



COLLEGE CATALOG

2018-2019

Volume 3

Doctor of Osteopathic Medicine Program

Publication Date: 7/23/2018
Effective Date: 7/23/2018-6/30/2019
Amended: 3/19/2019



Burrell College of Osteopathic Medicine

3501 Arrowhead Drive | Las Cruces, New Mexico | 88001

www.bcomnm.org

(575) 674-BCOM (2266)

The content of this catalog is for general information and does not constitute a contract between BCOM and its students, applicants for admission, staff or faculty. It is not intended to, nor does it contain all regulations that relate to students. BCOM reserves the right to make changes at any time to reflect current BCOM policies, administrative regulations and procedures, amendments by state law, and fee changes. Such changes will be deemed binding upon students upon adoption. BCOM is not responsible for misrepresentation or provisions that might arise as a result of errors in preparation. Enrolled students should also refer to the Student Handbook and be familiar with all content and comply with the stated provisions.

I hereby certify that the statements and information in this catalog are true and correct to the best of my knowledge and belief.

John L. Hummer, President (Signature on File)

A MESSAGE FROM THE DEAN

Greetings!

It is my pleasure to serve as the Dean & Chief Academic Officer for the Burrell College of Osteopathic Medicine (BCOM). The College was founded with a sound mission to expand the healthcare workforce in New Mexico and the southwest. An experienced staff and faculty has been assembled and we have seated two classes of students that have brought diversity and scholarship to our campus.

During my tenure at BCOM, we will grow from this foundation to promote positive and inclusive servant leadership that aligns with the institutional mission and guiding principles. The transition will be seamless and transparent as we prepare for the next milestones in our development.

Our students, faculty and staff are working hard to contribute to our success as a learning organization as well as a place to learn. We welcome those who want to be the next members of our team to visit our campus and see the great things we are doing.

Don N. Peska, DO, MEd
Dean and Chief Academic Officer
DPeska@bcomnm.org



Contents

A MESSAGE FROM THE DEAN	3
ADMINISTRATION (subject to change; please visit our website for the most current listing).....	6
ACADEMIC CALENDAR & HOURS OF OPERATION	10
ABOUT BCOM	12
HISTORY	12
FACILITIES	12
STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES	13
BCOM MISSION	14
BCOM VISION	14
PROGRAMMATIC EDUCATIONAL LEARNING OBJECTIVES	14
POLICY AND STATEMENT OF NON-DISCRIMINATION	15
ACCREDITATION	16
INSTITUTIONAL LICENSURE	17
INSTITUTIONAL DATA AND OUTCOMES	18
OFFICE OF ENROLLMENT MANAGEMENT	19
OFFICES OF ADMISSIONS AND THE REGISTRAR.....	19
MINIMUM TECHNICAL STANDARDS	19
ADMISSIONS PREREQUISITES	21
ADMISSION PROCESS	22
MATRICULATION INFORMATION	25
REGISTRATION	27
DEFERRAL POLICY	27
TRANSFER REQUIREMENTS	27
ACADEMIC RECORDS	28
LEAVE OF ABSENCE	29
WITHDRAWAL FROM THE COLLEGE	29
OFFICE OF FINANCIAL AID	29
STUDENT ACADEMIC PROGRESS	30
FINANCIAL ASSISTANCE.....	30
TUITION AND FEES	31
TUITION REFUND POLICY	32
OFFICE OF STUDENT AFFAIRS	33
STUDENT HEALTH INSURANCE.....	33

PHYSICAL HEALTH SERVICES	33
COUNSELING AND BEHAVIORAL HEALTH SERVICES.....	34
HONOR CODE	35
SUBSTANCE FREE CAMPUS	35
GRIEVANCES	35
TITLE IX	36
STUDENTS WITH DISABILITIES	36
SPECIAL ENVIRONMENTS	36
CAREER COUNSELING	37
OFFICES OF ACADEMIC AFFAIRS AND CLINICAL EDUCATION	38
ATTENDANCE.....	38
GRADES	40
STUDENT PERFORMANCE & ACADEMIC STANDING	42
REMEDATION.....	42
ACADEMIC SUPPORT SERVICES	43
COMLEX-USA® EXAMS	44
GRADUATION REQUIREMENTS	45
BCOM’S CURRICULUM.....	46
PRE-CLINICAL EDUCATION	46
CLINICAL EDUCATION.....	47
ACADEMIC OPPORTUNITIES	48
CALCULATION OF CREDIT HOURS	49
BCOM’S LIBRARY	50
LISTING OF COURSES	51
CURRICULUM YEAR ONE.....	51
CURRICULUM YEAR TWO	54
CURRICULUM YEAR THREE	58
CURRICULUM YEAR FOUR	61
*ELECTIVE CLERKSHIP ROTATION OPPORTUNITIES.....	62
ORGANIZATIONAL OVERVIEW.....	64
DIRECTORY (subject to change; please visit our website for the most current listing)	65

ADMINISTRATION (subject to change; please visit our website for the most current listing)

Executive Administration and Office of the Dean

Hummer, John L., MS

President

(575) 674-2203 | jhummer@bcomnm.org

Peska, Don N., DO, MEd

Chief Academic Officer and Dean

(575) 674-2204 | dpeska@bcomnm.org

Mychaskiw II, George, DO, FAAP, FACOP

Vice President of Development &
External Affairs; Founding Dean

(575) 674-2202 | gmychaskiw@bcomnm.org

McHorse, Justin, MAEd

Assistant Vice President of Multicultural Inclusion;
Director of Communication

(575) 674-2206 | jmchorse@bcomnm.org

Núñez, Nina, MAEd

Director of Accreditation and Institutional Assessment

(575) 674-2339 | nnunez@bcomnm.org

Richardson, Vanessa, MAEd

Compliance Officer - Title IX

(575) 674-2396 | vrichardson@bcomnm.org

Offices of Administration and Operations

Taylor, Jennifer, MBA

Vice President of Administration; Chief Financial Officer

(575) 674-2281 | jetaylor@bcomnm.org

Harris, Jeff

Assistant Vice President of Administration;
Chief Information Officer

(575) 674-2391 | jharris@bcomnm.org

Huber-Landrum, Renee, MBA

Controller

(575) 674-2282 | rhuber@bcomnm.org

Leake, Dawn M., BSBA, SHRM-CP

Director of Human Resources

(575) 674-2284 | dleake@bcomnm.org

Office of Academic Affairs

Ketchum, Robert J., PhD

Senior Associate Dean Academic of Academic Affairs
(575) 674-2302 | rketchum@bcomnm.org

Benoit, Joseph N., PhD

Assistant Dean of Research
(575) 674-2321 | jbenoit@bcomnm.org

Funk, Cindy, PhD

Assistant Dean of Student Assessment
(575) 674-2343 | cfunk@bcomnm.org

Osborne, David, PhD

Assistant Dean of Pre-Clinical Education
(575) 674-2310 | dosborne@bcomnm.org

Assi, Muneer, DO, FACOI

Chair of Medical Specialties
(575) 674-2320 | massi@bcomnm.org

Bramblett, Debra, PhD

Chair of Biomedical Science
(575) 674-2311 | dbramblett@bcomnm.org

Donohue, Miriam L., PhD

Chair of Anatomy & Cell Biology
(575) 674-2316 | mdonohue@bcomnm.org

Goldsteen, Robert, DO, FACP

Chair of Primary Care
(575) 674-2366 | rgoldsteen@bcomnm.org

Lente, Adela, MD

Chair of Surgical Specialties
(575) 674-2317 | alente@bcomnm.org

Rodenbaugh, David W., PhD

Chair of Physiology/Pathology
(575) 674-2315 | drodenbaugh@bcomnm.org

Gutierrez, Samuel C., MBA, LP

Director of Simulation
(575) 674-2381 | sgutierrez@bcomnm.org

Office of Clinical Education

Hayes, Oliver W., DO, FACEP

Senior Associate Dean of Clinical Education

(575) 674-2303 | ohayes@bcomnm.org

Baker, William, DO

Regional Assistant Dean

(575) 674-1732 | wbaker@bcomnm.org

Cruickshank, John M., DO, MBA, CPE

Regional Assistant Dean

(575) 674-1722 | jcruickshank@bcomnm.org

Serrano-Feliciano, Jenitza, MD

Regional Assistant Dean

(575) 674-1730 | jfeliciano@bcomnm.org

Vaillant, Karen E., MD

Regional Assistant Dean

(575) 674-1724 | kvillant@bcomnm.org

Zhorzholiani, Irina, MBA

Director of Clinical Education

(575) 674-2350 | izhorzholiani@bcomnm.org

Office of Enrollment Management

Vaudrey, Christa, MAEd

Vice President of Enrollment Management

(575) 675-2340 | cvaudrey@bcomnm.org

Alba, Adrian, MA

Director of Admissions

(575) 674-2211 | aalba@bcomnm.org

Melendez, Marlene, MA, EdD

Director of Financial Aid

(575) 674-2223 | mmelendez@bcomnm.org

Reyes, Marisella, MA

Registrar

(575) 674-2231 | mreyes@bcomnm.org

Office of Information Technology

Gaber, Jerome D.

Director of Systems and Services
(575) 674-2392 | jgaber@bcomnm.org

Office of Student Affairs

Arana, Tania B., PhD

Associate Dean of Student Affairs
(575) 674-2222 | tarana@bcomnm.org

Newcomer, Brett, MBA

Director of Student Affairs
(575) 674-2225 | bnewcomer@bcomnm.org

Library

Palazzolo, Erin W., MLIS

Director of Library
(575) 674-2330 | epalazzolo@bcomnm.org

ACADEMIC CALENDAR & HOURS OF OPERATION

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

Fall Term 2018 (Years One and Two)

New Student Orientation	Monday, August 6 – Friday, August 10
First Day of Classes for Didactic Curriculum (Years One and Two)	Monday, August 13
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, August 13
Last Day to withdraw from classes and receive a 90% tuition refund	Sunday, August 26
Last Day to withdraw from classes and receive a 50% tuition refund	Saturday, September 15
Last Day to withdraw from classes and receive a 25% tuition refund	Thursday, October 18
After 9.5 Weeks 0%	
Labor Day	Monday, September 3
Thanksgiving Break	Thursday, November 22 – Friday, November 23
Last Day of Classes	Friday, December 21
Winter Break	

Spring Term 2019 (Years One and Two)

First Day of Classes (Years One and Two)	Monday, January 7
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 7
Last Day to withdraw from classes and receive a 90% tuition refund	Sunday, January 20
Last Day to withdraw from classes and receive a 50% tuition refund	Saturday, February 9
Last Day to withdraw from classes and receive a 25% tuition refund	Thursday, March 14
After 9.5 Weeks 0%	
Martin Luther King Day	Monday, January 21
Spring Break	Monday, March 4 – Friday March 8
Last Day of Classes	Friday, May 24

Fall Term 2018 (Year Three)

Introduction to Clinical Rotations (Year Three)	Tuesday, July 9
Last Day to withdraw from classes and receive a 100% tuition refund	Tuesday, July 9
Last Day to withdraw from classes and receive a 90% tuition refund	Thursday, July 25
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 18
Last Day to withdraw from classes and receive a 25% tuition refund	Friday, September 27
After 9.5 Weeks 0%	
Last Day of Classes	Friday, December 14

Spring Term 2019 (Year Three)

Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 7
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, January 23
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, February 18
Last Day to withdraw from classes and receive a 25% tuition refund	Monday, April 1
After 9.5 Weeks 0%	
Last Day of Classes	Friday, June 21

ABOUT BCOM

HISTORY

Incorporated in 2013, the Burrell College of Osteopathic Medicine (BCOM) was envisioned by Founding Dean George Mychaskiw, D.O., to address the shortage of physicians in the Southwestern United States and Northern Mexico, as well as to diversify the physician workforce. Dr. Mychaskiw reached out to John Hummer, a Las Cruces business and healthcare leader, for his assistance in pursuing this vision.

Mychaskiw and Hummer formed a partnership in July of 2013 and incorporated a new legal entity in the State of New Mexico that would eventually be named BCOM. The two co-founders orchestrated a synergistic gathering of influential leaders in both the higher education and healthcare sectors who converged to assist in making the vision a reality. Hummer introduced the new medical school to Dan Burrell and his family. Dan Burrell joined Mychaskiw and Hummer as co-founder and led the effort to raise the necessary funding; thus the College's namesake.

It was through the leveraging of expertise that New Mexico State University (NMSU) Chancellor Garrey Carruthers supported and executed the agreements leading to the creation of a private/public affiliated osteopathic medical school in Las Cruces, New Mexico.

The year of 2015 encompassed the ground breaking ceremony of the building on the NMSU Arrowhead Park construction site and signified the American Osteopathic Association's Commission on Osteopathic College Accreditation's (COCA) approval to begin accepting applications for the Inaugural Class of 2020. The milestone year of 2016 was highlighted by the medical school ribbon cutting ceremony, BCOM's first White Coat Ceremony, and the start of instruction on August 15.

FACILITIES

BCOM is an 80,000 square foot, three-story structure. Within this building, there is a rich environment for teaching and learning with state-of-the-art lecture halls, seminar/breakout rooms, high-fidelity manikin simulation suites, an Osteopathic Manipulative Medicine (OMM) lab with thirty-five tables, a virtual anatomy/ultra-high definition computer lab, a gross dissection lab, and a standardized patient clinic environment with an office, waiting room, and ten examination rooms.

In addition to the technology-rich classroom spaces and labs, the building provides an inviting space for study groups, both large and small. While students have access to most of the already mentioned lecture halls/labs, there are many other study spaces throughout the building: a library with quiet study rooms, a coffee shop, two break/meal lounges, and an outdoor, covered patio.

Faculty and staff offices are also all located in the main building, as well as the institutional offices such as Enrollment Services (Admissions, Registrar, and Financial Aid), Finance, Human Resources, Student Affairs, Academic Support Services, Information Technology, Academic Affairs, Clinical Education and Executive Administration.

While BCOM is a private and freestanding college, our unique partnership with NMSU allows students to enjoy the student life and campus community benefits that come with a major public university. Included in BCOM's tuition and fees, students have access to NMSU study spaces and libraries. BCOM students also have access to many facilities that include the NMSU Corbett Center Student Union, Activity Center, Aquatic Center, Tennis Center, and the Campus Health Center.

STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES

Burrell College of Osteopathic Medicine, LLC (BCOM) is privately owned and is managed by a sole manager, BCOM Management, LLC (Board of Managers). BCOM's Board of Managers delegates full autonomy and authority to BCOM's Board of Trustees, whose membership is majority independent, to oversee the quality of medical education, compliance with regulatory bodies, and general administrative matters to include policy development, performance improvement, and organizational management, budgeting and strategic planning. BCOM's Board of Trustees consist of community and healthcare stakeholder members from within BCOM's service region as well as representatives from the Board of Managers.

BCOM's Founding Board of Trustees included: Dan Burrell; Jaime Aguirre, John L. Hummer; Chet Burrell; John Jetter; Garrey Carruthers, PhD; Angela Throneberry; John Cruickshank, DO; John Harris; Bob Wingo; Suzan Martinez de Gonzales; William T. Baker, DO; and Denten Park.

The Board of Trustees is currently comprised of the following representatives:

Dan Burrell, Chair
The Burrell Group - CEO

John Harris
Memorial Medical Center - CEO

Suzan Martinez de Gonzales, Vice-chair
Community Member

John Hummer, Secretary
BCOM - President/CEO

Jaime Aguirre
Rice Management Group - Director

John Floros, PhD
New Mexico State University – President

William Baker, DO
Family Practitioner

Derrick E. Cuenca
Mountain View Regional Medical Center - CEO

Chet Burrell
Director and Executive Board Member

Robert Wingo
Sanders/Wingo Advertising Inc.,- CEO

Dan Arvizu, PhD
New Mexico State University - Chancellor

Don Peska, DO, Ex-Officio
BCOM - Dean/Chief Academic Officer

John Cruickshank, DO
Lovelace Medical Group - CEO

Jennifer Taylor, Ex-Officio
BCOM - Vice President/Chief Financial Officer

BCOM MISSION

Para la gente y el futuro: For the people and the future, the Burrell College of Osteopathic Medicine at New Mexico State University is dedicated to improving the health of the Southwestern United States and Northern Mexico through culturally humble undergraduate, graduate and continuing osteopathic medical education, research, and clinical service to the community.

BCOM is focused on increasing diversity in the physician workforce and fostering a practice of lifelong learning, compassion, respect, and excellence in its students.

BCOM VISION

The Burrell College of Osteopathic Medicine will be regionally and nationally recognized for significantly impacting the physician workforce needs of the Southwest and access to quality medical services. BCOM will be a leader in increasing workforce diversity, particularly among Native American and Hispanic populations.

PROGRAMMATIC EDUCATIONAL LEARNING OBJECTIVES

Objective I: Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.

Objective II: Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.

Objective III: Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.

Objective IV: Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.

Objective V: Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.

Objective VI: Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.

Objective VII: Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

POLICY AND STATEMENT OF NON-DISCRIMINATION

The College does not discriminate in the conduct of its academic programs on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, national origin, age, disability, genetic information, religion, marital or veteran status in its educational programs, activities, admission, or employment policies and practices. The College further extends its non-discrimination policies to such other protected classes as may be identified and defined by statute.

Anyone observing discriminatory actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates should notify the Office of Compliance. Any allegation of discriminatory practice will be investigated. The reporting individual may remain anonymous and file such reports without fear of retaliation.

Policies of the College with regard to non-discrimination including a discussion of procedures attendant to these policies may be found at:

<https://bcomnm.org/policy-b1040/>

Title IX of the Education Amendments of 1972, [34 CFR Part §106.31](#), addresses the specific instance of discrimination based upon sex. For a discussion of the College's policies and procedures with regard to *Title IX* please see the *Title IX* portion in this catalog.

ACCREDITATION

The Doctor of Osteopathic Medicine degree program is pre-accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA). COCA also serves as institutional accreditor for the College to enable participation in certain state and federal programs. It is anticipated that pre-accreditation status shall remain until the College graduates its first class in Spring 2020 at which time it will become eligible for full accreditation.

In order to maintain its current status and obtain full accreditation, the College must comply with the *COM Continuing Accreditation Standards* published by the COCA. These standards may be found at:

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

Complaints Regarding Accreditation

The College encourages all students and others who may have complaints regarding its compliance with accreditation standards to bring their concerns to the attention of the College's Compliance Officer. For a description of the accreditation complaints policy and procedures for reporting please refer to:

<https://bcomnm.org/policy-b2030/>

Any complaint regarding accreditation may be filed anonymously without fear of retaliation through the College's online reporting system. If the complaint cannot be satisfactorily resolved or if the complainant prefers, complaints may be directed to the COCA. The procedure for such filings may be found at:

<https://osteopathic.org/wp-content/uploads/2018/02/complaint-review-procedures.pdf>

All inquiries and complaints received by the College regarding accreditation shall be considered confidential. Any individual or entity making such inquiry or filing a complaint in good faith shall not be subject to retaliation irrespective of final adjudication of the matter. All records of such inquiries or complaints shall be held by the College and subject to review by the Commission on Osteopathic College Accreditation (COCA) or other regulatory agencies as may be required by law.

INSTITUTIONAL LICENSURE

The Burrell College of Osteopathic Medicine operates under the authority granted to it by the New Mexico Higher Education Department and agrees to operate in compliance with all applicable laws, statutes, and rules. Students and all members of the College community have available to them a process whereby they may file a complaint directly with the Higher Education Department regarding the operations of the College.

State rule provides a requirement that students or other parties with complaints or grievances against an institution first seek to resolve their complaint or grievance directly with the institution in accordance with the institution's complaint or grievance policy. A student or other party not satisfied with an institution's resolution of a complaint may submit a complaint to the Department in writing on the form referenced herein. A student must file a complaint with the department within three (3) years of his/her last date of enrollment.

-New Mexico Higher Education Department

Students wishing to file a grievance with the College may do so by contacting the Office of Compliance. The Grievance Policy and associated procedures may be found at:

<https://bcomnm.org/policy-b2040/>

If the College is unable to reach a satisfactory resolution to the grievance, the complainant may contact the New Mexico Higher Education Department:

New Mexico Higher Education Department
Private Post-Secondary Schools Division
2044 Galisteo Street, Suite 4
Santa Fe, NM 87505
(505) 476-8400

<http://www.hed.state.nm.us/institutions/complaints.aspx>

INSTITUTIONAL DATA AND OUTCOMES

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

Information regarding BCOM first-time pass rates for the COMLEX-USA® exam as well as admissions and enrollment data, retention and completion rates, financial aid data, and demographic data of faculty and staff is available on our website at:

<https://bcomnm.org/data-and-outcomes/>

OFFICE OF ENROLLMENT MANAGEMENT

The Office of Enrollment Management oversees all issues related to admissions, student recruitment, registrar services, and financial aid.

OFFICES OF ADMISSIONS AND THE REGISTRAR

MINIMUM 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 D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data. To facilitate the attainment of optimum care and safety, students at BCOM must:

- Behave in a manner exhibiting high moral and behavioral standards reflecting the position and status of an osteopathic physician.
- Demonstrate respect for individuals and groups with consideration to the diversity of age, gender, nationality, race, religion, or disability.
- 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 by themselves 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.

BCOM expects its applicants and students to meet certain minimum technical standards as outlined below. Every applicant and student of the BCOM is expected to possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a doctor of osteopathic medicine (D.O.) degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. BCOM 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 recommended by the Burrell College of Osteopathic Medicine 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 0.3cm, 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, and describe changes in mood, activity, and posture, as well as 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 oral and written form with all members of the health care team in English.

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 (OMM). 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 and Advanced Cardiac Life Support, 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. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational processes.

Participation in Osteopathic Manipulative Medicine Skills Sessions and Clinical Care Encounters

Active participation in OMM Skills Sessions and Clinical Care Encounters is an admission, matriculation and graduation requirement. During OMM skills sessions 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. While at times, we will be using simulated patients much of the time students will be expected to practice on each other.

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 sessions. This learning requires active participation in all skills 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. Good hygiene is important. This includes frequent bathing and hair washing and trimming fingernails 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, including watching

videos, 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.

ADMISSIONS PREREQUISITES

BCOM uses a holistically driven admissions process whereby applicants are assessed in several different areas including academic and non-academic characteristics. The BCOM admissions process has been developed in an attempt to identify characteristics that are aligned with the BCOM mission. The admissions policy can be found on the BCOM website at:

<https://bcomnm.org/policy-b9001/>

Prior to an applicant beginning the admissions process, they must meet minimum prerequisite requirements, which are as follows:

- A completed baccalaureate degree from an accredited college or university prior to date of matriculation into BCOM.
- Overall science grade point average (GPA) of a 3.0 (on a 4.0 scale).
- A 493 or higher with no sub-sections lower than the 15th percentile on the Medical College Admission Test (MCAT). Scores older than three years prior to August of the year of matriculation will not be considered.
- Applicants may obtain information about the MCAT through www.aamc.org or by using the following contact information:

Association of American Medical Colleges
Medical College Admission Test
2450 N St., NW
Washington, DC 20037
(202) 828-0690
Email: mcats@aamc.org

- Pass all of the following prerequisite courses with a “C” grade or higher:
 - Biology courses with labs* 8 credit hours
 - General/ Inorganic Chemistry courses with labs* 8 credit hours
 - Organic Chemistry courses with labs* 8 credit hours
 - Physics courses with labs* 8 credit hours
 - Science elective 3 credit hours
 - English courses 6 credit hours

*Laboratory credits are required with science courses without exception. Recommended courses to meet science elective prerequisite include advanced courses in biological sciences, biochemistry, cell biology genetics, human anatomy, physiology, immunology, microbiology, neurosciences and behavioral sciences. BCOM does not consider alternative educational experiences.

Under special circumstances, Burrell College of Osteopathic Medicine reserves the right to use discretion to admit students who do not meet these minimum requirements.

ADMISSION PROCESS

Applicants must first complete a primary application through one of two convenient and centralized online application services. Option one, AACOMAS, is available to all accredited osteopathic medical schools through the American Association of Colleges of Osteopathic Medicine (AACOM). Students create and file one electronic application; which will be verified,

and subsequently distributed to all osteopathic colleges the applicant has designated. For additional information, students can go to www.AACOM.org or call (301) 968-4100. Option two is the expedited application review process, which is available to applicants from the local region. For more information on eligibility for this program, refer to the Burrell Expedited Admissions Review Pathway (BEAR) at:

<http://bcomnm.org/burrell-expedited-admission-review-pathway/>

Supplemental Application

Once BCOM has received an applicant's primary application, the Office of Admissions will complete an initial screening to verify minimum requirements. Applicants that meet the minimum requirements will receive an email containing login instructions on how to complete and submit the supplemental application.

Applicants will be required to submit the supplemental application with appropriate supporting materials. Only fully completed applications will be reviewed. Incomplete applications will be placed on hold until all required documentation has been received. It is the responsibility of the applicant to make sure all required documents are received prior to April 15. Required application documents include:

- Completed online AACOMAS or BEAR primary application.
- Valid MCAT score within three years of August of the matriculation year.
- Payment of nonrefundable supplemental application processing fee.
 - Students approved for a fee waiver by AACOMAS will also be eligible for a waiver from BCOM. Documentation of the current cycle approved fee waiver must be provided.
- All required letters of recommendation which include the following:
 - One letter from a physician (D.O. or M.D.) that details your exposure to patients and your ability to perform in a medical setting. It can reflect shadowing, volunteer experience or work experience. A letter from an osteopathic physician is recommended.
 - **One** of the following:
 - One pre-medical advisor or committee letter **OR**
 - Two academic letters written by college science professors who have instructed you in prerequisite courses or with whom you have conducted research within a scientific laboratory.

Letters must be formatted on letterhead and include the faculty's academic credentials and a signature. Students are responsible for informing referees of these requirements when requesting letters. Letters from relatives, spouses, family friends, coaches, personal trainers, veterinarians,

dentists or the student's family physician (unless you have shadowed or worked with the physician) will not be accepted.

Accepted methods of submission for letters of recommendation include:

- AACOMAS
- Virtual Evals
- Interfolio
- Email (admissions@bcomnm.org)
- Mail
 - Office of Admissions
Burrell College of Osteopathic Medicine
3501 Arrowhead Drive
Las Cruces, NM 88001

Academic and non-academic factors that have been identified as representing characteristics of a good physician and a good fit for the BCOM mission are:

- Academic Accomplishments
 - Official transcripts with individual course grades
 - Medical College Admission Test (MCAT) scores
 - Science grade point average (SGPA)
 - Non-science grade point average (GPA)
- Non-Academic Accomplishments
 - Socio-demographics
 - Professional experiences
 - Applicant's ability and aspiration to fulfill BCOM's mission
 - Applicant's commitment to serving in underserved areas
 - Personal experiences with diverse patient populations
 - Community and volunteer services
 - Demonstrated leadership activities
 - Personal profile
 - Applicant's personal statement

On-Campus Interview

If an applicant is selected for an on-campus interview, they will schedule at their convenience within their BCOM online portal. BCOM uses a rolling admissions process and conducts interviews from August through April of the application cycle. Interview days are formatted in a half-day schedule which includes a campus tour of both BCOM and NMSU facilities, presentations on curriculum and Financial Aid resources, interaction with current first and second-year students, an interview conducted by BCOM faculty and lunch.

Final Decision

At the conclusion of the interview process, all candidate files will be routed to the Medical Student Admissions Selection Committee where a final admission decision will be rendered. The Medical Student Admissions Selection Committee will send their final decision to the Dean for approval.

Admission Appeal

Every qualified applicant who submits an application to BCOM has had his/her application file considered through an extensive comprehensive evaluation. Given the thoroughness of the evaluation and the medical admissions process, it is extremely rare for a final admission decision to be reversed once rendered. Therefore, for an appeal to have merit, it must bring to light new extenuating circumstances that were not addressed in the original application. The appeals process is not a re-review of an existing applicant file. Appeals will not be accepted from applicants who are not submitting new information.

Guidelines for an appeal:

- Must be submitted to the Director of Admissions, who will review the reason for the appeal and all supporting documentation. If the appeal is not supported, the Director of Admissions will inform the applicant in writing.
- Information will only be accepted directly from the applicant.
- Deadline to appeal: last day of March for the cycle

The appeal documentation will be presented to the Medical Student Admissions Selection Committee for review. The committed decision will be submitted back to the Director of Admissions.

Waitlist

BCOM candidates not offered an immediate acceptance may be placed on the waitlist.

MATRICULATION INFORMATION

Applicants for admission to the class must meet the following requirements prior to matriculation:

- A non-refundable full deposit of three thousand dollars (\$3,000) to confirm acceptance, which will be credited against the first semester's tuition and fee charges.
- Submission of the electronically signed BCOM Admissions and Acceptance Agreement by the given designated deadline.
- Completion of the following forms:
 - Electronically signed BCOM Minimal Technical Standards Form
 - Emergency Contact Form
 - Proof of Immunization Form

- A criminal background check and drug screen by BCOM's designated vendor must be completed no earlier than 60 days prior to matriculation.
- Submission of all official college transcripts from all degree granting institutions and all courses that have not been previously verified through AACOMAS. Transcripts must indicate that the student has satisfactorily completed all prerequisite course requirements and satisfied any contingencies, including graduation, as outlined in the acceptance letter. Students who have an officially approved reason acceptable to Burrell College of Osteopathic Medicine for submitting transcripts after the due date must have their transcripts recorded with the Registrar by the first day of class.
- Proof of basic health insurance coverage in order to avert financial hardship due to hospital admissions, emergency department care, subspecialty care or other medical services needed. The renewal date for this requirement will be set for August 1 of each year while the student is enrolled at BCOM.
- Students will be asked to present proof of legal U.S. residency status.
- An immunization status report, including all required vaccinations and immunizations, must be submitted:
 - **Diphtheria/ Tetanus/ Pertussis** – TDAP booster dose within last 10 years.
 - **Measles, Mumps and Rubella** – Two doses after 1978 or titers for each disease (Measles, Mumps and Rubella). **A copy of the lab results is required.**
 - **Hepatitis B** – Hep B series completion and Hep B Surface Antibody Titer (IgG) for confirmation of immunity response. **A copy of the lab results is required.**
 - **Tuberculosis (TB)** – A two-step Tuberculin skin test (PPD – two separate placements and two separate results) is required within 6 months of matriculation. Placing a PPD and returning within 72 hours to have it read. If the first test is negative (0mm induration), another PPD is placed on the opposite arm and is read with 72 hours.

In the case of a history of positive TB test: Physician or Health Department records detailing documentation of PPD result, chest X-ray result and treatment completion must be included with the immunization records prior to matriculation.

Exception: If the student received BCG, a chest X-ray and TB symptom review must be submitted.

- **Varicella** – Proof of two doses of the Varicella vaccine **and** a positive Varicella titer (IgG). **A copy of the lab results is required.**
- **Influenza** – Documentation of the Influenza's vaccine (in season generally September through March).

Failure to comply with the above requirements can result in denial to matriculate and subsequent withdrawal from BCOM.

REGISTRATION

Upon completion of all matriculation requirements, an applicant who matriculates will be considered ready for registration with the Registrar. No student will be registered earlier than one week before classes begin. Due to the curriculum being cohort based and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time for the entire program unless the student notifies the Registrar in writing of his or her intent to withdraw from the classes or if the program is modified by decision of the Student Progress Committee.

DEFERRAL POLICY

A deferral will only be considered for seat-accepted candidates able to demonstrate extenuating or unexpected personal circumstances. Requests for deferral will be considered on a case-by-case basis and must be received in writing no less than 60 days prior to the beginning of orientation.

Deferment requests cannot be made to delay a decision in the given acceptance timeframe or to wait for an admission offer from another medical school. A candidate may only request a maximum 1-year deferment. If the candidate does not matriculate the immediate following cycle year, the admission offer will be rescinded. Candidates who did not matriculate during the allotted deferment period must reapply and follow the same admissions process as all other candidates for that cycle year. Applying to another medical school during the deferment period will result in withdrawal of the initial offer of admission, loss of the position at BCOM and forfeit of the full deposit.

TRANSFER REQUIREMENTS

BCOM will not accept transfers from other colleges nor provide advance standing for new matriculants.

Foreign Coursework

Transcripts submitted from institutions outside the United States of America (U.S.) or Canada must be evaluated for U.S. equivalence by one of the services listed below. An official report must be sent from the service directly to BCOM. The student should retain a copy of the report to reference in completing the AACOMAS application. The report should contain a course-by-course evaluation, including a listing of courses, subject codes, semester hours and grades on the AACOMAS Academic Record or Professional School Academic Record as per the instructions. Unofficial copies of any equivalence evaluation report will not be accepted.

World Education Services (WES)
P.O. Box 5087
New York, NY 10274-5087
(212) 966-6311
www.wes.org

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400
www.ece.org

Josef Silny & Assistants, Inc.
International Educational Consultants
7101 SW 102 Avenue
Miami, FL 33173
(305) 273-1616
www.jsilny.com

International Education Research
Foundation, Inc. (IERF)
P.O. Box 3665
Culver City, CA 90231-3665
(310) 258-9451
www.ierf.org

ACADEMIC RECORDS

The College Registrar is the custodian of all official academic records. The Registrar assures that all records are secured and retained as required by regulatory agencies and accreditation. The College's several records, security, and retention policies may be found at the following:

- <https://bcomnm.org/policy-b2050/>
- <https://bcomnm.org/policy-b2080/>
- <https://bcomnm.org/policy-b2090/>

Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act (FERPA)* (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The College has in place procedures necessary to maintain compliance with FERPA guidelines. Students may release their academic record to a third party by contacting the Registrar and completing the *Release of Information Request* form. The complete FERPA notice may found at the Registrar's website at: <https://bcomnm.org/students/resources/office-of-the-registrar/>

Transcripts

Students may produce an unofficial transcript at any time. An official transcript that includes the seal of the College and a signature by the Registrar may be ordered online or by visiting the Registrar's office. Further information on obtaining a transcript of courses completed may be found on the Registrar's website: <https://bcomnm.org/students/resources/office-of-the-registrar/>

Transferability of Credit

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

LEAVE OF ABSENCE

Students may request a Leave of Absence from the College if faced with certain circumstances that will prevent them from participating fully in the course of study or will likely impair their ability to successfully complete their coursework. Family emergencies, personal health issues, and military service are examples of events that oftentimes require students to request a leave of absence for an indeterminate period of time.

Each request will be individually considered, and a determination will be made regarding the circumstances under which a student may return to the program. Consideration will be given to the length of time the student has been absent, the coursework missed, the student's academic standing at the time coursework was interrupted and the underlying cause for which the leave was granted. The College, at its sole discretion, may place specific conditions for the student's return, may designate the earliest and latest date that re-enrollment may occur, and will determine what course credit was achieved prior to the leave commencing.

Students are encouraged to meet with the Office of Financial Aid before requesting a Leave of Absence. A Leave of Absence may have an impact on financial aid eligibility. The procedure for requesting leave may be found in the College's *Leave of Absence Policy* at:

<https://bcomnm.org/policy-b9090/>

WITHDRAWAL FROM THE COLLEGE

A student may be withdrawn from the College and the degree program for academic deficiency, disciplinary action, failure to meet financial obligation, or upon personal request. The College will apply the following grading policy at the time of withdrawal:

- A student in good academic standing who withdraws voluntarily or due to financial default shall receive the designation "W" for each course in which they are enrolled at the time of withdrawal;
- A student not in good academic standing who withdraws voluntarily or due to financial default shall receive the designation "WF" for each course in which they are enrolled at the time of withdrawal;
- A student who is withdrawn from the College for academic and/or disciplinary reasons shall receive the designation "AW" denoting an Administrative Withdrawal; and
- A student who is withdrawn from the College due to academic deficiency will receive the course grades earned.

For any voluntary withdrawal, the College will recognize the date of determination as defined by the U.S. Department of Education in its Code of Federal Regulations. Failure to complete any requirements in the withdrawal process may result in a hold placed on the student's academic record.

OFFICE OF FINANCIAL AID

The Office of Financial Aid (OFA) is responsible for the administration of all funds received by the College on behalf of enrolled students. These funds may originate from several sources including lending agencies, private or public scholarship programs, endowments, trusts, and gifts.

The OFA assures regulatory agencies of the timely and appropriate application and distribution of these funds on behalf of their intended recipient and files all documentation as needed. The OFA works in coordination with the Bursar to assist students in meeting their financial obligations to the College and provides guidance in the management of day-to-day living expenses.

STUDENT ACADEMIC PROGRESS

The College is required to monitor the progress of students in all programs for which they are receiving financial aid. The OFA receives reports from the Student Performance Committee regarding any student whose continued participation in the degree program may be in jeopardy. Changes in enrollment status may have financial implications for the student. If a student's enrollment status changes for any reason, the student must notify the OFA. Students who withdraw, take an unapproved leave of absence, or are suspended from the College are responsible for payment of any balance that becomes due to the school upon leaving. It is highly recommended that students contact the OFA for guidance before making any voluntary changes to their enrollment status. Please see the Student Academic Progress Policy:

<https://bcomnm.org/policy-b9520/>

FINANCIAL ASSISTANCE

Private Student Loans

For students that utilize private student loans to support their educational related expenses, the following information applies:

- Private loans are awarded to a student with the assumption that the student will attend their program at the College for the entire period for which the assistance is awarded;
- When a student fails to attend, the student has not met the duration of the academic period, and the student may no longer be eligible for the full amount of the loan that the student was originally scheduled to receive;
- It is the student's responsibility to maintain contact with their lender and communicate any changes in enrollment status immediately;
- It is the student's responsibility to know and understand the terms of their private loan at all times.

Federal Student Loans

The U.S. Department of Education is a sponsor of several student loan programs designed to help students lower the overall cost of borrowing money for their education. These programs are authorized under Title IV of the Higher Education Act of 1965 with subsequent amendments. The College has applied to be registered as a qualified institution for administration of funds distributed under this program. ***At this time, students enrolled in programs at the College are not eligible to participate in federally guaranteed loan programs.*** The Office of Financial Aid will notify all students when its application has been accepted as a qualified institution.

Scholarships

Currently, there are three institutional scholarships available to students:

- Amy & John L. Hummer Scholarship Fund
 - For more information, please visit:
<http://bcomnm.org/wp-content/uploads/2018/01/Amy-and-John-L.-Hummer-Scholarship-summary-FINAL-VERSION-01.12.18.pdf>
- Burrell Medical Scholars (BMS) Award
 - For more information, please visit:
<http://bcomnm.org/wp-content/uploads/2018/01/Burrell-Medical-Scholars-BMS-Award-Summary-01.12.18-FINAL-VERSION.pdf>
- The Hunt Family Foundation “Paso Del Norte” Scholarship
 - For more information, please visit:
<http://bcomnm.org/wp-content/uploads/2018/01/SWFOER-Hunt-Foundation-Scholarship-summary-FINAL-VERSION-01.12.18.pdf>

BCOM’s Financial Aid website provides a comprehensive list of organizations that provided financial assistance to students, including information regarding the scholarships listed above:

<http://bcomnm.org/students/resources/scholarship-and-loan-programs/>

TUITION AND FEES

Tuition and fees for the 2018-2019 academic year are posted on the BCOM website:

<http://bcomnm.org/students/office-of-financial-aid/tuition-and-fees/>.

Tuition and Fees	\$50,455
BCOM Fees (health center, activity centers, etc.)	\$1,554
Computer pre-loaded with all required books and journals, board prep materials, learning management system, and other educational software	\$2,500

Figures are subject to change

** Note: For a complete and more detailed cost of attendance (COA) to use for student loan application, please contact the Office of Financial Aid at financialaid@bcomnm.org or at (575) 674-2223.*

Understanding Tuition and Fees

- **Tuition** is approved annually by the BCOM Board of Trustees. All BCOM students will be assessed tuition based on their full-time enrollment at the medical school.

- **Required Fees** are assessed to all students based on their full-time enrollment at the medical school. **The BCOM Student fees** are reviewed annually by the Board of Trustees. The **BCOM Student fees** support programs that include, but not limited to, campus tutoring, information technology, campus transit, and other sponsored activities.
- **Required Supplies** includes a state-of-the-art fully-loaded computer with E-books, E-materials, self-directed test prep systems, knowledge-based computer programs, and computer hardware for 4 years

TUITION REFUND POLICY

Any student signing an enrollment agreement or making an initial payment toward tuition and fees shall be entitled to a “cooling off” period of three (3) working days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the “cooling off” period, the agreement can be withdrawn and all payments shall be refunded.

Following the “cooling off” period, but prior to the beginning of instruction, a student may withdraw from enrollment and BCOM shall be entitled to retain no more than \$100 or 5% in tuition and fees, whichever is less, as registration charges.

A student who cancels or withdraws (voluntarily or involuntarily) will receive a pro-rated refund of tuition charged for the terms based on the following schedule:

Date of student withdrawal as a % of the enrollment period for which the student was obligated	Portion of tuition and fees obligated and paid that are eligible to be retained by the institution
On 1st class day	0%
After 1st day; within 10%	10%
After 10%; within 25%	50%
After 25%; within 50%	75%
50% or thereafter	100%

Please refer to the Academic Calendar for specific dates.

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs, under the direction of the Associate Dean of Student Affairs, is involved in all aspects of student life and oversees student activities, student government functions, student clubs, student representative programs, and all other non-academic student life issues. Cases of any academic or non-academic issues that are impeding student progress are referred to the Office of Student Affairs. The Office of Student Affairs strives to create a learning environment that is governed by strong foundational values: integrity, respect, innovation, excellence, and service.

STUDENT HEALTH INSURANCE

All BCOM students are required to maintain active continuous health insurance coverage while enrolled in the DO curriculum. For this purpose, BCOM has established a college-sponsored Student Health Insurance Plan through United Healthcare Student Resources.

During the annual enrollment period (June 1 – July 31), all students have the opportunity to enroll in this student insurance plan or submit a waiver request if they have the necessary level of health insurance coverage via another provider. Students are encouraged to visit <https://app.hsac.com/bcom> for further details.

PHYSICAL HEALTH SERVICES

Routine physical health services are provided for BCOM students at the NMSU Health and Wellness Center. The NMSU Health and Wellness Center is an outpatient ambulatory health care center offering services in acute medical care, women's health, immunizations, and health education. The NMSU Health and Wellness Center is located on the NMSU campus at 3080 Breland Dr., Las Cruces, NM. The main entrance is located on the North East corner of the building (corner of McFie and Breland across the street from Zuhl Library).

Health Care at Remote Hubs

The College has arranged for all students to have access to health care providers at their assigned rotation hubs if they are not convenient to the Las Cruces campus. These providers have agreed to accept the health insurance that is available through the College. Information regarding hub providers may be obtained from hub coordinators or found online at the Office of Student Affairs website:

<https://bcomnm.org/students/resources/mental-health-services/>

Providers who establish a patient care relationship with a student may not render an academic assessment of that student at a later date. It is the student's responsibility to notify the Office of Clinical Education or their hub coordinator if they are inadvertently assigned to a provider who has participated in their health care.

COUNSELING AND BEHAVIORAL HEALTH SERVICES

The College has arranged to provide counseling and behavioral health services for its students at the NMSU-Las Cruces campus and at all remote rotation hub communities.

NMSU Health and Wellness Center

The Aggie Health and Wellness Center provides counseling services with a staff of counselors and psychologists that are here to assist students with crisis, mental health, and personal growth and well-being issues. Services include group, individual, and couples counseling. Services are free and confidential to Burrell students. Insurance claims may be filed for some services.

WellConnect

On behalf of its students, the College subscribes to WellConnect, a student assistance program that gives students and their family members confidential access to a full range of life services:

24-hour telephonic access to licensed mental health professionals at (866) 640-4777 for in-the-moment support; five in-person or telephonic counseling sessions; professionals help students identify key needs, problem solve, and find solutions to work through their concerns such as emotional stressors, test anxiety, or relationship issues; free legal and financial consultations, referrals to local resources on daily living concerns (i.e., housing, utilities, childcare, etc.), and health and wellness consultations.

Mesilla Valley Hospital (MVH)

Treatment for more serious behavioral health issues, including clinical psychiatry and substance abuse treatment, is offered for BCOM students through MVH. These services are confidential, providing assistance in issues that might impair a student's personal or professional life. These services are independent of BCOM and students will utilize their personal health insurance plan for all costs associated with these services. MVH is a private, freestanding psychiatric hospital in Las Cruces, New Mexico that provides mental health, drug, and alcohol addiction services for adolescents, adults, and seniors.

Veteran Crisis Line

The Veteran Crisis Line connects Veterans in crisis and their families and friends with qualified responders through a confidential hotline. The crisis hotline is available 24 hours a day, 7 days a week. Send Text to 741741 or Call: 1-800-273-8255 (Dial and Press 1)

Behavioral Health Services at Remote Hub Locations

Students have access to behavioral health services at all rotation hubs. WellConnect may be accessed from any location at any time. The College has arranged for local providers to accept BCOM students for care. Contact information is available from the Office of Student Affairs Website and from hub coordinators.

HONOR CODE

Students enrolled in programs at the College are expected to hold themselves and their peers to professional standards of behavior. Upholding the integrity of the academic environment goes beyond honesty and accountability in the performance of coursework; it extends to interpersonal relationships both within and external to the campus community, respect for academic freedom, ethical use of social media, and conduct within the law. The College has adopted a general policy that describes the expectations it places upon its students, faculty and staff in exercising professional conduct. The complete policy may be found at:

<https://bcomnm.org/policy-b5001/>

Students found in violation of the College's Honor Code may be subject to involuntary withdrawal from the College. For a complete discussion of procedures related to Honor Code infractions please visit the BCOM website at:

https://bcomnm.org/students/code_ethics/

SUBSTANCE FREE CAMPUS

The College has determined that the campus and all facilities that it owns, leases or operates shall constitute a drug-free and tobacco-free environment.

Standards of Conduct

Unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance by any student of the College at any time is prohibited. Students may not consume or be in possession of alcoholic beverages on the College campus. The use of alcohol or any display of public drunkenness shall be deemed a violation of the College's Honor Code. Smoking, vaping, and any use of tobacco products on the College campus including buildings and grounds is prohibited.

Violation of these standards shall result in a finding of non-professional conduct and will result in disciplinary action including the risk of administrative withdrawal from the College. In some instances, a violation will necessitate a report to public safety officials.

The College recognizes that substance abuse is a career and life-threatening problem and encourages students to seek help in overcoming addiction. Students are encouraged to reach out to the Office of Student Affairs for help in seeking services for drug and alcohol counseling. The BCOM Financial Aid website contains consumer information regarding all applicable local, state and federal laws concerning the unlawful possession or distribution of illicit drugs and alcohol. The BCOM website also lists consumer information including confidential services for drug and alcohol counseling, treatment, and rehabilitation programs:

<http://bcomnm.org/students/office-of-financial-aid/consumer-information/>

GRIEVANCES

The Burrell College of Osteopathic Medicine has established standards to foster a safe and equitable environment conducive to learning and development. Any person may file a grievance,

reporting any alleged unauthorized or unjustified act or decision by an individual, which in any way adversely affects the status, rights, or privileges of a member of the BCOM Community. The grievance policy and procedures for filing a grievance can be found on the BCOM website at:

<https://bcomnm.org/policy-b2040/>

TITLE IX

Title IX of the Education Amendments of 1972, [34 CFR Part §106.31](#), states the following:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

The College subscribes and adheres to the principles and requirements of Title IX and maintains such policies as are needed to assure the protection of its students under this statute.

Anyone observing actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates under Title IX should notify the Office of Institutional Compliance. Any allegation of violation under Title IX will be investigated. The reporting individual may file such reports anonymously and without fear of retaliation.

Policies of the College with regard to sexual discrimination under Title IX including discussion of procedures attendant to these policies may be found at:

<http://bcomnm.org/students/title-ix/>

STUDENTS WITH DISABILITIES

The College complies with all regulatory statutes and accreditation standards for the purpose of accommodating students with chronic or short-term disabilities. Facilities have been designed to meet code requirements for accessibility. The plan for providing accommodations to students is governed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. BCOM's Accommodation Policy can be found at:

<https://bcomnm.org/policy-b9100/>

SPECIAL ENVIRONMENTS

The College operates several programs that require the establishment of special environments for learning and research. Students are cautioned that hazardous chemicals are used and stored in these working laboratories. It is recognized that the risk of chemical exposure is present in these environments. Students who have questions regarding their participation in activities conducted in these venues should address their concerns to the supervising faculty, the designated laboratory manager or the Office of Compliance. Please reference the following policy for more information:

<https://bcomnm.org/policy-b8521/>

Pregnancy and Chemical Exposure

The College recognizes that not all chemicals stored or used in its special environments are uniformly toxic. However, the College has determined that any student who is pregnant, lactating, uncertain of their current pregnancy status, or is contemplating becoming pregnant in the near-future shall not be permitted to enter the gross anatomy lab or any other facility where hazardous chemicals or other toxic materials are being used. The College is prepared to provide comparable learning experiences where such is feasible and special environment participation is a significant element of the curriculum.

CAREER COUNSELING

The College provides career-counseling services to all students throughout the four years of study in the Doctor of Osteopathic Medicine degree program. Early exploration of postdoctoral opportunities is encouraged with informational sessions held for first year students. In the second year, students begin to plan elective clinical rotations that will provide in-depth experiences in their fields of interest. Third year students are encouraged to collect letters of recommendation from preceptors as they rotate through core clinical services. All students are required to meet individually with career counselors and faculty to discuss their strategy for identifying residency programs to pursue for eventual placement. Counselors also work with each student to begin crafting the Medical School Performance Evaluation (MSPE) and provide guidance in preparing their personal statements.

All students have access to Careers in Medicine®, a comprehensive online career-planning resource that guides medical students through a process of self-discovery, exploring the various medical specialty options, preparing to be competitive, and applying for residency programs. For further information on career counseling see the careers website at:

<https://bcomnm.org/students/career-advising/overview-resources-and-timeline/>

OFFICES OF ACADEMIC AFFAIRS AND CLINICAL EDUCATION

The Office of Academic Affairs, under the direction of the Senior Associate Dean of Academic Affairs, provides administrative oversight of the pre-clinical and clinical curriculum. BCOM's curricula employs an integrated, systems-based, application oriented approach designed to enable students to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. This is accomplished using several educational approaches including traditional lectures, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team-based learning, and clinical case presentations. BCOM's clinical training curriculum is community-based in affiliated hospitals and clinics and provides educational experiences under the preceptorship of credentialed, medical educator faculty.

The Office of Clinical Education oversees and manages third and fourth years of the medical school. The Office of Clinical Education is dedicated to providing students with the highest quality clinical education services. For their third year, each student is assigned to a Regional HUB. Each HUB is staffed by a Regional Assistant Dean, and a Coordinator who serve as the student's primary contact during third year clinical rotations. Clinical assignments are based on multiple factors including availability of preceptors and the interests and preferences of individual students. Currently BCOM has five Regional HUBs located in Albuquerque, Las Cruces and Eastern New Mexico (NM), El Paso (TX), and Tucson (AZ). Please, see the list of affiliated clinical teaching sites:

<https://bcomnm.org/academics/clinical-partners-and-gme/>

Currently, BCOM has facilitated the ongoing graduate medical education (GME) development on new residency programs in family medicine, internal medicine, orthopedic surgery, transitional year and osteopathic neuromuskuloskeletal medicine. Additional new GME programs are under development in Las Cruces, El Paso and Tucson in various specialties.

ATTENDANCE

Attendance for Preclinical Courses – Years One and Two

Students are *required to attend* all curricular activities that are designated in the course calendar as follows:

- **Case-Based Learning**
Faculty will present clinical applications of course materials self-studied in advance by the students.
- **Basic Science Laboratories**
Faculty will lead demonstrations and interactive sessions including cadaveric dissection.
- **Clinical Skills Laboratories**
Faculty will supervise demonstrations and practical training of history and physical examination skills including osteopathic manipulative medicine and standardized patient practice.
- **Team-Based Learning**
Faculty will supervise students working in small groups to solve various common basic science and clinical challenges.

- **Examinations and Quizzes**
Assessment sessions including cognitive and psychomotor testing.
- **Early Clinical Practice Experience**
Students will be assigned to a variety of clinical venues to gain insights into medical practice in the community and practice acquired skills.

Students are *encouraged to attend* the following curricular activities:

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

Attendance for Clinical Courses – Years Three and Four

The clinical curriculum includes the Introduction to Clinical Rotations course and all required and elective clerkships occurring in Years Three and Four. Students are required to participate in all daily activities as described in the Clerkship Manual, the syllabus for each course, and as may be directed by their assigned preceptor(s).

Absence from any required activity without obtaining an excused absence approval may result in a finding of non-professional conduct. Students who are absent from any assessment activities and have not been excused may not be offered the opportunity to remediate that assessment.

Excused Absence

Students may be excused from activities that require attendance at the discretion of the Senior Associate Dean for Academic Affairs or her/his designee. A request to be excused must be submitted in advance of the activity. A determination will be made upon consultation with the course director and faculty. When absence from an activity was the result of an unexpected occurrence, students must submit a completed absence request as soon as possible but no later than the first date of return to the College. Submission of a request does not assure that the request will be approved. The excused absence form for OMS I and OMS II may be completed online at:

<https://bcomnm.org/students/student-forms/>

Note Regarding Absence from Clinical Rotations

Students who are granted an excused absence from any activity during the Introduction to Clinical Rotations course shall be required to remediate that activity to the satisfaction of the course director before beginning clinical rotations. Students who are absent more than four (4) days from any clerkship period for any reason may be required to repeat that clerkship. Additionally, any unexcused absence may result in a finding of non-professional conduct. The excused absence form for OMS III and OMS IV can be found at:

http://bcomnm.org/academics/clinical-education-3rd-4th-year/forms_and_manuals/

The complete policy regarding attendance may be found at:

<https://bcomnm.org/policy-b9110/>

GRADES

The grading of medical student performance is determined at the end of each course. Each course has a syllabus that includes a description on how grades are calculated. Grades are recorded for individual students by the Registrar and reported on the transcript using the following qualitative grade representation:

Recorded Grade	Explanation
Numeric (0-100)	Pass (70-100); Fail (Below 70)
P	Pass
F	Fail
H	Honors (Pass/Fail Course)
70RP	Pass: Course Remediated
PX	Pass: Pass/Fail Course Remediated
IP	In Progress
I	Incomplete
AW	Administrative Withdrawal
W	Withdrawal
WF	Withdrawal Failing
AU	Audited Course
NC	No Credit

Preclinical Courses (Years One and Two)

The College applies a uniform grading strategy utilizing a cumulative points system for each preclinical course. Students must earn at least 70% on a scale of 0% to 100% of all available points in order to obtain a passing grade for the course. All completed preclinical systems course grades will be recorded as the earned percent score. Students should consult each course syllabus for a detailed description of how points are earned.

Courses that include the acquisition and demonstration of clinical skills may require students to meet minimum competencies in order to complete the course and receive a passing grade. The course syllabus will have information regarding those requirements and should be reviewed at the beginning of the course.

Clinical Courses (Years Three and Four)

The *Introduction to Clinical Rotations* (ICR) in Year Three and all final course grades for clinical clerkships in Years Three and Four will be graded as Pass (P) or Fail (F). For clerkships designated as *core* by the College, students may earn the grade of Honors (H) if their performance in the core

clerkship is in the top 10% of all students completing the clerkship that year. All students tied at the 10% threshold score will be included. Final grades are based upon points accumulated in the clerkship as described in the clerkship syllabus as well as achievement of designated minimum competencies in each student's final evaluation by supervising preceptors.

Final grades in clerkships designated as *elective* will be determined by the preceptor's evaluation of the student and will result in a final grade of Pass (P) or Fail (F). A grade of Honors (H) is not available for elective clerkships.

Grade Point Average (GPA)

Numeric grades achieved in Years One and Two are used to calculate and record a GPA for each student. The GPA is weighted by the number of credit hours in each included course and scaled to 100 points. All course for which a final grade appears on the official transcript are included in the calculation. For students repeating all or part of an academic term, previously recorded grades will be included with new grades for the same courses.

Class Rank

The College records each student's rank in her/his current class at the end of each preclinical year based solely upon their GPA. Class rank is cumulative of all numerically graded work performed at the College that appears on the official transcript. Courses for which a grade of Pass (P), Fail (F), Honors (H) or any other letter grade are not included in the GPA and, hence, not included in determining class rank.

Grade Appeals

Students may appeal any course or interval assessment (test) grade based upon a calculation error or invalid instrument upon written notification to the Office of Academic Affairs within one (1) business day of receiving notice of the grade. The Senior Associate Dean for Academic Affairs shall make a final determination upon consultation with the faculty.

Incompletes

A student may receive a grade of Incomplete (I) if the student's work in a course is incomplete due to special circumstances. A deadline will be established for the student to complete the remaining coursework, at which time, the grade of Incomplete (I) will be replaced. The time frame for completion of the course will generally be no more than one year from the date of the end of the course (determined on a case-by-case basis). A student who fails to complete all coursework by the deadline will be assigned a failing grade.

Course Failure

Any student receiving a failing grade is required to meet with the Student Performance Committee (SPC). After reviewing the academic record of the student, the committee makes an appropriate recommendation to the Dean.

STUDENT PERFORMANCE & ACADEMIC STANDING

The purpose of the Student Performance Committee (SPC) is to ensure that every student has the skills, knowledge, and judgement to assume the responsibilities of an osteopathic physician. The SPC monitors student progress and ensures that all students meet the requirements necessary for promotion and graduation. Students are referred to the SPC for failing any course, clinical clerkship, or COMLEX-USA® board exam within the College's curriculum. The faculty may refer any student to the SPC if the student is not maintaining a standard of academic excellence.

Students shall be considered in *Good Academic Standing* if they have achieved a passing grade in all courses taken and have no other outstanding academic deficiencies. Failure of any course shall place the student on *Academic Probation*. A first-time failure of any part of the COMLEX-USA® examination series may also result in a student being placed on Academic Probation by the Student Performance Committee (SPC). A student is placed on Academic Suspension when a student is withdrawn from activity in the program's curriculum for academic and/or disciplinary reasons, but who is offered the opportunity to subsequently re-enroll and repeat the academic year. Please see the Academic Standing Policy at:

<https://bcomnm.org/policy-b9120/>

The SPC meets regularly to review course outcomes with regard to student performance. Students having failed any course or whose performance is deemed to be below the standards set by the faculty shall be required to meet with the committee. The student will be given the opportunity to explain any unusual circumstances and hear recommendations regarding actions they can take to improve their performance.

Promotion

The SPC reviews all student progress in the degree program and makes recommendation to the Dean of the College regarding promotion of students to the succeeding term. Students who have any coursework deficiencies that have not been remediated may not advance in the degree program. Please see the Student Promotion and Graduation Policy at:

<https://bcomnm.org/policy-b9121/>

The SPC may recommend that any student be placed on Academic Probation if upon review of the student's academic record it is determined that the student's body of work at the College falls below standards set by the faculty. The SPC may also recommend withdrawal from the College or repeat of an academic year.

REMEDICATION

The course of study leading to the Doctor of Osteopathic Medicine degree is conducted as a cohort program. Consequently, each course is only offered one time in the academic year. A student receiving a failing grade in a course or in one element of a course may be given the opportunity to remediate that course or element upon the recommendation of the Student Performance Committee (SPC) in consultation with the Course Director.

Remediation is generally offered by examination but may take other forms. Students must be in good academic standing to advance to a successive term in the program. Hence, successful

remediation must occur before the next term begins. Remediation examinations will be scheduled at the end of each term with time available for students to restudy material from the course. The format of the examination will be determined by the Course Director as will the minimum required performance to pass the exam and the course.

If remediation is successful, the student will receive the minimum passing grade for the course with the designation of “70RP” in their academic record. If unsuccessful, the failing grade will remain on the transcript.

Students may remediate only one course per term and will have only one opportunity to remediate any failure. Students failing two courses in any term will be academically withdrawn from the degree program. The SPC reviews all course failures and may recommend that a student be allowed to repeat the academic year in which any course was failed (tuition costs will be assessed at the appropriate rate for the academic year in which the curricular year is repeated.) However, the SPC has no obligation to offer the opportunity to repeat an academic year if, in its discretion, the student’s overall body of work is sufficiently below expectation as to preclude the likelihood of success in the future. Failure of a course in a repeated year will result in permanent withdrawal from the degree program.

Students should consult the course syllabus and the Course Director for further information regarding remediation. Unless otherwise stipulated in the policies of the College, students may appeal any adverse determination to the Dean of the College who retains final authority to modify any recommendation made by the SPC. Refer to the Student Clerkship Manual regarding remediation of the clinical rotations:

http://bcomnm.org/academics/clinical-education-3rd-4th-year/forms_and_manuals/

ACADEMIC SUPPORT SERVICES

In order to reach their full academic potential, students may need assistance in such areas as individual data analysis, time management, study skills, and test-taking skills. The College’s Educational Specialists provide students with opportunities in identified areas of need such as learning strategies, meta-cognition, test-taking tips, time-management, and wellness. Students have daily access for confidential, one-on-one support, by appointment or on a walk-in basis, along with intermittent small and/or large group sessions. Faculty are also available during office hours and on walk-in bases to provide academic and content support as needed.

The College provides peer-tutoring to first- and second-year students. The tutoring program is coordinated by the Educational Specialists and is facilitated by students chosen as tutors. Peer tutoring is designed to assist students who desire reinforcement of content in the various disciplines. For a complete list of services, please see:

<https://bcomnm.org/students/educational-specialists/>

COMLEX-USA® EXAMS

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

Examination Sequence

Students are required to sit for the Level 1 examination following completion of coursework in Year Two and prior to beginning coursework for Year Three. This cognitive, computer-based examination addresses learning objectives covered in the first two years of the curriculum.

Level 2 is in two parts including a cognitive, computer-based examination (Level 2-CE) and a clinical skills examination utilizing standardized patients (Level 2-PE). These examinations are designed to assess a competence in the clinical practice of medicine. Students are eligible to sit for these examinations after receiving a passing score for Level 1.

Computer-based examinations are administered off-campus at Prometric testing centers around the United States. The clinical skills examination is only offered at special testing centers in Pennsylvania and Illinois. Students are responsible for the timely scheduling of these examinations and will receive instructions from the Office of Academic Affairs as they become eligible.

COMLEX-USA® also provides a Level 3 examination that students may take following graduation. Graduates successfully completing all three levels of the COMLEX-USA® series are eligible for licensure in all fifty states.

Performance Requirements

Students are allowed to begin clinical rotations in Year Three following completion of the Level 1 examination and before scores are reported. If a student receives a failing score, the Student Performance Committee may remove that student from clinical rotations until a passing score is obtained. The College allows students up to three (3) attempts to pass the Level 1 examination. Removal from clinical rotations to remediate a failure of this examination may result in a delay in completing all degree requirements. Students that are unsuccessful after three (3) attempts will be permanently withdrawn from the degree program.

Students generally will sit for the Level 2-CE examination after completing all Year Three core rotations but are eligible any time after receiving a passing score for Level 1. Students are encouraged to sit for the Level 2-PE examination when they are confident in their clinical skills and have performed satisfactorily on preparatory mock examinations administered by the College. Since passage of both parts is required for graduation, students are asked to schedule these examinations with sufficient opportunity to retake parts that may not have been successfully passed. Failure of either part three (3) times will result in permanent withdrawal from the degree program.

For complete information regarding the COMLEX-USA® testing program, please see:

<http://www.nbome.org/Content/Flipbooks/ComlexBOI/index.html#p=1>

GRADUATION REQUIREMENTS

Satisfactory completion of the program thereby resulting in the awarding of the earned degree, Doctor of Osteopathic Medicine, requires each candidate to satisfy the following requirements:

- Satisfactory completion of all required courses and credit hours as stated in the catalogue with attainment of at least the minimum passing grade, as determined by the faculty, for each course;
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Attainment of a passing scores for COMLEX-USA® Level 2-CE and COMLEX-USA® Level 2-PE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Have no outstanding financial obligation to the College;
- Have no unresolved disciplinary violations;
- Receive approval for graduation from the faculty of the College.

Candidates for the degree are encouraged to attend the College's annual graduation ceremony. Students whose graduation date is delayed are able to participate in the graduation ceremony provided all graduation requirements can be reasonably completed no later than June 30th of the graduation year. Students anticipating completion of graduation requirements later than June 30th shall have their graduation delayed until the following year.

BCOM'S CURRICULUM

BCOM provides a four-year, evidence-based osteopathic medical education program that enables students to acquire the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. The curriculum is applications-based, and integrates medical knowledge, clinical skills and osteopathic principles and practice. Course offerings emphasize knowledge acquisition, problem solving through critical analysis and thought, patient-centered focus, professional demeanor, inter-professional collaboration, and guide the student's development of a holistic approach to clinical practice. BCOM's clinical training curriculum is community-based and conducted in its affiliated hospitals and clinics under the supervision of a multispecialty faculty.

PRE-CLINICAL EDUCATION

BCOM's instructional design utilizes active learning techniques through case discussions, team-based learning, laboratory and skills instruction, and interactive integrative sessions. Individual student preparation is essential and promotes responsibility, intellectual curiosity and stimulates critical thinking and problem-solving skills. Students are engaged through simulated clinical experiences, small group sessions and directed study. Evaluations of student performance are based on written exams, competency-based assessments, observational techniques and structured clinical examinations.

OMS I

The systems-based courses required in the first year emphasize basic biomedical science, with clinical correlates. Coursework in basic cardiac care, osteopathic manipulative techniques, clinical medicine skills, medical informatics, and ethics are presented concomitantly.

Course Map for Curricular Year 1																																								
Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13	Wk14	Wk15	Wk16	Wk17	Wk18	Wk19																						
M2P Molecules to People (4.5 cr hrs)				IHL I Immuno- Heme-Lymph System I (3.5 cr hrs)		MSK I Musculoskelet al System I				CV I Cardiovascular System I (3.5 cr hrs)				RESP I Respiratory System I (3.5 cr hrs)		Winter Break		REN I Renal System I (3.0 cr hrs)		GI I Gastro-Intestinal System I (3.0 cr hrs)		ENDO-REPRO I Endocrine Reproductive System I (4.0 cr hrs)		NS I Neuroscience System I (6.5 cr hrs)		PBD Pathologic Basis of Disease (3.0 cr hrs)														
OMM I Osteopathic Manipulative Medicine I (1.5 cr hrs)																		Spring Break										OMM II Osteopathic Manipulative Medicine I (1.5 cr h												
PCP I Principles of Clinical Practice I (5.0 cr hrs)																												PCP II Principles of Clinical Practice I (5.5 cr hr												
BLS Basic Cardiac Care (1.0 cr hrs)																																								

OMS II

The systems-based courses in the second curricular emphasize the pathophysiologic and pharmacologic aspects of the biomedical sciences, and provide a foundational education in clinical medicine and disease. At the end of Year Two, students are required to successfully complete the COMLEX-USA® Level 1 national board examination.

Course Map for Curricular Year 2																																																								
Vk1	Vk2	Vk3	Vk4	Vk5	Vk6	Vk7	Vk8	Vk9	Vk10	Vk11	Vk12	Vk13	Vk14	Vk15	Vk16	Vk17	Vk18	Vk19		Vk1	Vk2	Vk3	Vk4	Vk5	Vk6	Vk7	Vk8		Vk9	Vk10	Vk11	Vk12	Vk13	Vk14	Vk15	Vk16	Vk17	Vk18	Vk19																	
MSK II Musculo-Skeletal System II (4.5 cr hrs)					CV II Cardiovascular System II (4.5 cr hrs)					RESP II Respiratory System II (3.0 cr hrs)					REN II Renal System II (3.5 cr hrs)					GI II Gastro-intestinal System II (3.5 cr hrs)					Winter Break	ENDO/REPRO II Endocrine/Reproductive System II (4.0 cr hrs)					IHL II Immuno-Heme-Lymph System II (4.0 cr hrs)					Spring Break	NS II Neuro & Behavioral Science System II (3.0 cr hrs)					BMP Behavioral Medicine/ Psychiatry (1.5 cr hrs)					PEDS Introduction to Pediatrics (2.0 cr hrs)					POM Pathophysiologic Overview of Medicine (7.5 cr hrs)				
OMM III Osteopathic Manipulative Medicine III (1.5 cr hrs)										OMM IV Osteopathic Manipulative Medicine I (1.0 cr hrs)										PCP IV Principles of Clinical Practice I (4.5 cr hrs)												PCP III Principles of Clinical Practice III (5.5 cr hrs)																								

CLINICAL EDUCATION

At the conclusion of Years One and Two, or the didactic phase of medical education, students continue to Years Three and Four, or clinical phase of their medical education.

OMS III

Students must complete core rotations in Year Three that include the following clinical experiences: Family Medicine (2 blocks), Internal Medicine (2 blocks), Surgery (2 blocks), Pediatrics (1 block), Obstetrics and Gynecology (1 block), and Psychiatry (1 block). Additionally students must complete the longitudinal Osteopathic Manipulative Medicine V course. Students will have one block designated for an elective experience. One four-week block, which grants no curricular credit, will be designated to prepare for the COMLEX-USA® Level 2 national board exams. A sample course schedule for Year Three is provided below. The actual sequence of rotations will vary for each student.

		Vk1	Vk2	Vk3	Vk4	Vk5	Vk6	Vk7	Vk8	Vk9	Vk10	Vk11	Vk12	Vk13	Vk14	Vk15	Vk16	Vk17	Vk18	Vk19	Vk20	Vk21	Vk22	Vk23	Vk24	Vk25	Vk26	Vk27	Vk28	Vk29	Vk30	Vk31	Vk32	Vk33	Vk34	Vk35	Vk36	Vk37	Vk38	Vk39	Vk40	Vk41	Vk42	Vk43	Vk44	Vk45	Vk46
Break ends	ICR Intro to Clinical Rotations (2.0 cr)	Relocation Week	Family Medicine Core Clerkship (2 Blocks, 8.0 cr)								Internal Medicine Core Clerkship (2 Blocks, 8.0 cr)								Pediatrics Core Clerkship (1 Block, 4.0 cr)		Winter Break (3 weeks)		Obstetrics/ Gynecology Core Clerkship (1 Block, 4.0 cr)		Surgery Core Clerkship (2 Blocks, 8.0 cr)								Psychiatry Core Clerkship (1 Block, 4.0 cr)		Study (1 Block, no credit)		Elective Clerkship (1 Block, 4.0 cr)		Summer Break								
			OMM V Osteopathic Manipulative Medicine V (2.5 cr)																																												

Sequence of Clerkships shown is exemplary of required Core Clerkships. Actual sequence will vary for each student.

The Study block is mandatory study time for the COMLEX II CE & PE Exams, which must be taken no earlier than May of the 3rd curricular year, and no later than December of the 4th curricular year.

A maximum of 1 Elective Clerkship block (in both Clinical Years) may be used for nonclinical electives, such as advanced anatomy or research.

(Any non-clinical elective must be approved by the Office of Clinical Education at least 6 weeks prior to commencing that non-clinical elective.)

The Elective Clerkship block in Curricular Year 3 may, with permission, be used as a mandatory vacation month.

For purposes of Financial Aid, vacation must be scheduled to maintain a student's full-time status during each semester of Years 3 and 4.

The COMLEX-USA® Level 2-CE and Level 2-PE examinations may be completed anytime following successful completion of the COMLEX-USA® Level 1 exam. Student must receive a passing score on both components of the COMLEX-USA® Level 2 to be eligible for graduation.

OMS IV

During Year Four of the curriculum, students must complete a core clerkship in Emergency Medicine (1 block), a longitudinal Osteopathic Manipulative Medicine VI course, and a minimum of nine (9) elective clerkships. Elective clerkships may be completed at any location within or outside of the BCOM network of clerkships. All out-of-network clerkship experiences must be reviewed, approved, and credentialed by the Office of Clinical Education. Non-clinical elective options are available with the approval by the Office of Clinical Education. A sample course schedule for Year Four is provided below. The actual rotation sequence will vary for each student.

Course Map for Curricular Year 4																																																																															
WK 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 WK WK 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 WK WK																																																																															
Summer Break	Emergency Medicine Core Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Winter Break				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Elective Clerkship (1 Block, 4.0 cr)				Pre-Graduation Break				GRADUATION WK WK																														
	OMM VI Osteopathic Manipulative Medicine VI (2.0 cr)																				OMM VI Osteopathic Manipulative Medicine VI continued																																																										
Grad Day Saturday																																																																															

Sequence of the 4th year Core (Emergency Medicine) Clerkship as shown is exemplary. Actual sequence will vary for each student.
 In addition to the ICE (Introduction to Clinical Experience) course, a minimum of seventeen (17) clerkship blocks must be successfully completed to qualify for graduation.
 Elective Clerkship options are variable, and may be completed at any U.S. location (must be approved and credentialed by BCOM). Electives may be at core BCOM sites, or at non-core sites.
 A maximum of 1 Elective Clerkship block (in both Clinical Years) may be used for nonclinical electives, such as advanced anatomy or research.
 (Any non-clinical elective must be approved by the Office of Clinical Affairs at least 6 weeks prior to commencing that non-clinical elective.)
 One Elective Clerkship block in Curricular Year 4 must, with permission, be used as a mandatory vacation month.
 For purposes of Financial Aid, vacation must be scheduled to maintain a student's full-time status during each semester of Years 3 and 4.

ACADEMIC OPPORTUNITIES

Anatomy Summer Program

BCOM offers select students the opportunity for an extensive experience in clinical anatomy during the summer following the successful completion of their first academic year. These experiences will have areas of emphasis within directed whole body, cadaveric dissection, clinical imaging, or other topics to be determined by the Anatomy and Cell Biology faculty. Students will have the opportunity to earn BCOM's *Distinction in Anatomy* recognition through contributing significantly to these projects. The Department of Anatomy and Cell Biology will open a call, in January, for applications to this program, at which time specific details will be provided.

Research

BCOM recognizes the significance of research and scholarly work, and is dedicated to supporting the advancement of medical knowledge and the enrichment of student education through research approaches. Research and scholarly activity is central to the mission of the school, with four core priority research areas: biomedical science, clinical science, population and public health, and medical education. BCOM supports medical student research and creative scholarship to advance the understanding of issues pertaining to science and medical literature, and to develop research proficiency. Students are able to conduct research and can elect to explore prospective studies, such as conventional bench and clinical research, health services, and medical education research, as well as retrospective research, including case studies and literature reviews. For students that elect to undertake a research project, BCOM offers students the opportunity to present their accomplishments at the annual Medical Student Research Day.

CALCULATION OF CREDIT HOURS

BCOM calculates credit hour values based on the definition of a credit hour adopted by COCA and provided by the Federal government. **The Federal definition of a credit hour is as follows:**

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010).

Instructional hours are defined as hours of instructional time, whether in the classroom, laboratory, preceptored clinical experience (shadowing), etc., using the following multipliers:

Instructional Format	Contact Hours	Instruction Hours
Instructional session (lecture, seminar, directed student assignments, etc.)	1	1
Examinations	1	1
Laboratory instruction (skills, practical knowledge)	2	1
Laboratory Practical Examinations	2	1
Clinical shadowing (preceptor faculty-mentored)	2	1
Internship (faculty-mentored advanced instruction)	2	1
Independent Study (faculty-mentored)	2	1

Course credit hours are determined by adding the total instructional hours in each course, and dividing the total by fifteen (15) to yield a course credit hour value. The calculation is as follows:

$$\text{course credit hours} = \frac{\text{total instructional hours in the course}}{15}$$

Credit hour calculations are rounded down to the nearest 0.5 hours to assign specific credit hour values to any given course.

BCOM'S LIBRARY

BCOM's Library provides access to core medical/osteopathic collection materials including electronic databases and journals, print and electronic books, and some media titles. The Library has over 10,000 electronic titles (e-books, e-journals), libguides developed in-house to streamline access to information and content, and approximately 600 print titles. Collection highlights are the high-quality medical/health-related databases accessible to BCOM authorized users that include: AccessMedicine, ClinicalKey, Cochrane Central Register of Controlled Trials, DynaMed Plus, LWW Health Library – Osteopathic Collection, Medline Complete, Thieme eBook Library (TeBL), USMLE First Aid, and VisualDx. The Library's systems seamlessly link out to scientific content supported by BCOM and other open access initiatives such as Google Scholar, PubMed Central, and BioMed Central.

The reserve collection includes multiple copies of student textbooks in print format and a wide variety of anatomical models, all of which are available for loan. Other items available for check-out include noise-reducing headphones, mobile whiteboards, desk cycles and striders, and cell phone chargers. Materials requested by BCOM students, staff, and faculty that are not accessible within the BCOM Library's collections, or not freely available through open access initiatives, are rapidly obtained by the librarians through a commercial document delivery provider at no cost to the requestor.

BCOM students, faculty, and other affiliates have access to the New Mexico State University Library and its vast research collection of over 1.8 million volumes, as well as on-site use of their electronic journals and databases.

LISTING OF COURSES

CURRICULUM YEAR ONE

OM5003 Basic Cardiac Care, Resuscitation, and Prehospital Care

1.0 Credit Hours

This course is comprised of the American Heart Association's training program in Basic Life Support, and includes certification in cardio-pulmonary resuscitation (CPR). The course will be taken independently by the student during the summer prior to matriculation in the Doctor of Osteopathic Medicine program, however, the demonstration of CPR skills will occur at BCOM, commencing during Orientation week. Basic techniques of prehospital first aid, trauma/medical response and resuscitation will be reviewed, and an overview of the prehospital care system will be presented.

OM5114 Molecules to People

4.5 Credit Hours

The Molecules to People course is an intensive trans-disciplinary course, which incorporates the foundational aspects of cell biology, molecular biology, biochemistry, embryology, and histology. The course is presented using lecture, interactive clinical correlation, and assigned self-study. The main objective of the course is to promote knowledge and comprehension of the biochemical, molecular and cellular processes which form the basis of normal structure and function. Course topics will progress from basic to more complex organizational components and processes, beginning with molecular building blocks, moving to basic cell structure and mechanisms, progressing to genetics and development, advancing to tissue organization, and finally molecular/cellular dysfunction leading to pathologies.

OM5124 Immunology/Hematology/Lymphatics Systems I

3.5 Credit Hours

The Immunology/Hematology/Lymphatics I Systems Course is an integrated multidisciplinary course emphasizing fundamental knowledge necessary to understand normal function of hematopoiesis, hemostasis and the immune system. It is designed to provide students with an overview of these systems, with minor references made to aberrant processes that lead to hematopathology and immunopathogenesis, which will be covered more fully in the year 2 course. An understanding of the complex processes that mediate hemostasis, produce blood components, and coordinate immune responses is essential to the practicing physician.

OM5135 Musculoskeletal System I

4.5 Credit Hours

The Musculoskeletal System I Course is an intensive multidisciplinary course, which enables the student to obtain the requisite knowledge of normal structure and function of the musculoskeletal system, as well as the foundational biomedical science that underlies disorders associated with skeletal muscle, bone, joints, and peripheral nerves. The course utilizes lectures and laboratories (employing human cadaveric prosections, virtual anatomy, and medical imaging), reading assignments, and interactive learning sessions.

OM5143 Cardiovascular System I**3.5 Credit Hours**

The Cardiovascular System is an intensive, multidisciplinary course structured with the goal of providing the requisite knowledge necessary to understand the normal structure and function of the cardiovascular system. It is designed to provide the student with an overview of the cardiovascular system, including the biomedical science that underlies disorders of the heart and circulatory system. The structural content of this Course utilizes lectures, human cadaver dissections, reading assignments, assigned student study, and integrative clinical sessions.

OM5154 Respiratory System I**3.5 Credit Hours**

The Respiratory System I course is designed to present the foundational knowledge relating to respiratory structure and function, including pulmonary anatomy, respiratory histology, perfusion & ventilation, gas transport, mechanism of breathing, acid/base balance, and pulmonary defense mechanisms. Topics will be presented separately, and subsequently integrated through the use of clinical case vignettes to allow the student to gain a complete understanding of respiratory function.

OM5214 Renal System I**3.0 Credit Hours**

The Renal System I course presents the basics of kidney structure and function, including renal histology, ultrafiltration and reabsorption, glomerular filtration, control of glomerular blood flow, acid/base balance, water resorption, and urine production. The conducting and storage structures of the urinary system, including the ureter, urinary bladder, and urethra, will also be examined, and their structure and function discussed. The course includes relationships of kidney function with the control of blood flow, blood filtration, and urine production, and will provide the basis to identify common renal dysfunctions based on laboratory findings.

OM5224 Gastrointestinal System I**3.0 Credit Hours**

The Gastrointestinal (GI) System Course is an intensive multidisciplinary course, that will provide an in-depth knowledge of normal structure and function of GI tract and pancreatic/hepatobiliary system; regulation of mechanical and chemical digestive processes of the GI tract and the accessory organs of digestion; the nervous and hormonal mechanisms regulating control of secretion and motility in the digestive organs; absorption and elimination of food; and allow application of the basic medical science knowledge to clinical problem-solving.

OM5234 Endocrine/Reproductive Systems I**4.0 Credit Hours**

The Endocrine/ Reproductive Systems I is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy,

histology and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction. Upon completion, students should be able to use the basic principles of endocrine and reproductive physiology in clinical applications and to fulfill medical knowledge competencies. Previously presented material will be integrated into the coursework and used to build the framework necessary to the osteopathic physician.

OM5245 Neuroscience System I

6.5 Credit Hours

The Neuroscience System Course presents the student with an intense consideration of the Head and CNS (Central Nervous System: brain, spinal cord, motor system, somatosensory system, and special senses) from both a structural and functional perspective. In order to reinforce and enhance student learning and application, radiologic anatomy, human cadaveric dissections and anatomical models will be used throughout this course. Concepts will be presented using a variety of methods, including classroom lectures, neuroanatomy and gross anatomy labs, integrative clinical case study sessions, and reading assignments. Collectively, this course is designed to emphasize the importance of integrating structural and functional understanding of the head and central nervous system and being able to apply that understanding to clinically relevant scenarios.

OM5253 Pathologic Basis of Disease

3.0 Credit Hours

This is an intense short course designed to impart and stimulate adult learning strategies, acquisition of introductory knowledge, understanding, and application of the basic tenets of human pathophysiology. Pathology is the study of disease and disease processes, and the basic science of clinical medicine. It is foundational to the development of the cognitive process and rationale for diagnosis. A fundamental course goal is to place information into a clinical context. Pathology is intrinsically transdisciplinary, and includes mechanisms of health and disease, which will be illustrated through clinical vignettes, case studies, and interactive sessions.

Osteopathic Manipulative Medicine I & II (OM5112 & OM5212 series)

OM5112 Osteopathic Manipulative Medicine I

1.5 Credit Hours

OM5212 Osteopathic Manipulative Medicine II

1.5 Credit Hours

The Osteopathic Manipulative Medicine I & II courses are designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine, and to carry these forward to a deeper appreciation of the applications of OMM in clinical medicine. This understanding will allow students to build a foundation of osteopathic knowledge and prepare them to offer their patients an integrated approach to medical care. The courses emphasize diagnosis and treatment using current anatomic, biomechanical, and physiologic principles and provide a foundation for continued education and development within Osteopathic Medicine. The OMM course faculty work in conjunction with other departments to complement and integrate the anatomical and physiologic knowledge received within the systems courses.

Principles of Clinical Practice I & II (OM5113 & OM5213 series)

OM5115 Principles of Clinical Practice I

5.0 Credit Hours

OM5216 Principles of Clinical Practice II

5.5 Credit Hours

Principles of Clinical Practice I & II are the first two courses in a four course series which teaches basic clinical skills & medicine, and fosters: information literacy; evidence-based practice; cultural awareness; doctor/patient communications, including use of interpreters; accessibility to, and assessment of, current medical information; presenting medical information to colleagues and attending physicians; and issues related to the ethics of medical decision-making. These courses are taught over the two semesters of curricular year one, and are coordinated with the concurrently presented systems courses. The courses are designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused medical history and physical examination, practice documentation skills, demonstrate competency in basic clinical procedures, develop skills in integrating information from laboratory and imaging results, interprofessional interactions within the healthcare team, and to gain the necessary knowledge and skills across the full extent of the clinical practice of medicine.

CURRICULUM YEAR TWO

OM6124 Renal System II

3.5 Credit Hours

The Renal System II course will contain a brief review of renal medical physiology, followed by pathophysiology and pathologic entities of the renal system. Clinically focused topics will be discussed during throughout the course. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate. Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g., glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease and neoplasms), drugs used in the treatment of hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization are covered for the diagnosis and monitoring of kidney and urinary tract disease.

OM6134 Cardiovascular System II

4.5 Credit Hours

The Cardiovascular System II course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology, and clinical medicine of the cardiovascular system. After completion of the course, each student will be able to recognize the presenting signs and symptoms of various cardiovascular diseases and be able to ascertain and differentiate the various entities involved in cardiac health and disease, with an eye to the treatment of various cardiovascular disorders. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

OM6143 Respiratory System II

3.0 Credit Hours

The Respiratory System II course will concentrate on the pathology, pathophysiology, diagnosis and treatment of major disorders of the lungs, and the relationship multisystem diseases have with the pulmonary system. Student activities will concentrate on the fundamental obstructive, restrictive, and infectious diseases. Pulmonary emergencies and primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and treatment methodologies.

OM6153 Immunology/Hematology/Lymphatics Systems II

4.0 Credit Hours

This course is designed to provide a comprehensive overview of hematology and hematopathology, with discussion of the blood cells and their lineages in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This course integrates clinical applications and will build the clinical framework needed to successfully synthesize this information during clinical clerkships. Specific topics will include red cell disorders including anemia, and bleeding and hypercoagulable disorders, as well as, white cell disorders including leukemias, non-Hodgkin and Hodgkin lymphomas, immunodeficiencies and hypersensitivity reactions with common diagnostic tests for these conditions and their interpretation incorporated. Concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, and pertinent pharmacologic information will also be presented.

OM6164 Gastrointestinal System II

3.5 Credit Hours

The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the diagnosis and management of gastrointestinal disorders. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

Osteopathic Manipulative Medicine III & IV (OM6112 & OM6212 series)

OM6112 Osteopathic Manipulative Medicine III

1.5 Credit Hours

OM6212 Osteopathic Manipulative Medicine IV

1.0 Credit Hours

The Osteopathic Manipulative Medicine III & IV courses are extensions of the OMM I & OMM II courses, and are designed to ensure a student's fundamental understanding of the principles and philosophies of osteopathic medicine, and to carry these forward to a deeper appreciation of the applications of OMM in clinical medicine. This understanding will allow students to build a foundation of osteopathic knowledge and prepare them to offer their patients an integrated approach to medical care. The courses emphasize diagnosis and treatment using current anatomic, biomechanical, and physiologic principles and provide a foundation for continued education and

development within Osteopathic Medicine. The OMM course faculty works in conjunction with other departments to complement and integrate the anatomical and physiologic knowledge received within the systems courses.

Principles of Clinical Practice III & IV (OM6113 & OM6213 series)

OM6116 Principles of Clinical Practice III

5.5 Credit Hours

OM6215 Principles of Clinical Practice IV

4.5 Credit Hours

Principles of Clinical Practice III (OM6113) and IV (OM6213) are the third and fourth courses in a four-part series (also including OM5113, OM5213) which teaches basic clinical practice skills, and the milieu of modern medical practice. Students will enhance the skills needed to complete a comprehensive or focused medical interview and physical examination learned in Year 1, practice documentation skills, demonstrate competency in basic clinical procedures, develop enhanced skills in diagnostic modalities, and demonstrate interprofessional interactions with other members of the healthcare team. The context of the medical community is provided by education related to doctor/patient communications, evidence-based practice, cultural awareness and sensitivity, assessment of current medical literature, presenting medical information to colleagues and attending physicians, and the ethics of medical decision-making. The courses are taught in the first and second semesters of curricular Year 2 and are coordinated with the concurrently presented systems courses.

OM6214 Endocrine/Reproductive Systems II

4.0 Credit Hours

The Endocrinology/Reproductive Medicine 2 Course is a comprehensive multidisciplinary, four-week course designed to provide requisite knowledge necessary to understand a wide range of possible pathology and dysfunction of the endocrine and reproductive systems. The structural and functional material of the course will highlight disease and/or dysfunctional processes of the endocrine and reproductive systems including pathology of the major glandular organs as well as possible pathology of both the male and female reproductive systems. Students will be expected to apply their basic medical science knowledge to clinical problem solving. The goals of this course are to provide the student with a working knowledge of the endocrine and reproductive systems enabling appropriate diagnosis and treatment throughout their career. Pharmacology, as it relates to the endocrine system and the female and male reproductive systems, will be integrated in the course.

OM6223 Musculoskeletal System II

4.5 Credit Hours

MSK is a course pertaining to the musculoskeletal system in a very broad sense, to include the integument, fascia, muscles, cartilage, bone, joints, nerves, and other soft tissues. A brief review of pertinent physiology will be presented at the start of the course. Pathological concepts of disease presentation and diagnosis will be discussed in regard to each component of the dermatological, neuromuscular, and skeletal systems, with emphasis on inflammatory and infectious skin diseases, rheumatological disorders, disorders of the peripheral nerves, and neoplasias of the various MSK

components. The pharmacological approach to therapy of these various diseases will be presented with special emphasis on anti-inflammatory agents and various biologics. The course commences with a week-long study of pharmacologic principles that emphasizes foundational concepts in pharmacology (such as pharmacodynamics, pharmacokinetics, toxicology, and types of pharmacologic agents).

OM6232 Neuroscience System II

3.0 Credit Hours

The Neuroscience course is designed to incorporate the neuroanatomical and neurophysiological basic science information presented in Year One into a comprehensive overview of neurology and neuropathology. These topical areas are integrated to build a clinical framework necessary to synthesize and apply the information to the assessment of hypothetical patients with neurologic disease.

OM6241 Behavioral Medicine/Psychiatry

1.5 Credit Hours

The Behavioral Medicine/Psychiatry course provides students with an introduction to abnormal human behavior and psychopathology. The course is designed to teach student the major concepts and terms in contemporary behavioral science. It will also introduce the techniques in making psychiatric diagnoses. This is followed by detailed descriptions of the major classes of mental disorders, including childhood disorders, schizophrenia and other psychotic disorders, the depressive and bipolar disorders, obsessive compulsive disorder, personality disorders, and the nature of alcoholism

OM6252 Introduction to Pediatric Medicine

2.0 Credit Hours

The Pediatrics course is designed to provide the student with an essential understanding of pediatrics. This knowledge will set the foundation for the students to prepare them for clinical rotations through an approach to the pediatric patient that is integrated and incorporates comprehensive medical care. The Pediatrics course will focus on the differences for pediatric diagnosis and treatment, along with pathology and normal development. Incorporating current principles of pediatric medicine and osteopathic principles, the foundation will provide a basis for the student to continue their education through the third and fourth years and into residency.

OM6265 Pathophysiologic Overview of Medicine

7.5 Credit Hours

The Pathophysiologic Overview of Medicine course is a required, structured review and Board preparation course intended to guide students' preparations for the COMLEX-USA Level 1 Board Examination. Visiting faculty will present the course, which will include discipline-based review of the key principles and concepts in the biomedical and clinical sciences. Online components, including a question bank of board-style questions, will also be utilized as a learning tool. The course includes comprehensive practice board exams, including both a practice COMLEX Level 1 exam and a USMLE Step 1 exam, which will provide discipline-based and system-based feedback to students on areas of strength and weakness.

CURRICULUM YEAR THREE

OM7102 Introduction to Clinical Rotations

2.0 Credit Hours

Introduction to Clinical Rotations is a two-week course that provides students with an opportunity for a successful transition from classroom setting to a professional setting and provides you with BLS & ACLS certification. During this course, you will be introduced to the clinical setting of medical education. The goal of this course is to provide the student with knowledge of 3rd year rotations and gaining familiarity with the expectations for their performance. Students will participate in live demonstrations and workshops and complete online learning modules on diverse topics related to clinical practice and patient safety.

OM7114 Family Medicine Core Clerkship

8.0 Credit Hours

The Family Medicine clerkship consists of two four-week blocks of Family Medicine. This primary care specialty provides first contact, ongoing, and preventive care to all patients regardless of age, gender, culture, care setting, or type of problem. Family Medicine clinical experiences allow students to understand how context influences the diagnostic process and management decisions. Students learn the fundamentals of an approach to the evaluation and management of frequently occurring, complex, concurrent, and ill-defined problems across a wide variety of acute and chronic presentations. Family Medicine clerkships across the country provide a wide variety of educational experiences, due to the breadth of care provided by family physicians. In a positive sense, this breadth gives clerkship directors the autonomy to address regional variation in prevalence of diseases, supplement areas of need in their medical schools' curriculum, and infuse content with their faculty's preferences.

OM7134 Surgery Core Clerkship

8.0 Credit Hours

The Surgery Clerkship consists of eight weeks of surgery, which will usually be divided into four (4) weeks of general surgery and four weeks of a surgical subspecialty. Students will be expected to take call as assigned by their preceptor. General surgery should include exposure to a variety of surgical topics and experiences, including minor outpatient surgery, gastrointestinal (abdominal surgery), hernia repair, breast, endocrine, and trauma. Exposure to the topics will be through reading, hospital lectures, seminars and meetings, and hands-on experiences such as performing H&P's, participating in surgical rounds, writing daily progress notes, participating in surgeries, attending all surgical conferences, and performing tasks as assigned by the preceptor. The service should be organized to provide the maximum degree of practical clinical exposure and learning in the areas of diagnosis, management and therapy in surgery, which is consistent with a third and fourth year osteopathic medical student's level of knowledge. Opportunities for learning such as lectures, reading, consults and history and physical examination (H&P) review will be available.

OM7154 Internal Medicine Core Clerkship

8.0 Credit Hours

The Internal Medicine Clerkship consists of two blocks of Internal Medicine, which will usually be divided into four (4) weeks of general medicine and four (4) weeks of a medicine subspecialty.

The Internal Medicine Clerkship serves as a focal point of the third-year education. It is the backbone of training in medicine and students will experience the breadth and diversity of disease during this rotation. Students will learn both the science and the art of medicine and how the two complement each other. Students will expand their history and physical diagnosis skills, develop the ability to prioritize patient problems and generate a differential diagnosis, and implement patient management strategies and observe their effects. Internal Medicine involves problem-solving, finding all the pieces of the puzzle and putting them together in a way that makes a coherent picture. It is also an opportunity to view the patient as a whole, to understand how a disease impacts not only on the patient's health, but also on his or her emotional and social well-being.

OM7174 Obstetrics/ Gynecology Core Clerkship

4.0 Credit Hours

The Obstetrics & Gynecology (OB/GYN) Clerkship consists of one block of OB/GYN. Not all students will have the opportunity to experience all of the learning objectives in the OB/GYN curriculum, but are still responsible for the information and self-directed learning. Learning is an active process that requires student involvement; we encourage a collaborative learning atmosphere and whenever possible, opportunities to acquire the basic core of cognitive knowledge, clinical experience and practical skills in women's health should be provided. However, the extent of student participation is at the discretion of the clinical faculty and comfort level of the patient. While the faculty can stimulate and enlighten, the primary responsibility for learning rests upon the student. For many students, the OB/GYN clerkship is the final exposure during their medical school career to comprehensive care for women. A gynecological evaluation is an important part of primary health care and preventive medicine for women. A gynecological assessment should be a part of every woman's general medical history and physical examination. Certain questions must be asked of every woman, whereas other questions are specific to particular problems. To accomplish the purpose of the examination, optimal communication must be achieved between patient and physician.

OM7184 Pediatrics Core Clerkship

4.0 Credit Hours

The Pediatric Clerkship consists of one block of pediatrics that will include exposure to several different patients ranging from infant to adolescent age. A major difference between pediatrics and adult medicine is that children are minors and, in most jurisdictions, cannot make decisions for themselves. The issues of guardianship, privacy, legal responsibility and informed consent must always be considered in every pediatric encounter/procedure. In particular, each student must recognize that pediatrics poses unique challenges to professional conduct and attitudes. The patient constantly changes as growth and development proceed. The patient's ability to participate actively in the clinical interaction progresses, as does his or her knowledge, experience and concerns. The adolescent presents specific challenges, including such issues as privacy, risk-taking behaviors, confidentiality and personal involvement with health. The role of parents in the clinical interaction, and their knowledge, experience, and concerns also develop and change as an individual child grows and as subsequent children are born. The way a physician communicates can have a lasting effect in how parents, children and adolescents handle situations and interact with the physician.

Cultural, ethnic and socioeconomic factors also affect personal and family traits and behaviors, with varying effects on child rearing practices. Recognition of and respect for difference are important, yet the student must be alert for the child or adolescent at risk in different family environments, given that the physician's primary obligation is to promote the best interest of the patient. A student must demonstrate communication skills with patients and families that convey respect, integrity, flexibility, sensitivity, and compassion.

OM7194 Psychiatry Core Clerkship

4.0 Credit Hours

The Psychiatry Clerkship consists of one block of Psychiatry, which will include exposure to several different disorders and patients. Ethical principles must be applied clinically. During this rotation, students will acquire professional characteristics most effectively through contact with their preceptor and their patients. This will include being exposed to the preceptor's well-developed interpersonal skills that help facilitate communication. It is important to demonstrate attitudes, behaviors, and beliefs that promote the patients best interest. It is expected that students have exposure and/or learn about different disorders and circumstance pertaining specifically to child, adolescent, and the geriatric population. Students may not have the opportunity to experience and work with patients who have the listed disorders, but are still responsible for the information through self-directed learning from psychiatric and general medical literature.

OM7112 Osteopathic Manipulative Medicine V

2.5 Credit Hours

Two Semester course

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the OMM I-IV courses. It will expand the student's osteopathic knowledge-base through the application of new and previously learned techniques into specific disease examples. The format will include interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include integration of the clinical exam with osteopathic diagnosis and treatment skills. This course is a four-credit course and the grading is pass/fail. It will be documented on the student's transcript. The course will require three (3) on-campus sessions, scheduled throughout the academic year, for students to benefit from face-to-face interactions, and to receive hands-on instruction, with OMM Faculty.

OM7101 COMLEX Level 1 Preparation Independent Study

4.0 Credit Hours

This course provides time, faculty support, and resources for adequate preparation for the COMLEX® Level 1 exam through a program of guided self-directed learning. The course uses formative evaluation with the Doctors In Training® online learning program, and the use of question banks from multiple sources. The course provides a series of videos which offer a high-yield educational experience designed to guide students through the course material in an engaging and effective manner. The videos are interspersed with short-answer study questions, delivered incrementally, that assist in understanding and retention. Materials also include specific OMM topical videos providing instruction, review, and technique demonstrations on live patients and skeletal models. Each student receives a performance profile from this program that helps identify

areas of relative and absolute strength and weakness, and uses the study program to guide their personal study design. The Independent Study COMLEX Level 1 Preparation course provides a maximum of 4 weeks of protected study time.

OM7200 Elective Rotation* I

4.0 Credit Hours

*Elective clerkships refer to clerkships which may be taken at any location, within or separate from the BCOM system of affiliated clerkship sites, with the approval, and appropriate affiliation and credentialing of the Preceptor by the BCOM Office of Clinical Affairs.

CURRICULUM YEAR FOUR

OM8114 Emergency Medicine Core Clerkship

4.0 Credit Hours

This clerkship provides experience in caring for patients who present to the Emergency Department with a variety of acute and subacute problems. The emphasis is on learning to stabilize and correctly triage critically ill and injured patients, as well as common emergent conditions. The Emergency Medicine rotation is designed to introduce students to the principles of acute care medicine, and provide students an opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills is emphasized. The course consists of experiences in patient care, assigned readings from emergency medicine references, weekly case reviews and a final evaluation.

OM8112 Osteopathic Manipulative Medicine VI

2.0 Credit Hours

Two Semester course

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the first three years of OMM courses. It will expand the student's osteopathic-knowledge base through the application of new and previously learned techniques into specific disease examples. The format will include presentations of patient cases with the integration of osteopathic principles and practices. Each module will consist of a PowerPoint case presentation and a five question quiz. The quiz will be completed on Canvas and 4/5 questions must be correct for the student to receive credit for the module. A total of five modules must be successfully completed to receive credit for the course. This course is a four credit course and the grading is pass/fail. It will be documented on the student's transcript.

OM8100 Elective Rotation* II

4.0 Credit Hours

*Elective clerkships refer to clerkships which may be taken at any location, within or separate from the BCOM system of affiliated clerkship sites, with the approval, and appropriate affiliation and credentialing of the Preceptor by the BCOM Office of Clinical Affairs.

***ELECTIVE CLERKSHIP ROTATION OPPORTUNITIES**

Advanced Anatomy (non-clinical)	Nutrition
Advanced Histology (non-clinical)	Obstetrics and Gynecology
Allergy/Immunology	Obstetrics and Gynecology, Rural
Allergy Research	Oncology
Alternative Medicine	Ophthalmology
Alzheimer's/Dementia	Osteopathic Manipulative Medicine
Anesthesiology	Pain Management
Business in Medicine (non-clinical)	Pathology
Cardiology	Pathology, Anatomical
Critical Care Medicine/ICU	Pathology, Blood Banking
Critical Care Medicine, Neurology	Pathology, Clinical
Critical Care Medicine, Online	Pathology, Forensic
Critical Care Medicine, Pediatric	Pathology, Hematology
Critical Care Medicine, Rural	Pediatrics
Dermatology	Pediatrics, Rural
Dermatology, Pathology	Pediatrics, Anesthesiology
Disaster Medicine	Pediatrics, Cardiology
Emergency Medicine	Pediatrics, Dermatology
Emergency Medicine, Pediatric	Pediatrics, Endocrinology
Emergency Medicine, EMS	Pediatrics, Gastroenterology
Emergency Medicine, Toxicology	Pediatrics, Gynecology
Endocrinology	Pediatrics, Hematology-Oncology
Family Medicine	Pediatrics, Infectious Disease
Family Medicine, Rural	Pediatrics, Intensive Care
Gastroenterology	Pediatrics, Internal Medicine
Genomic Research	Pediatrics, Neonatology
Geriatrics	Pediatrics, Nephrology
Gynecology	Pediatrics, Neurology
Gynecology Oncology	Pediatrics, Oncology Research
Healthcare Quality Improvement	Pediatrics, Pathology
Hematology	Pediatrics, Psychiatric
Hematology/Oncology	Pediatrics, Pulmonology
Hospice/Palliative Care	Pediatrics, Sports Medicine
Hospice/Palliative Care Research	Pediatrics, Urology
Infectious Disease	Perioperative Care
Integrative Medicine	Pharmacology
Internal Medicine	Physical Medicine and Rehabilitation
Internal Medicine, Cardiology	Psychiatry
Internal Medicine, Rural	Psychopathology
Maternal/Fetal Medicine	Public Health/ Epidemiology
Military Medicine	Pulmonology
Nephrology	Radiology
Neurology	Radiology, Diagnostic
Radiology, Interventional	Surgery, Orthopedic
Radiology, Neurological	Surgery, Orthopedic/Spine

Research (clinical or non-clinical, focus in
any medical/biomedical discipline)

Sports Medicine

Surgery

Surgery, Rural

Surgery, Bariatric

Surgery, ENT

Surgery, Neurosurgery

Surgery, Oculoplastic

Surgery, Oral

Surgery, Orthopedic/Trauma

Surgery, Pediatric

Surgery, Plastic

Surgery, Podiatry

Surgery, Thoracic

Surgery, Transplant

Surgery, Trauma

Trauma

Urgent Care

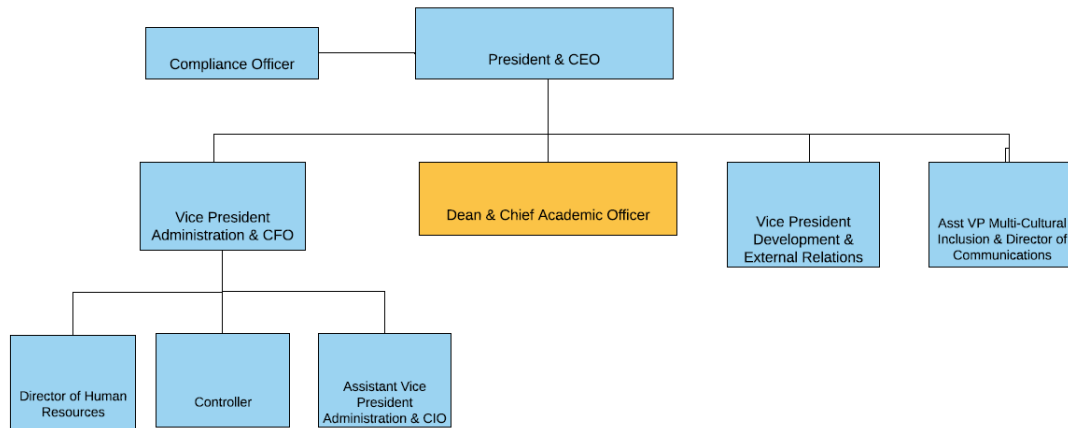
Urology

ORGANIZATIONAL OVERVIEW



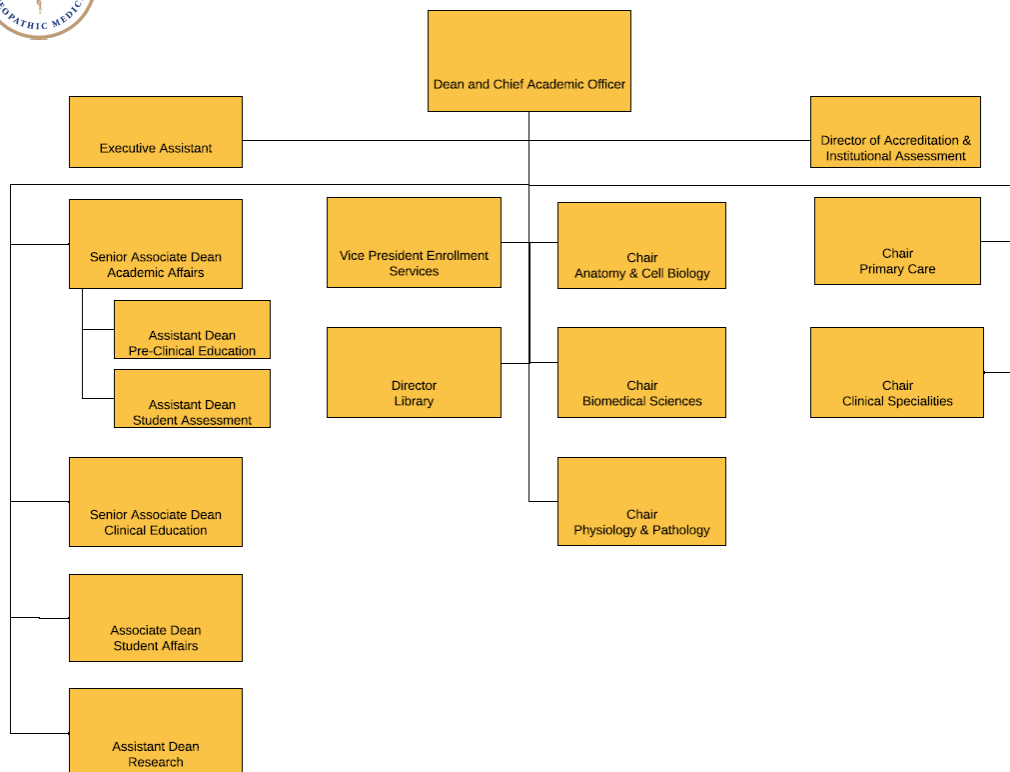
Administrative Organization

as of August 28, 2018



ACADEMIC ADMINISTRATION

as of August 28, 2018



DIRECTORY (subject to change; please visit our website for the most current listing)

<p>Alba, Adrian, MA Director of Admissions <i>BA, New Mexico State University; MA, New Mexico State University</i></p> <p>Amezola, Nycole M. Administrative Assistant <i>AA, Doña Ana Community College</i></p> <p>Arana, Alex Administrative Assistant <i>BBA, Universidad Regiomontana; MBA, Universidad Regiomontana; MBA., Texas A&M International University</i></p> <p>Arana, Tania B., PhD Associate Dean of Student Affairs; Associate Professor, Biomedical Science <i>BS, University of Ottawa; BSS, University of Ottawa; PhD, University of Ottawa</i></p> <p>Assi, Muneer, DO, FACOI Chair of Medical Specialties; Associate Professor, Internal Medicine <i>BS, Baylor University; DO, Texas College of Osteopathic Medicine</i></p> <p>Aviña, Elaine, MBA Curriculum Coordinator <i>AAS., Eastern New Mexico University; BBA, Eastern New Mexico University; MBA, Eastern New Mexico University</i></p> <p>Baker, William, DO Regional Assistant Dean <i>BS, New Mexico State University; MS, New Mexico State University; DO, Kansas City College of Osteopathic Medicine</i></p> <p>Benoit, Joseph N., PhD Assistant Dean of Research; Professor, Physiology <i>BS, University of Southwestern Louisiana; BS, University of South Alabama College of Medicine; PhD, University of South Alabama, College of Medicine</i></p> <p>Bramblett, Debra, PhD Chair of Biomedical Science; Associate Professor, Biomedical Science <i>BS, University of Texas at Austin; PhD, University of Texas at Austin</i></p>	<p>Caesar, Cyndee Regional Hub Coordinator - Tucson, AZ</p> <p>Cashin, Laura, DO, FACP Associate Professor, Internal Medicine <i>BS, Rutgers University, Douglas College; DO, Philadelphia College of Osteopathic Medicine</i></p> <p>Cohen, Gary L., MD Associate Professor, Neurology <i>AB, University of California; MS, California State University; MD, George Washington University School of Medicine</i></p> <p>Cruickshank, John M., DO, MBA, CPE Regional Assistant Dean <i>BS, Loyola University; MBA, Arizona State University; DO, Chicago College of Osteopathic Medicine</i></p> <p>Cyrus, Scott S., DO, FACOP Associate Professor, Pediatrics <i>BA, University of Arkansas; BS, University of Arkansas for Medical Sciences College of Nursing; DO, College of Osteopathic Medicine & Surgery Oklahoma State University</i></p> <p>Darrow, Franklin (Dick) R., DO, MACOI Associate Professor, Internal Medicine <i>BA, Eastern Nazarene College; DO, Kansas City College of Osteopathy & Surgery</i></p> <p>Del Corral, Pedro, PhD, MD Assistant Professor, Pathology <i>BA, University of Iowa; MS, Ball State University; PhD, University of Tennessee; MD, Sint Eustatius School of Medicine</i></p> <p>DeRocchis, Robyn M. Library Clerk <i>AAS, Doña Ana Community College; BS, Carnegie Mellon University; MS, University of Kansas</i></p> <p>Devora, Michelle Career Counselor <i>BA, University of Texas at El Paso; MEd, University of Texas at El Paso</i></p> <p>Dhillon, Shaminder Systems Support Specialist <i>AS, Doña Ana Community College; BS, New Mexico State University</i></p>
---	---

Donohue, Miriam L., PhD

Chair of Anatomy & Cell Biology; Associate Professor, Anatomy
BS, New Mexico State University; PhD, SUNY Upstate Medical University

Eastwood, Jennifer L., PhD

Associate Professor, Anatomy
BA, Truman State University; MS, Indiana University; PhD, Indiana University

Ellis, Marie E.

Library Clerk
BA, New Mexico State University

Enriquez, Martha G.

Research Office Coordinator
AA, Doña Ana Community College

Figueroa, Brenda S., MA

Regional Hub Coordinator
BA, New Mexico State University; MA, New Mexico State University

Frederich, Michael E., MD, FAAFP, FAAHPM

Assistant Professor, Family Medicine
AB, Washington University; MD, University of Missouri School of Medicine

Funk, Cindy K., PhD

Assistant Dean of Student Assessment; Professor, Anatomy
BS, Montana State University; PhD, Texas A&M University

Gaber, Jerome D.

Director of Systems and Services
AA, Coastal Community College; BS, California State University, Long Beach

Gandy, Myriam

Regional Hub Coordinator - El Paso, TX

Garcia, Connie

Regional Hub Coordinator - Albuquerque, NM

Garcia, Keziah E.

Admissions Recruiter
BBA, New Mexico State University

Gill, Kaitlin

Library Clerk
BA, University of Colorado

Goldsteen, Robert, DO, FACP

Chair of Primary Care; Professor, Internal Medicine
BA, Washington University; DO, University of North Texas Health Sciences Center

Gonzales, Jody

Administrative Assistant
BS, University of New Mexico

Gonzales, Ryan

Systems Support Specialist
AAS, Doña Ana Community College

Grandjean, Miley S., MA

Educational Specialist
BA, New Mexico State University; MA, New Mexico State University

Groening-Wang, Mary, DO

Clerkship Director of Obstetrics/Gynecology
BA, Texas A&M University; DO, Touro University

Gutierrez, Samuel C., MBA, LP

Director of Simulation; Instructor, Primary Care
AA, New Mexico Military Institute; BA, New Mexico State University; MBA, University of Phoenix

Harris, Charles J.

Assistant Vice President of Administration; Chief Information Officer
BS, New Mexico State University

Hayes, Oliver W., DO, FACEP

Senior Associate Dean of Clinical Education; Professor, Emergency Medicine
BS, Central Michigan University; MS, Michigan State University; DO, Michigan State University; MHS, University of Michigan

Hellums, Dorothy S.

Regional Hub Coordinator

Hernandez Morales, Nadia P.

Fourth Year Clerkship Coordinator
BS, University of Texas at El Paso; MPA, University of Texas at El Paso

<p>Howlett, Patricia Administrative Assistant</p> <p>Huber-Landrum Renee, MBA Controller <i>AA, New Mexico State University; BA, New Mexico State University; MBA, New Mexico State University</i></p> <p>Hummer, John L., MS President <i>BS, Kansas State University; MS, University of Kansas</i></p> <p>Jackson, Jon, PhD Associate Professor, Anatomy; Director of Gross Anatomy Lab <i>BA, Luther College; MS, University of North Dakota; PhD, University of North Dakota</i></p> <p>Jons-Cox, LeAnn D., DO Associate Professor, OMM <i>BA, Grinnell College; DO, Kansas City University of Medicine and Biosciences</i></p> <p>Kadavakollu, Samuel PhD Assistant Professor, Biochemistry <i>BS, Andhra University; MS, Andhra University; PhD, New Mexico State University</i></p> <p>Kamali, Kamran, MD, FACS Associate Professor, Surgery <i>BS, University of California; MD, George Washington School of Medicine</i></p> <p>Kania, Adrienne M., DO, NMM/OMM Associate Professor, OMM <i>BS, Oakland University; DO, Michigan State University</i></p> <p>Ketchum, Robert J., PhD Senior Associate Dean of Academic Affairs; Professor, Anatomy and Cell Biology <i>BS, Brigham Young University; PhD, University of Minnesota</i></p> <p>Kutinac, Linda S. Executive Assistant</p> <p>Leake, Dawn M., BSBA, SHRM-CP Director of Human Resources <i>AA, New Mexico State University; BSBA, Colorado Technical University</i></p>	<p>Lee, Norice, MLIS Associate Director of Library; Associate Professor, Library Services <i>BA, New Mexico State University; MLIS, University of Texas at Austin</i></p> <p>Lente, Adela, MD Chair of Surgical Specialties; Associate Professor, Surgery <i>BS, University of New Mexico; MD, University of New Mexico</i></p> <p>Lewis, Courtney C. Assistant Director of Admissions <i>BA, New Mexico State University</i></p> <p>Lockwood, Jenny Library Clerk <i>BFA, New Mexico State University</i></p> <p>Lujan, April Curriculum Coordinator <i>AA, Doña Ana Community College; BBA, New Mexico State University</i></p> <p>Martin, Scot A., MD Associate Professor, Surgery <i>BS, Austin College; MD, University of Texas Southwestern Medical Center</i></p> <p>Martin, Varsi L. Assistant Controller</p> <p>Matkin, Benjamin E. Standardized Patient Coordinator <i>BSBA, New Mexico State University</i></p> <p>Mayhew, Ryan W. IT Tech <i>BBA, New Mexico State University</i></p> <p>McHorse, Justin, MAEd Assistant Vice President of Multicultural Inclusion; Director of Communication <i>BA, Dartmouth College; MAEd, Purdue University</i></p> <p>Melendez, Marlene, MA, EdD Director of Financial Aid <i>BA, Metropolitan State University; MA, New Mexico State University; EdD, New Mexico State University</i></p>
---	--

Minugh-Purvis, Nancy, PhD

Professor, Anatomy

*BA, University of New Mexico; PhD, University of Pennsylvania***Mychaskiw II, George, DO, FAAP, FACOP**Vice President of Development & External Affairs;
Founding Dean*BA, Colorado College; DO, Kansas City University of Medicine and Biosciences***Natoni, Patrick, BS**

Administrative Assistant

*BS, New Mexico State University***Newcomer, Brett, MBA**

Director of Student Affairs

*BBA, New Mexico State University; MBA, New Mexico State University***Nuñez, Nina, MAEd**

Director of Accreditation and Institutional Assessment

*BS, New Mexico State University; MAEd, New Mexico State University***Ontiveros, Steven J., PhD, MBA**

Assistant Professor, Anatomy

*BS, New Mexico State University; MBA, New Mexico State University; PhD, University of Alabama at Birmingham***Ortega, Peggy**

Accounting Technician

Osborne, David, PhDAssistant Dean of Pre-Clinical Education; Professor,
Physiology*BA, Elon College; MA, University of North Carolina at Greensboro; PhD, East Carolina University School of Medicine***Oxford, Marcy, PhD**

Education Specialist

*BS, New Mexico State University; MAEd, New Mexico State University; PhD, New Mexico State University***Palazzolo, Erin W., MLIS**

Director of Library; Professor, Library Services

*BS, University of Kansas; MLIS, University of Texas at Austin***Perry, Carol K.**

Testing Center Manager

*AS, Ashworth College***Peska, Don N., DO, MEd**Chief Academic Officer and Dean; Professor, Surgery
*BS, Brooklyn College; MAEd, University of Cincinnati; DO, College of Osteopathic Medicine and Surgery Des Moines University***Provencio, Karen M.**

Standardized Patient Tech

*AS, Doña Ana Community College***Rachele, Armida**

Administrative Assistant

Ray, Joanne M., DO, FAAP

Assistant Professor, Pediatrics

*BA, Eastern New Mexico University; BS, New Mexico State University; DO, College of Osteopathic Medicine of the Pacific***Reyes, Marisella, MA**

Registrar

*BS, New Mexico State University; MA, New Mexico State University***Reyes-Ruiz, Irma L.**

HR Tech

*BS, University of Texas at El Paso***Richardson, Vanessa A., MAEd**

Compliance Officer - Title IX

*BS, New Mexico State University; MAEd, New Mexico State University***Rocha, Katrina**

Course Coordinator

*AA, Doña Ana Community College***Rodenbaugh, David W., PhD**Chair of Physiology/Pathology; Associate Professor,
Physiology/Pathology*BS, Westminster College; PhD, Wayne State University School of Medicine***Schaefer, Stefan C., MD**

Assistant Professor, Family and Community Medicine

BS, United States Air Force Academy; MD, University of New Mexico School of Medicine

<p>Selinfreund, Richard H., PhD Associate Professor, Pathology <i>BS, University of New Mexico; MS, New Mexico State University; PhD, New Mexico State University</i></p> <p>Serrano-Feliciano, Jenitza, MD Regional Assistant Dean <i>BS, Universidad de Puerto Rico; MD, Ponce School of Medicine</i></p> <p>Shipley, Timothy, PhD Assistant Professor, Immunology <i>BS, Brigham Young University; PhD, University of Pittsburgh School of Medicine</i></p> <p>Singh, Lahri Testing Center Coordinator</p> <p>Smith, Timothy C., MA Assistant Director of Financial Aid <i>BA, New Mexico State University; MA, New Mexico State University</i></p> <p>Snider, Jennifer B., Paramedic Simulation Center Tech <i>AA, Doña Ana Community College</i></p> <p>Solis, Selene Accountant <i>BA, New Mexico State University; BF, New Mexico State University</i></p> <p>Stauss, Harald, MD, PhD Associate Professor of Pharmacology <i>MD, Universitate Ruperto-Carola; PhD, Arztekammer Berlin</i></p> <p>Stout, John W. Library Clerk <i>BE, New Mexico State University</i></p> <p>Swift, Leah B., DO, FAAP Assistant Professor, Pediatrics <i>BS, Rice University; DO, Edward Via Virginia College of Osteopathic Medicine</i></p> <p>Taulbee, Jeremy D., MDIV Assistant Director of Student Affairs <i>BA, New Mexico State University; MDIV, Ashbury Theological Seminary</i></p>	<p>Taylor, Jennifer, MBA Vice President of Administration; Chief Financial Officer <i>BA, New Mexico State University; MBA, New Mexico State University</i></p> <p>Turner, Samantha Web Developer <i>BCM, New Mexico State University</i></p> <p>Vaillant, Karen E., MD Regional Assistant Dean <i>RN, The Nightingale School of Nursing; BA, McMaster University; MD, University of Western Ontario</i></p> <p>Varin, Anthony Systems Support Specialist <i>BA, New Mexico State University</i></p> <p>Vaudrey, Christa, MAEd Vice President of Enrollment Services <i>BS, New Mexico State University; MAEd, New Mexico State University</i></p> <p>Vaudrey, Kristopher J., MAEd Instructor, Anatomy <i>BS, New Mexico State University; MAEd, New Mexico State University</i></p> <p>Woods, Michael E., PhD Assistant Professor, Pathology <i>BS, Texas A&M University; PhD, University of Texas Medical Branch</i></p> <p>Woolsey, Janet R. Administrative Assistant <i>BA, New Mexico State University</i></p> <p>Zhorzholiani, Irina, MBA Director of Clinical Education <i>BBA, Caucasus School of Business; MBA, New Mexico State University</i></p> <p>Zuñiga, Wendy Third Year Clerkship Coordinator <i>AGS, Doña Ana Community College; BBA, New Mexico State University</i></p>
---	---

ADJUNCT FACULTY

Abideen, Zain U MD	Awwad, Amal A MD
Abood, Ferial MD	Azam, Syed T MD
Abouda, Mustapha K MD	Baca, Marshal Jr. G DO
Aburto, Jaime MD	Baca, Marshall A MD
Acosta, Steven MD	Badugu, Srinivasarao MD
Adair, James R DO	Baggs, William J MD
Adajar, Fundador L MD	Banda, Kanakalingeswara MD
Adame-Zambrano, Salvador MD	Banik, Sanjoy K MD
Adams, Kenneth P DO	Bansal, Pranshu MD
Adnan, Hasan MD	Baptista, Matthew A MD
Aguilar, Oscar MD	Barham, Gary E MD
Agyapong, David MD	Barnes, Tasha DO
Ahmed, Altaf MD	Barnica, Victor H MD
Ahmed, Saleha E MD	Barrantes, Fidel MD
Al-Chalabi, Mustafa T MD	Barrera, Biatris MD
Ali, Akbar MD	Barsony, Nora MD
Alidina, Aryn G MD	Bartley, Justin H MD
Alkhouri, Yazan H MD	Basnet, Bibhusan MD
Allan, Daniel MD	Bathina, Jaya D MD
Alliman, Christopher R MD	Batley, Jerry O MD
Alpard, Allan J MD	Battista, David MD
Alvarez, Paola I MD	Batty, John W MD
Amakiri, Onyema E DO	Bean, James W MD
Andazola, John MD	Beard, Scott E MD
Andrefsky, John MD	Bednarczyk, Steven DO
Anguay, John C MD	Belgrave, Genevieve MD
Anireddy, Giridhar MD	Belkoff, Kenneth M DO
Antony, Suresh J MD	Bell, Michael J MD
Apodaca, Estevan A MD	Belyaev, Stanislav MD
Applebaum, Bruce J MD	Benavidez, Mario S MD
Arango, Jorge MD	Bendana, Emma E MD
Araujo-Mino, Emilio P MD	Benson, Stephanie M MD
Arellano, Paul P MD	Ben-Zur, Uri M MD
Armendariz, Eugenio M MD	Berkson, Burton M MD
Armendariz, Rafael DO	Berumen, Kenneth MD
Armistead, Daniel E MD	Bhatt, Asit N MD
Arnett, Ana MD	Bheemreddy, Suchitha MD
Arora, Harkesh MD	Bishop, Jay R DO
Artavia, Orlando MD	Bishop, Jennifer D MD
Artz, Katie S MD	Blackburn Mitchell, Katrina MD
Assi, Edward R DO	Boehringer, Peter MD
Attreya, Akash K DO	Boland, Daubney PHD
August, Brian J MD	Bond, John A MD
Avila, Christina MD	Boone, James B MD
Avitia, Jose W MD	Boushka, William M MD

Boyd, Laura MD	Cuellar, Brenda MD
Bressler, Abraham N DO	Cuevas, Reyes MD
Brettfeld, Stefan M DO	Cuevas, Sebastian MD
Bridge, Danielle D MD	Dake, Vyas N MD
Broome, Charles B MD	Davis, Jefferson K MD, MA
Brown, Randal W MD	Davis, Chris M MD
Brown-Wagner, Marie L MD	De La Torre, Javier E MD
Burciaga-Molinar, Saul D MD	De la Vega, Rene O MD
Busby, Kelly DO	Dedam, Jean Paul MD
Butani, Devang DO	Deivaraju, Chenthuran MD
Caballar-Gonzaga, Flor J. MD	Delahoussaye, Brian P MD
Calkins, David N MD	Dempsey, Glenn M MD
Campos, Napoleon A. MD	Devkota, Ditashree MD
Cannon, Craig F MD	Dharia, Sushma MD
Carabajal, Patricia A MD	Dhillon, Gurdial MD
Carr, Michelle MD	Dickason, John M MD
Carrellas, Joan L MD	Dieker, Carrie A MD
Casey Rosas, Ryan P MD	Din, Moeen MD
Castillo, Sergio H MD	Dodson, Douglas R DO
Castle, James J DO	Dorf, Jeffrey M MD
Castro-Sandoval, Jesus A MD	Dow, Charles A MD
Chambliss, Michael J MD	Drummond, Emily E DO
Chhabra, Rashmi MD	Duba, Ayyappa S MD
Child, Josiah H MD	Duhigg, Daniel DO
Choi, Horim MD	Dumont, James MD
Chua, Richard V MD	Duran III, Jesus R MD
Chubb, Paul J DO	Edmonds, Jeremy T DO
Clavell, Christine I M.D.	Eid, Kareem R MD
Colvin, Misty J MD	Eisenberg, Lauren N DO
Cometti, Brandon C MD	Ellen, Jonathan D MD
Comstock, Howard M MD	Encapera, Kimberly A MD
Connors, Carl J. DO	Enriquez, Andres S MD
Contreras, Jorge I MD	Erinle, Ayodle MD
Cook, Heather I DO	Estrada, Marcos MD
Cooley, Rex D DO	Fallon, Michael A MD
Cooney, Paul MD	Familua, Oluwamayowa F MD
Cortes, Erasto MD	Farnam, Richard W MD
Cosban, Travis M. MD	Feagan, Joseph M DO
Couture, Holly DO	Fernandez, Juan F MD
Crago, Sylvia S MD	Fierro, Jessica MD
Crecca, Gerard F MD	Fierro Perez, German D MD
Cromer, Barry L MD	Fiszbein, Abraham MD
Crosby, Mark I DO	Fitzgerald, Angeline MD
Cross, Bryan S DO	Fitzsimmons-Pattison, Danielle MD
Crumbacher, James MD	Flores, Ernest MD

Flores, Hector A MD	Griswold, Mark L DO
Flores, Stephanie D MD	Grollman, Andrew MD
Flores Jose MD	Guerra, Francisco J MD
Francis, Larry B MD	Guerrero, Rene MD
Franco, Rocco F.X. MD	Guo, Susan MD
Franklin, Gregg E MD	Gwin, Kara M MD
Freeh, Eric DO	Haidarian, Mina MD
Frezza, Eldo E MD; MBA	Hale, Anne V MD
Friday, Renee Y MD	Hales, Kathleen MD
Frierson, Sabrina D.T. MD	Hall, Yvonne D MD
Gacetta, Amanda DO	Hamilton, Dwight A MD
Gali, Krishna K MD	Hamm, Markus L MD
Gallardo, Mark J MD	Han, Nyunt C MD
Gallardo, Benito MD	Hanumandla, Sarojana MD
Gallegos, Emmanuel L MD	Haque, Haroon MD
Gallegos, Marta C MD	Harding, Michael B MD
Gambarota, Marci MD	Hatem, Carlo M MD
Gandhi, Amibahen MD	Hawkins-Koch, Dorovenia N DO
Ganem, Ana MD	Hazboun, Ramsey R MD
Garcia, Rafael I MD	Henderson, Gary L MD
Garimella, Madhavi y MD	Henricks, Carol L MD
Gazarov, Aleksandr G MD	Henry, Forrest E DO
Gebremedihn, Mussie K MD	Hernandez, Cesar J MD
Gensini, Andres F MD	Hernandez, Virginia MD
Geralde, Nicolo B DO	Heydemann, Jacob S MD
Ghazanfari, Ali MD	Hoang, David M MD
Ghiselli, Antonio A MD	Hollingsworth, Amanda L DO
Giudice, Richard O MD	Huerta, Sergio A DO
Glick, John E MD	Hunko, Gabriela MD
Go, Maria Carmelita C MD	Imbert, Segundo MD
Gomez, Dolores M MD	Imoisi, Aroboyi V MD
Gomez, Luis F MD	Indacochea, Fernando J MD
Gomez, Melissa M MD	Iqbal, Javed MD
Gomez, Patrick J MD	Isaac, David W MD
Gonzaga, Christopher E MD	Jackson, John S DO
Gonzales, James O MD	Jensen, Kimberly D MD
Gonzalez, Diego J MD	Jewell, Peter L MD
Gonzalez-Ayala, Emilio MD	Jezari, Anna M MD
Gonzalez-Sanchez, Jose L MD	Johnson, Keith R MD
Gorelick, Amy MD	Joshi, Mandip MD
Gorospe, Emmanuel C MD	July, Mose MD
Gouveia, Jacquelyn A DO	Kafka, William J MD
Green, Donald MD	Kalyani, Bharati S MD
Greenberg, Jack J MD	Karimian, Siavash MD
Grenemyer, Tim J DO	Karnati, Bharath MD

Karp, Alan J MD	Lopez-Po, Patricia MD
Kasha, Atur A DO	Lugo, Fernando DO
Kassicieh, Samir K DO	Lujan-Palma, Jose A MD
Kataria, Rahul MD	Luo, Jie MD
Kaufman, Aaron B DO	Macias, Carlos A MD
Kayathi, Kavitha MD	Mackey, Kirsten DO
Keller, Michael P MD	Mahmood, Tahir DO
Kerlinsky, Daniel MD	Maidana-Paz, Claudia MD
Khader, Eliyas Javed MD	Mankad, Naishadh A MD
Kiesling, Carol A MD	Mansfield, David J MD
Klair, Ikrita K MD	Mansfield, William T MD
Koch, Marc E MD MBA	Mansoor, Shahid MD
Korzec, Kenneth MD	Marin, Jose A MD
Kronfol, Rana N MD	Marin-Hoefner, Olga MD
Kruis, Diane MD	Marketto, Don L DO
Kumar, Naveen MD	Marks, Steven C MD
Kunapuli, Niharika MD	Marsh, James C MD
Labayen, Roberto F MD	Martinez, Enrique MD
Laboy III, Francisco DO	Matthews, Preston DO
Lacy, Donald J DO	Maxwell, Amy A MD
Lahiri, Sanjay MD	May, David K DO
Landau, Marian G DO	Mayberry, Ralph E MD
Lane, Paula J MD	Mazer, Jeffrey M MD
Langford, Terri L MD	McAndrew, John A MD
Lara, Ray J DO	McAneny, Barbara L MD
Lawal, Lookman MD	McArthur, Karina A MD
Leachman, David MD	McBride, Heyoung MD
Leavitt, Ethan M DO	McBride, Erica L DO
Ledford, Cheryl L MD	McComas, Timothy S MD
Lee, Anhtuyet T MD	McDade, Louise A MD
Lee, Katherine B MD	McLeod, Orrin K DO
Lee, Janet J MD	McMahon, Scott W MD
Lee, Calbert MD	McMillan, Jane E MD
Lewis, Susan MD	Medavarapu, Ramadevi MD
Leyba, Mario J MD	Medrano De Ramirez, Minerva MD
Leyva, Edward S MD	Mehta, Adwait MD
Lichtenfels, Jenifer M MD	Mehta, Nilesh S MD
Lichtmacher, Abraham MD	Meka, Sucharitha MD
Lim, Douglas DO	Mendoza, Leonardo C MD
Linnebur, Ann C MD	Menghani, Vikas MD
Livingston, Cole J MD	Metzger, Charles L MD
Lodeiro, Jorge G MD	Mhapsekar, Shailen MD
Lopez, Ismael P MD	Michael, Adrian MD
Lopez, Hector DO	Minor, Jonathan L MD
Lopez, Steven J MD	Mirin, Babak MD

Mitchell, Justin S DO	Owens, Heather MD
Monsivais, Jose J MD	Owens, Jonathan MD
Monticone, David E DO	Padilla, Manuel A DO
Moolamalla, Surjit R MD	Pai, Sangeeth S MD
Moore, Charles H MD	Palacios, Mariano MD
Moreira, Gerardo J MD	Palafox, Andrew J MD
Moreno, Robert A MD	Pan, Ping (Jeanne) MD
Morris, Oliva E DO	Patel, Parag R MD
Mortazavi, Mohammed MD	Patterson, Robert L DO
Mota-Castillo, Manuel MD	Patton, Christopher P DO
Motta, Angelica J MD	Paudel, Keshab MD
Moya, Monica H MD	Payne, Michael C MD
Mrochek, Michael J MD	Paz, Conchita MD
Munoz, Xavier DO	Pearsall, Donald M MD
Mutterperl, Robert DO	Pelstring, Richard J MD
Myers, Deirdra MD	Pena, Michael R MD
Nagaraju, Sivakumar MD	Penaflor, Rodolfo B MD
Namanny, Matthew DO	Penninck, Johan J MD
Natividad, Toribio T MD	Peram, Indra MD
Nattakom, Thomas V MD	Perez, Juan R MD
Neal, John B MD	Perez, Marco A MD
Neeley, Raquel MD	Perez, Timothy W MD
Nelson, Riley S MD	Petersen, Dena E MD
Nelson, Darrick P MD	Pezzuto, Laura M MD
Noonan, Patrick M DO	Pfau, Aaron DO
Noshirwani, Kai MD	Phillips, Usha MD
Nowak, Michael L DO	Phung, Bihn Thai DO
Noya, Lisa MD	Pickett, Katharine MD
Nutis, Mario MD	Pieri, Frank J MD
Nwachuku, Victor A MD	Pinon, Richard MD
Okcay, Aynur MD	Pirela-Cruz, Miguel MD
Okoli, Obiefuna MD	Podila, Prasad MD
Olsen, Alex B MD	Pollard, William L MD
Olson, Connie L MD	Pollono, Eduardo N MD
Omar, Fahad MD	Poon, Edward MD
Onate, Edwardo J MD	Porras, Jose L MD
Opawumi, David O MD	Prall, Matthew W MD
Orellana, Elbin MD	Prasad, Anil R MD
Orellana, Miguel A MD	Pritchard, David G MD
Ortega, Leandrita T MD	Protzman, Scott A MD
Ortega, Lauro I MD	Provencio, Mauro MD
Ortiz, Joseph MD	Purdy, Malcolm H MD
Ortolano, Vincent MD	Putty, Timothy K MD
Ossai, Nduka-Obi MD	Querimit, Christine G MD
Osuorji, Ikenna MD	Quesada, Jaime A MD

Qureshi, Abdul H MD	Safdar, Rizwan M.D.
Race, Charles M MD	Sahni, Deshdeepak MD
Ralph, Aspen I DO	Sahs, John A. MD
Ramalingam, Sathish K MD	Salayandia, Luis C MD
Ramirez, John MD	Salazar, Javier MD
Ramirez, Diego MD	Saldivar, Jose S MD
Ramirez-Vega, Ruben MD	Salgado, Joe P MD
Ramos, Cesar D MD	Salloum, Hassan N MD
Raney, Jeremiah J DO	Salloum, Maha S MD
Rao ,Lacey A MD	Saluja, Paramveer S MD
Rattleff, Darwana MD	Samorodin-McIlwain, Janet E DO
Ravessoud, Fernando MD	Sampath, Ruthven MD
Reich, Thomas S MD	Samuel, Roset MD
Reinhold, Jean-Pierre MD	Sanchez, Jose M D.O
Reiter, Dennis DO	Sanchez, Adolfo V MD
Renner, Richard MD	Sanchez, Roland K MD
Richardson, Gregory B MD	Sandoval, Vesta MD
Rickman, Allan F MD	Sandoval, Eric MD
Ridgeway, Calvin A MD	Santiago-Belledonne, Hector E MD
Ridout, Daniel L MD	Santos, Jose V MD
Ritchie, Elin MD	Santoscoy, Robert MD
Roberti, Anne MD	Sarakanti, Nayeen MD
Roberts, Jessica L DO	Savitt, Michael MD
Robertson, Kathleen A MD	Savoie III, Felix H. MD
Robinson, Kermie L MD	Schuster, Mitchell A MD
Robledo, Laura MD	Schwering, Tessa D MD
Rocha, Alejandro DO	Scoggins, Bradley J DO
Rodriguez, Francisco A MD	Scully, Thomas B MD
Rodriguez, Cesar B MD	Seaton, Robert MD
Romanelli, Daniel A MD	Segapeli, Joseph H MD
Ropp, Andrew M MD	Semeiks, Jeremy MD
Rosen, Andrew P MD	Settles, Cynthia R MD
Rosenberg, Jason E DO	Shafer, Darren M DO
Rosenberg, Kevin M MD FACP FACEP	Shah, Sudhir MD
Ross, Richard B MD	Shahinian, Haroutioun S MD
Rubbani, Sofia MD	Sharma, Neha M DO
Ruben, Jayne PHD	Sherif, Ali M MD
Rubin, Jeffrey N DO	Sherpa, Nawang DO
Rubio, Ricardo MD	Shet, Vinay MD
Rueda, Carlos A MD	Shimunov, Sergey DO
Ruzich, Jeffery V MD	Sides, Eric E MD
Ryan, Amanda D DO	Sidhu, Juhee S MD
Saad, Abdo M MD	Silsby, Harry D MD
Sabih, Quratulain (Anna) MD	Simon, Joshua M.D, Ed.D
Sabol, Daniel J. DO	Simpson, Brenda M MD

Singh, Jagdev I MD	Vande, Lune Daniel W MD
Sloan, Anita L MD	Vargas, Jorge J MD
Sloan, Tyson E DO	Varma, Amrit MD
Smith, Clayton DO	Vasilion, Rebecca D DO
Smith, Richard B MD	Vega, Eloisa MD
Snoy, Frederick J MD	Velarde, Cesar A MD
Soliman, Ahmed Z MD	Velazquez ,Maria D MD
Solomon, Debra J MD	Velimirovic, Bratislav MD
Spady, Steven D DO	Venepally, Ram Mohan R MD
Spera, Thomas MD	Viesca, Carlos O MD
Spier, Jeffrey M MD	Vigil, Alfredo MD
Stampp, Stephen MD	Villalba, Heidi PHD
Steier, James B MD	Villarreal, Jose L MD
Stevens, Mark J DO	Vinge, Stephen E MD
Story, Amanda J MD	Vivanco, Cesar E MD
Struemph, Jonathon M MD	Voelz Judi R MD
Struemph, Gretchen D MD	Vosburg Molly J MD
Sumner, Wendell W D.O.	Vuong Duc C MD
Sumulong, Algele MD	Walker Mark DO
Sunkara, Shilpa MD	Wan Zhinian MD
Sunny, Joseph MD	Wang Yubao MD
Tanner, John M MD	Warren Marsha T MD
Tano, Vilmogil T MD	Wash Constance D MD
Teicher, Joel R MD	Weis, Margaret PHD
Tempkin, David L MD	Wenner, III Donald E MD
Theobald, Robert PHD	Wenner, Jr Donald E MD
Thomas, Jeffrey MD	Wilde Jeffrey V MD
Tong, Weigang MD	Wilkerson Tracy L DO
Touray, Sunkaru MD	Williams Jana G MD
Tremper, Larry J DO	Williams, James P MD
Treusch, Jennifer A MD	Williams, Nathan L MD
Trotter, John MD	Williams, Jeffrey DO
Trotter, Dana MD	Winsten, Michael DO
Tryon, Connor B MD	Wolfe II, Perry T MD
Tseng, Jay MD	Worthington, Dennis V MD
Tucker, John DO	Wright, Nancy J MD
Tuono, Albert J DO	Wulf, Thomas MD
Urias, Jorge A MD	Yangalasetty, Chandra S MD
Uricchio, Francis J MD	Young, Anna MD
Urich, Ryan MD	Yu, Mujun MD
Urrea, Luis H MD	Yusoof, Syed A MD
Usuorji, Ikenna MD	Zaetta, Mark A MD
Vajjala, Sriharsha MD	Zagler-Luna, Axel MD
Valenzuela, David MD	Zanghellini, Felipe MD

Amended October 16, 2018

- Inclusion of BCOM's Programmatic Educational Learning Objectives (pg. 14)
- Inclusion of a Withdrawal Failing (WF) and No Credit (NC) to grading designations (pgs. 27,38)
- General Information regarding Clinical Education Hub Sites,
- General Information regarding BCOM's Library
- Updated Information regarding Health Insurance
- Organizational Overview Charts (pg. 63)
- Updated Directory to include Adjunct Faculty (pgs. 69-75)

Amended December 7, 2018

- Update regarding Grade Appeal procedure (pg. 39)
- Update regarding Academic Standing definitions (pg. 40)
- Course Number changes for PCP I, PCP II, PCP III, PCP IV (pgs. 52, 54)

Amended February 21, 2019

- Updated Board Member (pg. 13)
- Updated Office of Enrollment Services information regarding Final Decision, Admissions Appeal and Waitlist (pg. 24)
- Updated course credit hours and/or course descriptions for Neuroscience II, Behavioral Medicine/Psychiatry, Introduction to Pediatric Medicine, and Pathophysiologic Overview of Medicine (pg. 56).

Amended March 19, 2019

- Addition of BCOM Institutional Data and Outcomes Information (pg. 18)
- Revised Statement regarding Board of Trustees (pg. 13)

I hereby certify that the amended statements and information in this catalog are true and correct to the best of my knowledge and belief.

John L. Hummer, President

Date: March 19, 2019

(Signature on File)