECOM-3) is a course that provides students with a foundation upon which to further develop a growing understanding of important structure-function interrelationships that are involved in states of health and disease. Building upon knowledge in prior BECOM courses, BECOM-3 integrates fundamentals of traditional medical science disciplines (molecular and cellular biology, genetics, developmental biology, histology, anatomy, physiology, microbiology and immunology, pathology, and pharmacology) across levels of organization of the human body: from molecules – to cells – to tissues – to organs – to organ systems – to the entire body. These biomedical principles and processes are considered in the context of the body’s natural ability to maintain homeostasis through self-regulation and self-healing mechanisms. Interdisciplinary, interdepartmental teams of College faculty engage with students in various learning activities aimed at an integrated approach to learning.

Student learning as well as formative and summative student assessments within the BECOM-3 course are organized around various activities, which could include, but are not necessarily limited to the following: large group classroom application activities; team-based learning (TBL) session, lectures employing audience response technology; computer-based modules; independent guided reading and study; and written/computer-based examinations. In keeping with the mission, values, and goals of ARCOM, the BECOM-3 course emphasizes the importance of life-long learning with an aim to foster and support the broader development of osteopathic medical competencies and promote the best osteopathic patient-centered care possible.
**COM 661: IBC-3**

Integrative Biomedical Concepts-3 (IBC-3) is a team-based learning (TBL) formatted course which is largely driven by the eight recognized human systems (integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, reproductive and neurological). The course serves to solidify and connect the basic and clinical sciences on a weekly basis. Prior to the IBC sessions, students receive assigned reading topics derived from basic and clinical science material that will be covered during the coming week. During the first part of an IBC module, students take individual readiness assurance tests (iRATs) to gauge their preparedness and understanding of the material. The iRAT is followed by a team readiness assurance test (tRAT) where students are divided into teams to take the identical test that was administered during the iRAT. The next phase of the module occurs after the week of instruction has been delivered and involves application of the material. Application can be delivered in a variety of formats (e.g. standardized patient, mannequin, paper case), but is expressly intended to convey to students the “why and how”. A wrap-up mini-lecture which clarifies any remaining difficulties with the material may also occur. During the wrap-up session, high level test items over session material will be thoroughly explored with detailed explanation from content experts. This team-based learning approach gives each student the opportunity to practice problem solving individually and in a team environment, similar to what they may encounter as a practicing osteopathic physician.

**OMS II**

**Second Semester**

**COM 612: OPP-4**

Osteopathic Principles and Practice-4 (OPP-4) is designed to provide the student with a fundamental understanding of the history, principles, and philosophies of osteopathic medicine. During this course, the student will be introduced to the lexicon, foundational principles and professional expectations upon which the profession was built. The faculty also works in conjunction with other departments to complement and integrate the knowledge received from the systems-based and clinical medicine courses. Whenever possible, the OPP IV curriculum is designed to integrate with the basic science departments to help enhance your knowledge of structure-function relationships, particularly in the musculoskeletal, nervous, cardiopulmonary, GI, and GU systems, as they apply to osteopathic patient care.

Additionally, the student will sequentially initiate training in the tactile and psychomotor skills necessary for the diagnostic palpation of and manipulative treatments for their future patients, regardless of the medical specialty chosen. This course will instruct the student in the philosophic and diagnostic underpinnings upon which they will continue to build their osteopathic knowledge, the structurally based examination, palpatory and clinical methods and modalities which will continually develop for the rest of their clinical careers.

The OPP Course is cumulative over 4 semesters. Evaluation of concepts and skills will reflect cumulative knowledge.

**COM 622: FOPC-4**

Foundations of Osteopathic Patient Care-4 (FOPC-4) is the final of four active participation courses during the first two years. It is designed to introduce clinical skills including the art of medical history taking and physical examination. It also introduces the student to the concept of medical professionalism and ethics, the physician’s role and duties toward society and the profession, the concept of the physician-patient relationship and the obligations and rights of both the doctor and the patients they serve. The first year of the course places an emphasis on communication skills, medical history taking and physical examination skills. The second year of the course focuses on the development of the clinical skills necessary to diagnose and treat the patient while developing problem-solving skills that are required of
today’s physicians.

The course places an emphasis on respect for individuals along with an understanding of the diversity of individuals and cultures. The ability to communicate with patients effectively, educate and motivate them to advance their own health and wellness, along with the ability to work collaboratively in a team environment, are essential tools for today’s physician. These tools are developed during the course.

The course requires active participation and demonstrations of mastery of the core competencies expected of an osteopathic physician. The course utilizes computer-based educational content, lecture demonstration, small group case-based learning exercises, problem-solving exercises, clinical laboratory experiences, utilization of standardized patients and simulations as well as assigned reading to provide the knowledge and skills foundation expected by the faculty. The course is a first in a series of clinical skills courses that are integrated with the osteopathic principles and practice courses offered by the college and correlated with the systems courses taught in the curriculum.

The course teaches the basics of radiology. The student will be introduced to radiological imaging of the different systems as they are being taught.

COM 652: BECOM-4  
Biomedical Essentials of Comprehensive Osteopathic Medicine-4 (BECOM-4) is the last in the series of a course that provides students with a foundation upon which to further develop a growing understanding of important structure-function interrelationships that are involved in states of health and disease. The course integrates fundamentals of traditional medical science disciplines (molecular and cellular biology, genetics, developmental biology, histology, anatomy, physiology, microbiology and immunology, pathology, and pharmacology) across levels of organization of the human body: From molecules – to cells – to tissues – to organs – to organ systems – to the entire body. These biomedical principles and processes are considered in the context of the body’s natural ability to maintain homeostasis through self-regulation and self-healing mechanisms. Interdisciplinary, interdepartmental teams of College faculty engage with students in various learning activities aimed at an integrated approach to learning.

Student learning as well as formative and summative student assessments within the BECOM-4 course are organized around various activities, which could include, but are not necessarily limited to the following: Large group classroom application activities; small group case-based learning (CBL) and discussion sessions; team-based learning (TBL) session, lectures employing audience response technology; computer-based modules; independent guided reading and study; and written/computer-based examinations. In keeping with the mission, values, and goals of ARCOM, the BECOM-4 course emphasizes the importance of life-long learning with an aim to foster and support the broader development of osteopathic medical competencies and promote the best osteopathic patient-centered care possible.

COM 662: IBC-4  
Integrative Biomedical Concepts-4 (IBC-4) is a team-based learning (TBL) formatted course which is largely driven by the 8 recognized human systems ( integumentary, musculoskeletal, respiratory, cardiovascular, gastrointestinal, endocrine, reproductive and neurological). The course serves to solidify and connect the basic and clinical sciences on a weekly basis. Prior to the IBC sessions, students receive assigned reading topics derived from basic and clinical science material that will be covered during the coming week. During the first part of an IBC module, students take individual readiness assurance tests (iRATs) to gauge their preparedness and understanding of the material. The iRAT is followed by a team readiness assurance test (tRAT) where students are divided into teams to take the identical test that was administered during the iRAT. The next phase of the module occurs after the week of instruction has
been delivered and involves application of the material. Application can be delivered in a variety of formats (e.g. standardized patient, mannequin, paper case), but is expressly intended to convey to students the “why and how”. A wrap-up mini-lecture which clarifies any remaining difficulties with the material may also occur. During the wrap-up session, high level test items over session material will be thoroughly explored with detailed explanation from content experts. This team-based learning approach gives each student the opportunity to practice problem solving individually and in a team environment, similar to what they may encounter as a practicing osteopathic physician.

COM 632: CAP-2

Capstone-2 (CAP-2) is designed to provide experiences during the OMS 2 academic year to prepare students for board exams and their clinical rotations. Students have opportunities to obtain and/or renew certifications in BLS, ACLS, and PALS, as well as C.I.T.I. training in research. They will also participate in a surgical scrub training program with faculty at UAFS. Clinical Department Chairs will provide and introduction to each clinical rotation. KAPLAN and COMBANK board review will be provided. Biomedical faculty, in conjunction with Clinical Medicine faculty, will provide guidance to students as they progress through their board review. Student’s will be asked to begin a portfolio that they will be encouraged to continue to develop as they progress throughout their training, including GME. Students will continue to provide a self-assessment and learning plan.

Osteopathic Medical School – Year Three (OMS III)

Curriculum for Core Rotations for OMS-III Students:

The OMS-III core curriculum has been developed by the faculty and designed to ensure that all students obtain the competencies required to move toward Graduate Medical Education and to allow success on national competency examinations such as COMLEX. The curriculum is designed to cover the major components of the principle medical disciplines but is not inclusive of all aspects of each general discipline. The required curriculum, in addition to the clinical experience provided at the rotation site, consists of assigned readings requirements from a designated text and faculty selected journals, the completion of on-line case-based clinical modules for the discipline, procedure logs, end of rotation examinations, and the completion of assigned study in OMM topics correlated with the rotation.

The student should expect to devote approximately two hours daily outside of clinical time meeting the requirements of the curriculum as described in the syllabus in addition to reading or study requirements that are developed daily in conjunction with clinical care of patients assigned by the faculty.

To successfully pass the clinical rotation, each student must pass each requirement: the clinical component (preceptor evaluations), the end of rotation examination (COMAT), and all assigned online modules and submit procedure and OMM logs. The final grade in the rotation is a weighted combination. For required rotations, the grades will be numerical. For elective rotations, the grade will be pass/fail and based on the preceptor’s evaluation of the student.

End-of-rotation examinations will occur on the last Friday of each block at a time and place assigned for each core rotation site. Students may be required to return to the campus for end-of-rotation examinations.

As a part of the course requirements, each student must submit monthly a procedure log detailing all procedures observed or done on all rotations. Students in their OMSIII year must also document 10(ten) OMM procedures in each semester.

Each rotation consists of four-week blocks beginning on Monday and ending on Friday. The last Friday
of each rotation is set aside for end of rotation testing. Further and more specific information concerning clinical rotations, policy, and procedures is found in the ARCOM Clinical Training Manual.

The goal of clinical education at ARCOM is to provide experience in the major core disciplines of medicine (Family Medicine, Internal Medicine, Pediatrics, OB/GYN, Psychiatry, and Surgery) and graduate well-rounded physicians that are prepared to enter any specialty discipline for resident training. To this end, students will also be able to choose Selectives in Internal Medicine and Surgery as well as select two Electives and one Non-Clinical Elective. Selective rotations must occur with ARCOM credentialed faculty, whereas Electives may be with a physician of the student’s choosing.

It is not the goal of the COM to develop specialists during this phase of their education. Students are expected to learn the pathophysiology and structure associated with patient conditions, the indications, contraindications, complications and follow-up of therapy for patients with a wide variety of medical issues. They will not acquire the depth of information, knowledge, and skills expected of a resident, fellow, or practicing physician until they reach that stage of their career. No student is expected, nor should they expect, to acquire the knowledge, skills, and competencies to graduate as a specialist in any discipline.

Students will be expected to participate fully in the structured educational opportunities and obligations during their OMS-III and OMS-IV years. This includes completing all required segments of the curriculum, taking call, working the hours of their service and attending, being responsive to their educational team, and displaying the individual and professional responsibility expected of an osteopathic physician. Students will not follow the same academic or vacation schedule as OMS-I and OMS-II students; rather they will meet the obligations and needs of the patients they serve.

**CORE THIRD YEAR ROTATIONS:**

**COM 705 and 706: 2 Blocks of Internal Medicine**  
10 Credits Each

The students of ARCOM spend two blocks during their OMS-III year on internal medicine. For the majority of students, one block will be done on an inpatient service. In some cases, and with prior approval, the student may spend one of the blocks assigned to a hospital-based Family Medicine Service. The other internal medicine block will be in ambulatory internal medicine.

Students will learn the cognitive work and interpersonal skills necessary to provide care for both acute and chronic medical problems seen within Internal Medicine. The student will learn to expand history and physical diagnosis skills, gain an understanding of the indications and applications of differing diagnostic techniques, develop the ability to prioritize patient problems and treatments, generate a differential diagnosis, and implement patient management strategies. Internal Medicine requires extensive problem-solving skills utilizing structured, scientifically researched and founded processes, inductive and deductive reasoning and team approach to the care of the adult patient. The discipline provides an opportunity to view the patient as a whole and not merely as a pathological or disease-specific condition, to coordinate the total care of the patient to understand how a disease impacts not only on the patient’s health, but also on his or her emotional and social well-being. The student will work with Internal Medicine physicians across patient settings, which may include hospital, office, and nursing home sites. The student will participate in direct patient care under the direct supervision and at the discretion of the attending Internal Medicine physician. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain an understanding of the role of the Internal Medicine physician as a primary care provider and what sub-specialties are practiced by Internal Medicine physicians.
COM 708: 1 Block of General Surgery 10 Credits
This is a four-week rotation with a preceptor who is currently practicing General Surgery. It is designed to impart to students the basic knowledge of Surgery that all physicians should know through exposure to a variety of clinical problems routinely seen on the surgical service. During this rotation, it is expected that the student will gain an understanding of surgical disease processes and their evaluation and treatment. Students will be expected to know the indications for surgery vs. medical therapy and the appropriate prophylactic treatment of the patient. The student will also explore the role of Osteopathic Principles and Practices as they relate to surgical care. In the operating room, the student will be required to practice aseptic/sterile techniques, operating room principles, and assist in surgery. The student will be expected to acquire competency in the management of nutrition, blood, fluid, electrolytes, pain, and infection. The student will participate fully in hospital lectures, seminars, conferences, and meetings, in addition to their hands-on experiences. The student will participate in direct patient care under the direct supervision and at the discretion of the attending physician. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain understanding of the role of the surgeon as part of a care team.

COM 710: 1 Block of Women’s Health/OB-GYN 10 Credits
The goal of the Women’s Health/OB-GYN rotation is to expose students to the fundamentals of women’s health in inpatient and outpatient clinical settings. During this rotation, the student will be active in the operative and non-operative care of the pregnant and obstetrical patient, medical and surgical management of pathology surrounding reproductive health and malignancies, preventive health care and procedures, and the treatment of acute and chronic illness. The students will participate in the evaluation, diagnosis and treatment of both medical and surgical patients during the block. Upon completion of this rotation students should be prepared to address basic issues in women’s health care for women of all ages.

The student will work as a OB/GYN across all patient settings. The student will participate in direct patient care under the direct supervision and at the discretion of the attending OB/GYN. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain an understanding of the role of the OB/GYN and what sub-specialties are practiced by the OB/GYN. An approach to chronic disease management in women, as well as how to conduct a wellness visit in a manner that is patient-centered and emphasizes health promotion, will be taught during this course. Attendings will model the principles of Osteopathic Medicine, and students will continue to develop the core competencies and the Osteopathic Entrustable Professional Activities (EPAs). The student will be given instruction in assessment, communication, physical examination, clinical reasoning skills, professionalism, and lifelong learning.

COM 711: 1 Block of Pediatrics 10 Credits
This four-week block provides a survey of pediatric medicine, from the care of the well newborn, through childhood and adolescence. Each stage of the child’s life has distinct challenges, important conditions and milestones that must be considered to ensure the proper developmental and preventive medical outcomes. The rotation may be conducted in an outpatient, inpatient, or combined setting under the direction of pediatric professionals. The student will be exposed to the differing subspecialties of pediatrics practice during the rotation.

The issues of guardianship, privacy, legal responsibility and informed consent are considered as a component of the rotation. Pediatricians must develop the communication and interpersonal skills to treat the parents and sometimes, the family, rather than just the child. The differences in the psychosocial, legal, and medical needs of adolescents are to be learned by the student during the rotation as well. The
student will work with the pediatrician across all patient settings, under the direct supervision and at the
discretion of the attending. The student will professionally interact with other members of the health care
team and should develop an understanding of the role of the pediatrician as a primary care provider and
what sub-specialties are practiced by pediatricians.

**COM 712: 1 Block of Psychiatry/Behavioral Health 10 Credits**
The Psychiatry and Behavioral Health rotation provides an experience in which OMS-III students are
required to become knowledgeable of normal and abnormal psychiatric and behavioral functions, the
pathophysiology behind the conditions, their evaluation, diagnosis and treatment. The diagnosis and
treatment of common psychiatric and behavioral problems will be emphasized. The service may provide
exposure to psychiatric care for children, adolescence, adult and geriatric patients. The service will
require students to recognize psychiatric emergencies and develop knowledge of appropriate
interventions. The student will reinforce previously learned pharmacological treatment methods and
develop knowledge of counseling and non-pharmacological treatment methods for common behavioral
and organic-based conditions. The student will become familiar with the legal rights and responsibilities
of the patient, the health care provider, and the public in issues of psychiatric care. The student will
establish professional working relationships with members of a multidisciplinary mental health
treatment team to improve patient care.

**Other Required Third Year Rotations**

**COM 704: 1 Block of Family Medicine 10 Credits**
The student will be assigned in four-week blocks to one or more clinical sites under the supervision of
one or more primary care specialists and faculty. Students will learn to provide comprehensive,
continuous, coordinated, and patient-centered health care to all patients regardless of age, gender,
culture, care setting, or type of problem. Students will develop a depth and breadth of knowledge within
each organ system while also applying the biopsychosocial model and osteopathic principles and
philosophy to each patient encounter. Students on the Family Medicine rotation must be able to assess
acute patient complaints, manage chronic disease, and also focus on disease prevention and health
promotion. Because the Family Medicine physician provides continuity of care, the student must also
learn to coordinate and advocate for their patient across inpatient, outpatient, surgical, nursing home, and
rehabilitation settings. Students will gain an understanding of and respect for social, economic, cultural,
psychological, and environmental factors that affect patients. The student will be provided an
opportunity to work across all patient settings under the direct supervision, and at the discretion of, the
attending Family Medicine physician. The student will professionally interact with other members of
the health care team and should develop an understanding of their scope of practice and contributions to
patient care. The student will gain an understanding of the role of the Family Medicine physician as a
primary care provider and what sub-specialties Family Medicine physicians practice.

**COM 709: 1 Block Surgery Selective-1 (OMS 3) 10 Credits**
Students will rotate in a Surgical Subspecialty. This will expand the student’s knowledge base by direct
interaction with surgeons who are board certified in their respective surgical specialty. The Surgical
Selectives that are available for the student are ambulatory or hospital based and require the student to
have continuity with the patient for period of time. They are all designed to require the student to
demonstrate evaluation, decision-making, and management skills. The student will demonstrate the
ability to design both interventional and conservative treatment plans and provide care for the patient.
The rotations are not intended to produce the level of knowledge, skill and competencies required of a
skilled surgeon in any of the disciplines. They place an emphasis on the pre- and post-operative
evaluation and care of the patient and not the skills required for the intraoperative treatment of the
patient. The student will participate in direct patient care under the direct supervision and at the
discretion of the attending physician. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain understanding of the role of the subspecialty surgeon as part of a care team. Student may choose rotations in: General Surgery, Orthopedics, ENT, Ophthalmology, Surgical Critical Care, Trauma Surgery, Neurosurgery, Urology, CV/Thoracic Surgery, Anesthesiology, Vascular, or Transplant.

COM 707: 1 Block of Internal Medicine Selective-1 10 Credits
These clinical experiences are designed to allow the student to choose a rotation that meets their learning goals. This rotation can be completed either in the in-patient or out-patient environment with a general internist or any internal medicine sub-specialist. These clinical experiences emphasize more definitive interventions and treatment of the acutely ill patients. The student will demonstrate the ability to provide a comprehensive evaluation of the patient, search current evidence-based literature relating to the patient’s status, evaluate complex diagnoses, design treatment plans for complex pathologies involving multiple systems, and provide advanced care which leads to stabilization and health.

Students may choose from rotations in: General Internal Medicine, Allergy/Immunology, Critical Care Medicine, Geriatrics, Gastroenterology, Cardiology, Hospitalist Service, Nephrology, Pulmonology, Neurology, Infectious Disease, Hematology/Oncology, Endocrinology, and Rheumatology. Students are highly encouraged to do this selective in a hospital-based medicine rotation.

Electives in Third Year

COM 702 and 703: Two Blocks of Electives 10 Credits Each
Students during their OMS-III year will be able to choose two blocks of electives. Electives provide a measure of individuation to the undergraduate medical education, allowing students the opportunity to gain insight and experience into the vast array of medical experiences as they relate to each student’s interest. They provide students the opportunity to rotate at sites outside of core locations affiliated with ARCOM and acquire knowledge of differing approaches to the practice of medicine within varying disciplines. Clinical elective rotations must be in a field that has an associated board certification (i.e.: a student may do an elective in OMM but not in Acupuncture). Student may not do more than two electives with the same preceptor and may not do more than two electives in the same discipline.

COM 701: One Block Elective 10 Credits Each
Non-clinical rotations can include four weeks of research, health policy, anatomic sciences, faculty development, or board study. This Elective allows students to explore other areas of medicine beyond the clinical realm. The Learning Objectives for the Non-Clinical Elective would be dependent on the Elective chosen. The student must identify a Faculty Advisor and together fill out the Non-Clinical Elective Form which outlines the learning objectives and assessments that will be required.

Osteopathic Medical School – Year Four (OMS-IV)

The OMS-IV core curriculum, like OMS-III, includes an educational curriculum established by the COM and developed by the faculty. The curriculum is designed to ensure that all students obtain the minimal competencies required to move into GME. The curriculum is designed to cover components of each discipline not previously covered and which are more applicable to preparation for clinical practice. Due to the diversity of rotations allowed, it may not be inclusive of all aspects of any discipline. The required curriculum, in addition to the clinical experience provided at the rotation site,
consists of assigned reading requirements from a designated text and faculty selected journals, the completion of online case-based clinical modules providing procedure logs, and the completion of assigned study in OPP/OMM topics correlated with the rotation.

The student should expect to spend one-to-two hours daily meeting these requirements of the curriculum as described in the syllabus in addition to reading or study requirements that are developed daily in conjunction with the clinical care of patients assigned by the faculty.

To successfully pass the rotation, each student must pass the preceptor’s evaluation of the student, their end of rotation examination (if applicable), online modules, and procedure/OMM logs. Students must document 10 (ten) OMM procedures during their OMS-IV year

Elective rotations are pass/fail and the grade is determined by the preceptor evaluation only; there is no end-of-rotation examinations.

Required rotations during the OMS-IV year include Community Hospital (two blocks), Rural Primary Care, Emergency Medicine, one Internal Medicine Selective, one Surgery Selective, one “Other” Selective, and three (3) Elective rotations. Selective rotations must occur with ARCOM credentialed faculty, whereas Electives may be with a physician of the student’s choosing.

The core rotation requirements for OMS-IV students serve to function as a “sub-internship” and are designed to further refine clinical medicine and patient care knowledge and skills in preparation for graduate medical education. Students will be expected to assume additional responsibility and expand their volume of patient care activities during this portion of their education.

COM 804 and 805: Two Blocks of Community Hospital  
10 Credits Each
The student will be provided with an opportunity to work in a rural/underserved community hospital. Sites approved include Critical Access or Rural Hospitals, FQHC in rural or urban areas that provide service to underserved populations, Native American facilities, etc. The student will participate in direct patient care under the direct supervision and at the discretion of the attending physician, across all patient settings. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. During this rotation, students will be expected to follow patients through their hospital course. They will also gain experience in quality measures and patient safety through interaction with appropriate hospital committees or quality assurance and patient safety personnel.

COM 808: One Block of Rural Primary Care  
10 Credits
The rotation may be at rural primary care office, community health center, medical mission, public health departments, etc. All students must complete one rotation at an underserved clinical site that provides diverse and comprehensive services for underserved and underrepresented patients. Acceptable locations include Rural primary care physician (Family Medicine, Internal Medicine, or Pediatrics), Community Health Care Centers in rural and urban-underserved settings, Correctional Centers, Native American Clinics and Public Health Clinics, etc.

The delivery of quality medical care in health systems with wide diversity of patient types and varying degrees of resources is the focus of the curriculum for this rotation in underserved care. Training and experience in these settings is felt to be important to produce physicians who have the confidence and skill to practice in the rural and remote regions of our country, and in international or missionary settings. This rotation provides students with the opportunity to experience medicine in rural and underserved environments while providing care for otherwise underserved populations. The student often must utilize the knowledge and skills of a diverse health care team where many of the high-tech tools of medicine are
not available. In this environment, students advance their abilities in patient care on the basis of their medical history, communication, physical exam, and clinical medicine skills. Participants will be given robust curricular opportunities for procedural skills in medicine and surgery that will better prepare them for residency training and practice. The curriculum places an emphasis on preventive medicine, population-based care, and public health subjects.

The student will work a rural primary care physician(s) across all patient settings. The student will participate in direct patient care under the direct supervision and at the discretion of the attending physician. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain an understanding of the role of the physician as a primary care provider in a rural setting with limited resources and consultative services. This will allow them to see a broader depth of practice than is typical in an urban setting.

COM 810: One Block of Emergency Medicine 10 Credits
The 4-week required Emergency Medicine rotation allows students to concentrate on the care of the acutely ill or injured patient. Students will be working under the supervision of residents and attending physicians, alongside other members of the health care team in institutional settings. The ability to rapidly assess the patient, reach a diagnosis, provide interventions and stabilizing care are hallmark features of the rotation. During this rotation each student’s experience will include day, night, weekend experiences during the four weeks of the service (will be scheduled by the supervising physician). The ability to work in a high intensity, team-based environment, to evaluate information and make decisions, to problem solve, and to establish a relationship with the patient rapidly and effectively are critical to successful completion of the rotation. Exposure to a variety of procedures is also emphasized during this rotation. The student will also have Interprofessional Experiences through such opportunities as: attending committee meetings, EMS ride-alongs, and doing a shift with a nurse/tech so that the student can better understand the entirety of the care that is delivered and the roles of the care team.

COM 809: 1 Block Surgery Selective-2 (OMS 4) 10 Credits
Students will rotate in a Surgical Subspecialty. This will expand the student’s knowledge base by direct interaction with surgeons who are board certified in their respective surgical specialty. The Surgical Selectives that are available for the student are ambulatory or hospital based and require the student to have continuity with the patient for period of time. They are all designed to require the student to demonstrate evaluation, decision-making, and management skills. The student will demonstrate the ability to design both interventional and conservative treatment plans and provide care for the patient. The rotations are not intended to produce the level of knowledge, skill and competencies required of a skilled surgeon in any of the disciplines. They place an emphasis on the pre- and post-operative evaluation and care of the patient and not the skills required for the intraoperative treatment of the patient. The student will participate in direct patient care under the direct supervision and at the discretion of the attending physician. The student will professionally interact with other members of the health care team and should develop an understanding of their scope of practice and contributions to patient care. The student will gain understanding of the role of the subspecialty surgeon as part of a care team. Student may choose rotations in: General Surgery, Orthopedics, ENT, Ophthalmology, Surgical Critical Care, Trauma Surgery, Neurosurgery, Urology, CV/Thoracic Surgery, Anesthesiology, Vascular, or Transplant.

COM 807: 1 Block of Internal Medicine Selective-2 10 Credits
These clinical experiences are designed to allow the student to choose a rotation that meets their learning goals. This rotation can be completed either in the in-patient or out-patient environment with a general internist or any internal medicine sub-specialist. These clinical experiences emphasize more definitive
interventions and treatment of the acutely ill patients. The student will demonstrate the ability to provide a comprehensive evaluation of the patient, search current evidence-based literature relating to the patient’s status, evaluate complex diagnoses, design treatment plans for complex pathologies involving multiple systems, and provide advanced care which leads to stabilization and health.

Students may choose from rotations in: General Internal Medicine, Allergy/Immunology, Critical Care Medicine, Geriatrics, Gastroenterology, Cardiology, Hospitalist Service, Nephrology, Pulmonology, Neurology, Infectious Disease, Hematology/Oncology, Endocrinology, and Rheumatology. Students are highly encouraged to do this selective in a hospital-based medicine rotation.

**COM 806: Other Selective (Medicine or Surgery)**  
10 Credits  
During this four-week rotation, OMS-IV students may choose from: Radiology, Dermatology, Pathology, or another Surgery or Medicine Selective

**COM 801, 802, 803: Three blocks of Electives**  
10 Credits Each  
Students during their OMS-IV year will be able to choose three blocks of electives. Electives provide a measure of individuation to the undergraduate medical education, allowing students the opportunity to gain insight and experience into the vast array of medical experiences as they relate to each student’s interest. They provide students the opportunity to rotate at sites outside of core locations affiliated with ARCOM and acquire knowledge of differing approaches to the practice of medicine within varying disciplines. These rotations can be clinical and non-clinical. Non-clinical rotations can include four weeks of research, health policy, anatomic sciences, or medical outreach. Clinical elective rotations must be in a field that has an associated board certification (i.e.: a student may do an elective in OMM but not in Acupuncture). These rotations often become audition rotations, these clinical experiences allow students to demonstrate to Program Directors, clinical faculty, and DME’s their interest and abilities while seeking selection for GME training. Students may not do more than two electives with the same preceptor and may not do more than two electives in the same discipline. Electives in domestic locations must be approved a minimum of 90 days in advance by the Office of Clinical Education. All elective faculty must be appointed by ARCOM and meet the administrative criteria established by ARCOM.
Incidents of Exposure to Contagious Diseases

PURPOSE
Students receive ongoing education at ARCOM on how to protect themselves from exposure to infectious and environmental hazards. All students learn the techniques of universal precautions and it is required that they be adopted whenever there is the potential for exposure to reduce the risk of transmission of blood-borne pathogens. This policy outlines what steps should be taken if there is an exposure.

POLICY
It is the policy of ARCOM to follow policies and procedures that effectively mitigate faculty, staff, and student exposure to infectious and environmental hazards, provide education on prevention of such exposures, and address procedures for care and treatment after such exposures.

APPLICABILITY
ACHE/ARCOM/Faculty/Staff.
Clinical Rotation Sites/Clinical/Adjunct Clinical Faculty/Administrators/Staff.
ARCOM Students

PROCEDURES

a) CLEAN
   - A student who experiences a needle stick, blood born pathogen exposure should immediately wash the area with copious soap and water for five minutes and irrigate mucus membranes (if involved) copiously with water.

b) COMMUNICATE
   - Notify your supervising physician immediately!
   - Fill out an incident report at your host institution.
   - Notify ARCOM Clinical Medicine Department as soon as possible (AFTER care is initiated).
   - Obtain and provide copies of follow up post-exposure testing.
   - Keep a personal copy of all records.
   - Give copies of all records to ARCOM Clinical Medicine Department.

b) SEEK CARE
   - Seek immediate care.
   - Follow the host hospital or clinic’s policy for risk evaluation and post-exposure prophylaxis. This will usually be done through the Emergency Room. Students must be tested for HBV, HCV, and HIV, at a minimum, follow an exposure. Other testing may be completed if deemed appropriate by the clinical site.
   - Care should be initiated following the appropriate assessment of exposure and utilizing current CDC guidelines.

Note: Students are not covered by the health insurance of the community campuses nor are they covered by ARCOM’s health insurance. Students MUST carry their own insurance to cover any medical expenses incurred as a result of injury at the clinical sites. ARCOM assumes NO financial responsibility for injuries or
medical/surgical problems incurred either on or off clinical rotation.

Fatigue Mitigation Policy

PURPOSE
ARCOM must publish and follow policies related to student, faculty, and staff mental health and wellness and fatigue mitigation. Experiencing fatigue in a supervised environment during their training prepares students for managing fatigue in residency and practice. However, ARCOM and its clinical rotation sites must adopt fatigue mitigation processes to ensure that there are no negative consequences and/or stigma for using fatigue mitigation strategies.

POLICY
It is the policy of ARCOM to adhere to the guidelines provided by COCA and to promote patient safety and student wellness by ensuring that students are appropriately rested and fit for duty. This policy provides guidance on methods available to educate students, faculty, and staff on recognition of fatigue and sleep deprivation and outline options for fatigue mitigation.

APPLICABILITY
ACHE/ARCOM/Faculty/Staff. Core Hospital Sites/Clinical Preceptors/Administrators/Staff. ARCOM Students

DEFINITIONS
Fatigue Management- Recognition by either a student or supervisor a level of student fatigue that may adversely affect patient safety and enactment of a solution to mitigate the fatigue.

Fitness for duty- Mentally and physically able to effectively perform required duties and promote patient safety.

PROCEDURES

A. Recognition of Signs of Fatigue
- ARCOM will provide all students, faculty members, adjunct clinical faculty, and staff with information and instruction on recognizing the signs of fatigue and sleep deprivation, information on alertness management, fatigue mitigation processes, and how to adopt these processes to avoid potential negative effects on patient care and learning.
- This information will be provided to students during their Orientation their first week of medical school and then revisited during their Orientation to Clinical Medicine as part of their Capstone Course.
- This information will be provided to faculty and staff through faculty development both onsite at ARCOM and onsite (or online) to clinical sites.
- Recorded lectures will also be available through the learning management systems.

B. Strategies for Fatigue Mitigation
1. Recognizing the signs of fatigue.
2. Time management to maximize sleep off duty- seek assistance through Office of Student Affairs and/or Director of Wellness.
3. Self-monitoring performance and/or asking others to monitor performance.
4. Remaining active to promote alertness.
5. Maintaining a healthy diet.
6. Increasing sleep time before and after periods of long hours (test days, on-call, etc.).
7. Ensuring sufficient sleep recovery periods
8. Judicious use of caffeine
9. Rely on others for patient care if you are not fit for duty.
10. Strategic napping.

C. Options if a student is too fatigued to drive home
   1. Public or private transportation (someone other than the fatigued individual must drive), if available, may be utilized.
   2. Peers, faculty, staff, preceptors, Office of Policy and Security, Office of Student Affairs, or family may be called to assist transporting the fatigued student to their residence.
   3. Call rooms/sleep quarters are available at all facilities (on clinical rotations) for the student to use for a nap until the student is less fatigued.
Appendix A - Catastrophic Event Policy for Clinical Rotations

PURPOSE
The purpose of this policy is to ensure that safety is the top priority for ARCOM students while also providing a framework to address the completion of the students’ clinical education curriculum.

POLICY
ARCOM must have a policy to address a catastrophic event that may prevent a student from completing their rotations at their assigned site and ensure that the students can complete their entire clinical education curriculum. These catastrophic events may include, but are not limited to, natural disasters and public health and safety events.

APPLICABILITY
ACHE/ARCOM/Faculty/Staff ACHE Security
Clinical Rotation Sites/Clinical/Preceptors/Administrators/Staff
ARCOM Students

PROCEDURES
A. Ensure the safety of ARCOM students
1. Students should not report to their clinical rotation site if their safety is questionable.
2. Students should contact ACHE Office of Police and Security (479-308-2222) if they are in a potentially catastrophic situation or have a concern for their safety or the safety of another student.
3. Students will be alerted via ACHE Alert of emergency situations on the ACHE campus. The ACHE Office of Police and Security will coordinate mitigation efforts for students’ safety with the offsite Clinical Rotations Coordinator.
4. Provided that ARCOM is not affected by the emergency, students are always welcomed back to the ACHE campus in times of a catastrophic event.

B. Ensure that the students can complete their entire clinical education curriculum
1. If a student in involved in a catastrophic event, they should notify the Associate Dean of Clinical Medicine (479-308-2329) or the Director of Clinical Rotations (479-308-2315) as soon as possible to coordinate alternate clinical rotation site assignments.
2. If a student is unable to complete clinical rotations at their assigned site due to a catastrophic event, ARCOM may assign alternate clinical rotations in unaffected locations.
3. The students’ rotations may be divided between two or more existing clinical rotation sites to meet the curricular requirements.
4. Students have approximately eight (8) weeks of time built into the clinical curriculum that may be used to complete rotations missed due to catastrophic events, without adversely affecting the students’ graduation.
Appendix B - Physical Health Care Policy

PURPOSE

ARCOM must provide its students with access to diagnostic, preventive and therapeutic health services, accessible in all locations where students receive education from ARCOM.

POLICY

It is the policy of ARCOM to adhere to the guidelines provided by COCA provide its students with confidential access to an effective system of physical healthcare 24 hours a day, 365 days a year, from all locations where students receive their education. Also reference the Recusal From Student Grading Policy.

APPLICABILITY

ACHE/ARCOM/Faculty/Staff.  
Clinical Rotation Sites/Clinical/Preceptors/Administrators/Staff.  
ARCOM Students

DEFINITIONS

PROCEDURES

1. It is mandatory for all students to have and maintain health insurance.
2. Students may seek medical care at any institution that accepts their insurance both during their pre-clinical and clinical years.
3. ARCOM has arranged for Mercy to act as the Student Health Service for ARCOM students.
   i. Immunizations and labs required through ARCOM are available at Mercy Clinic Primary Care – Chaffee Crossing without an appointment to ARCOM students.
   ii. Same Day/Next Day Appointments are available at Mercy Clinic Primary Care – Chaffee Crossing within 24 hours of an ARCOM student requesting an appointment for acute care needs only. Every attempt will be made to schedule you with your PCP, however, if your PCP is not available, you may be scheduled with a collaborating nurse practitioner or physician partner. These services might include, but are not limited to the following:
      1. Symptom evaluation
      2. Simple cuts, puncture wounds, abscesses
      3. Sprains and strains
      4. Cold and flu symptoms (fever, ear pain, sore throat, etc)
      5. Urinary tract infections
      6. Rashes, minor burns, insect bites
iii. Chronic issues, preventative care, complex care and medication management will require appointments to be scheduled. Appointments are available Monday – Friday, during the Clinic’s normal hours of operation.

iv. The use of inappropriate and/or unprofessional behavior towards members of the clinical care team will not be tolerated. Such behavior will immediately be reported, in writing, by the Chaffee Crossing Clinic Manager to the Dean of Student Affairs. At their discretion, the inappropriate and/or unprofessional behavior may be reported to the Student Progress Committee.

4. When experiencing a medical emergency, students are advised to call 911 immediately. It’s important to understand that emergencies are defined by the victim; if you feel you or a fellow student are having a medical emergency or any other emergency, call 911 immediately.

5. A list of healthcare professionals in the Fort Smith area is available through the Office of Student Affairs.