



## COLLEGE CATALOG

**2019-2020**

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### Doctor of Osteopathic Medicine Program

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### Burrell College of Osteopathic Medicine

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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](mailto:DPeska@bcomnm.org)



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## 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 2019 (Years One and Two)

New Student Orientation	Monday, July 15 – Friday, July 19
White Coat Ceremony	Friday, July 26
First Day of Classes for Didactic Curriculum (Years One and Two)	Monday, July 22
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, July 22
Last Day to withdraw from classes and receive a 90% tuition refund	Thursday, August 1
Last Day to withdraw from classes and receive a 50% tuition refund	Saturday, August 17
Last Day to withdraw from classes and receive a 25% tuition refund	Thursday, September 12
After 9.5 Weeks 0%	
Labor Day	Monday, September 2
Thanksgiving Break	Monday, November 25 – Friday, November 29
Last Day of Classes	Friday, December 20
Winter Break	Monday, December 23-Friday, January 3

### Spring Term 2020 (Years One and Two)

First Day of Classes (Years One and Two)	Monday, January 6
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 6
Last Day to withdraw from classes and receive a 90% tuition refund	Thursday, January 16
Last Day to withdraw from classes and receive a 50% tuition refund	Friday, January 31
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, February 25
After 9.5 Weeks 0%	
Martin Luther King Day	Monday, January 20
Spring Break	Monday, March 23 – Friday, March 27
Spring Holiday	Friday, April 10
Memorial Day	Monday, May 25
Last Day of Classes	Friday, May 29

**Fall Term 2019 (Year Three)**

First Day of Classes	Monday, June 24
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, June 24
Last Day to withdraw from classes and receive a 90% tuition refund	Saturday, July 6
Last Day to withdraw from classes and receive a 50% tuition refund	Thursday, July 25
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, August 25
After 9.5 Weeks 0%	
Last Day of Classes	Friday, December 20
Winter Break	Monday, December 23-Friday, January 3

**Spring Term 2020 (Year Three)**

First Day of Classes	Monday, January 6
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 6
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, January 17
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, February 3
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, March 3
After 9.5 Weeks 0%	
Last Day of Classes	Friday, June 19

**Fall Term 2019 (Year Four)**

First Day of Classes	Monday, July 8
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, July 8
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, July 19
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, August 5
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, September 3
After 9.5 Weeks 0%	
Last Day of Classes	Friday, December 20
Winter Break	Monday, December 23-Friday, January 3

**Spring Term 2020 (Year Four)**

First Day of Classes	Monday, January 6
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 6
Last Day to withdraw from classes and receive a 90% tuition refund	Monday, January 13
Last Day to withdraw from classes and receive a 50% tuition refund	Friday, January 24
Last Day to withdraw from classes and receive a 25% tuition refund	Wednesday, February 12
After 9.5 Weeks 0%	
Last Day of Classes	Friday, April 24
Commencement	Friday, May 8

## ABOUT BCOM

### HISTORY

The Burrell College of Osteopathic Medicine was envisioned by its Founding Dean George Mychaskiw, D.O., to address the shortage of physicians in the Southwestern United States and its border with Northern Mexico, as well as to diversify the physician workforce. Dr. Mychaskiw reached out to John Hummer, a New Mexico 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, The New Mexico College of Osteopathic Medicine, that would eventually be named the Burrell College of Osteopathic Medicine. The two co-founders orchestrated a synergistic gathering of influential leaders, in both the higher education and healthcare sectors, to assist in making the vision a reality. New Mexico State University (NMSU) Chancellor Garrey Carruthers supported their vision for the creation of a private/public affiliated osteopathic medical school in Las Cruces, New Mexico. John Hummer introduced the medical school to Dan Burrell who then joined Mychaskiw and Hummer as a co-founder. Burrell provided the initial seed funding; thus the medical school's namesake in honor of his family. Rice University, via the Rice Management Company, who oversees and manages their endowment, became the single largest shareholder.

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. The year 2020 will bring two key milestones. BCOM's first residency match day and the anticipated full accreditation upon the graduation of the first class on May 8, 2020.

### FACILITIES AND LIBRARY

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/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, Pre-Clinical Education, Clinical Education and Executive Administration.

BCOM occupies 4,500 square feet of laboratory and support space at 9035 Advancement Avenue, Las Cruces, NM. Located approximately 15 minutes from the main campus, the BCOM BioScience Research Laboratory (BSRL), a fully equipped BSL-2 facility, functions to support faculty driven research activities

with supervised research opportunities for students. Major capabilities include bacterial and eukaryotic cell culture, DNA amplification and analysis, spectrophotometry, protein separation and analysis, flow cytometry, imaging based particle size analysis, gas chromatography/mass spectrometry, and light microscopy. Windows and Mac/OS based workstations are equipped for data and image analysis. Access to the laboratory facility is restricted to authorized faculty and student researchers. The laboratory is operated under the direction of the Office of Research and Sponsored Programs. A full-time Scientific Research Associate provides day-to-day operational support for the BSRL.

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.

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:

Robert V. Wingo  
Chairman  
*President & CEO - Sanders/Wingo Advertising*

John Harris  
Vice Chairman  
*CEO - Memorial Medical Center*

John L. Hummer, MHA  
Secretary  
*President - Burrell College of Osteopathic Medicine*

Dan Arvizu PhD  
Trustee  
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William T. Baker DO  
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Derrick Cuenca  
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Steven Hansen  
Trustee  
*President & CEO - Presbyterian Medical Services*

Ronald E. Long  
Trustee  
*Chief Operating Officer - Rice Management Co.*

Suzan Martinez de Gonzales  
Trustee  
*Community Member*



## **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 its border with Northern Mexico through culturally respectful undergraduate, graduate and continuing osteopathic medical education, research, and its support of 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 LEVEL EDUCATIONAL 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>

In accordance with the Higher Education Opportunity Act, the College has a written agreement between the institution, the New Mexico Higher Education Department and its accreditor, the Commission on Osteopathic College Accreditation, to provide for the equitable treatment of its students if the College stops offering its educational program before all students enrolled in the program complete the program. For further information, please contact the Director of Compliance and Institutional Assessment.

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to Burrell College of Osteopathic Medicine to conduct limited field-based experiences in the degree listed below:

Doctor of Osteopathic Medicine

This certificate does not constitute accreditation; the issuance of this certificate attests only that the institution has met the Board's standards established for nonexempt institutions. Questions or complaints about this institution should be addressed to:

Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, Texas 78711  
512.427.6200

## 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 SERVICES

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

### OFFICE OF ADMISSIONS

#### *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, the following minimum prerequisite requirements must be met:

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



- Association of American Medical Colleges  
Medical College Admission Test  
2450 N St., NW  
Washington, DC 20037  
(202) 828-0690  
Email: [mcat@aamc.org](mailto:mcat@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 may use discretion in the evaluation of qualifications of any candidate for admission.*

### **Admission Process**

All candidates must submit their application through AACOMAS (American Association of Colleges of Osteopathic Medicine Application Service) where prior credit related to admissions requirements, inclusive of transcripts, are evaluated. BCOM offers no advance standing to students admitted to its Doctor of Osteopathic Medicine program. All prior credit evaluation records shall be maintained by the Office of Admissions for compliance purposes. 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 visit <https://aacom.org> or call (301) 968-4100. The BEAR Pathway is an admissions option available to applicants from the local region. For more information on how to apply and for information on eligibility for the BEAR Pathway, refer to:

<https://bcomnm.org/how-to-apply/>

### **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 primary application.
- Valid MCAT score within three years of July 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.)
  - **One** of the following:
    - One pre-medical 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](mailto:admissions@bcomnm.org))
- Mail: Office of Admissions  
Burrell College of Osteopathic Medicine  
3501 Arrowhead Dr.  
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, he/she will schedule the interview within the 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 applicant 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.

### **Deferral**

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 AACOM and 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. The following is a list of foreign evaluation vendors. BCOM does not endorse nor recommend any particular vendor.

- World Education Services (WES), [www.wes.org](http://www.wes.org)
- Educational Credential Evaluators, Inc., [www.ece.org](http://www.ece.org)
- Josef Silny & Associates, Inc., [www.jsilny.org](http://www.jsilny.org)
- International Education Research Foundation, Inc., [www.ierf.org](http://www.ierf.org)

*All applicants must complete the required prerequisite courses at a regionally accredited college or university within the United States; this includes all foreign degree conferred applicants.*

### **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.

## **OFFICE OF THE REGISTRAR**

### *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-b9030/>
- <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 via the CAMS Student Portal. 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 BCOM 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. Withdrawal procedures may be found on our website at:

<https://bcomnm.org/students/resources/office-of-the-registrar/>

## **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 Office of Student Accounts 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 information 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 approved or unapproved leave of absence, and/or is voluntarily or involuntarily withdrawn 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 Satisfactory 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;
- If the student fails to attend, the student has not met the duration of the academic period, 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 with their lender, both federal and private;
- It is the student's responsibility to know and understand the terms for their educational student loans (e.g. master promissory note, terms and conditions), and must continue to monitor terms annually.

#### **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 is a qualified institution for administration of funds distributed under this program. Students must complete the Free Application for Federal Student Aid (FAFSA) to receive federal student aid. For more information, please see the Financial Aid Manual: <https://bcomnm.org/students/office-of-financial-aid/financial-aid-manual/>

Students who are recipients of federal funding who, for any reason, obtain a leave of absence and/or are officially withdrawn from the College are subject to Return of Title IV funding. Please see the Withdrawals and Return of Title IV Policy at: <https://bcomnm.org/policy-b9511/>



**Scholarships** are payments made to support a student's education and can be awarded on the basis of academic or other achievement. Follow the link provided to find opportunities for scholarship and grant funding, <https://bcomnm.org/students/resources/scholarship-and-loan-programs/>.

There are institutional scholarships available to students. Information about the application process, deadlines, and other information is communicated to the student when the scholarship application and funding are available.

- Amy & John L. Hummer Scholarship Fund
- Burrell Medical Scholars (BMS) Award
- The Hunt Family Foundation "Paso Del Norte" Scholarship
- The Friends of Military Veterans Annual Scholarship

For more information regarding scholarship opportunities, please visit:

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

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

<https://bcomnm.org/students/office-of-financial-aid/>

### *Tuition and Fees*

Tuition and fees for the 2019-2020 academic year are posted on the BCOM website:

<https://bcomnm.org/students/bursars-office/>

<b>Tuition (subject to Board approval)</b>	\$54,528
<b>BCOM Student Fees</b>	\$1,539
<b>Total Tuition and Fees</b>	\$56,067

*Figures are subject to change*

**To understand tuition and fees, and other related educational costs including the BCOM estimated cost-of-attendance, visit the Financial Aid Manual:**

<https://bcomnm.org/students/office-of-financial-aid/financial-aid-manual/>

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

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



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

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

### *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%

### **Mobilization/Deployment Refund Policy**

Members of the military who receive orders which transfer them out of the area for a prolonged period or members of the National Guard or Reserves who are called to active duty, when such transfer interferes with class attendance, may request a full refund of tuition at any time during the semester. Documentation of orders for transfer must be provided prior to refund being granted. The College has a proration refund policy for students receiving VA benefits. Students receiving VA benefits must request that the prorated refund policy be used for tuition reimbursement.

### **Refund Policy for Students Using GI Bill® Benefits**

In the event the veteran or other eligible person fails to enter the course, or withdraws, or is discontinued therefrom at any time prior to completion of the approved program length for VA students, the amount charged to the student for tuition, fees, and other charges for the completed portion of the course shall not exceed \$10.00 (only if a registration fee is charged) plus the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length. The completed portion is the total number of days the student was scheduled to attend (from first to last date of attendance) multiplied by the scheduled

hours of attendance per day. Refunds will be totally consummated within the forty (40) days after termination.

Refer to the Academic Calendar for specific dates. Please refer to BCOM's website for the Tuition Refund Policy:

<https://bcomnm.org/policy-b9510/>

## 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 faculty in multiple medical specialties.

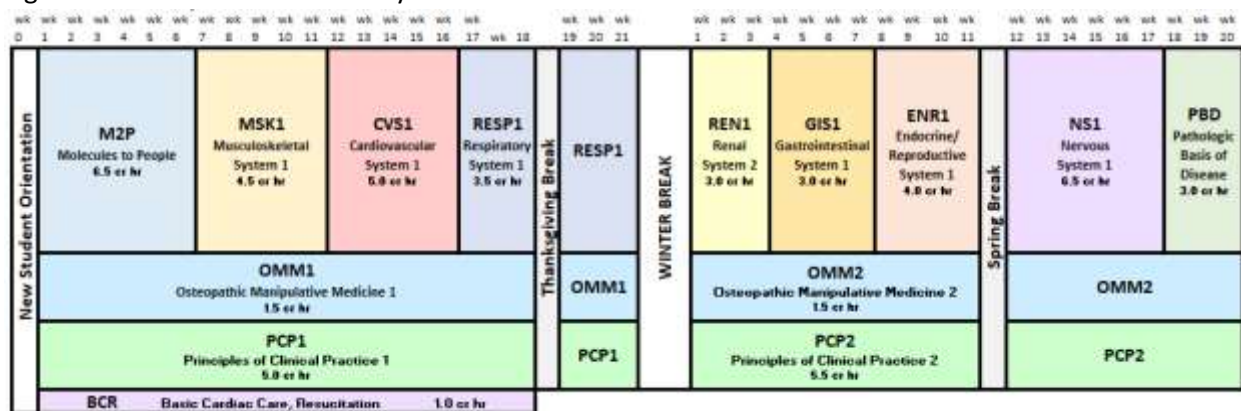
### PRE-CLINICAL EDUCATION

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, skills-based competency assessments, observational techniques and structured assessments of clinical competency.

### 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 practice skills, medical informatics, and ethics are presented concomitantly. (See Figure 1)

Figure 1: Year One Curriculum Layout



### OMS II

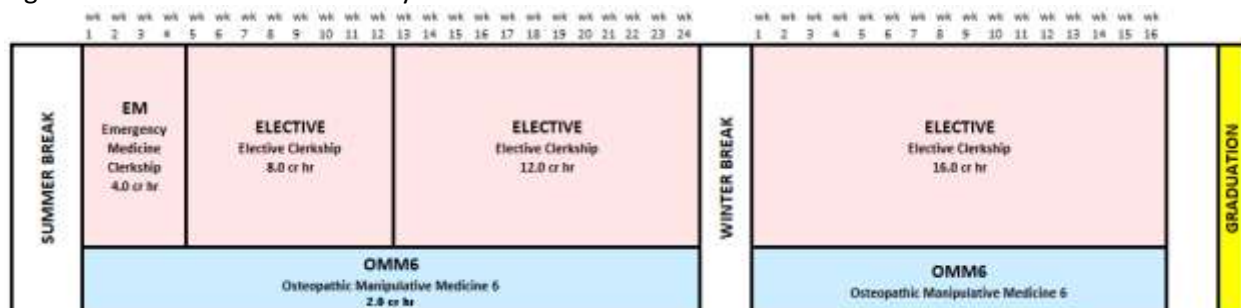
The systems-based courses in the second curricular year emphasize the pathologic and pharmacologic aspects of the biomedical sciences, and provide a foundational education in clinical medicine, disease, and differential diagnosis. At the end of Year Two, students are required to successfully complete the COMLEX-USA® Level 1 national board examination. (See Figure 2)

Figure 2: Year Two Curriculum Layout

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approval of the Office of Clinical Education. Only one, four-week, non-clinical rotation is permitted. A sample course schedule for Year Four is provided below (see Figure 4). The actual rotation sequence will vary for each student.

Figure 4: Year Four Curriculum Layout



## 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. This experience 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 the second semester of year one, 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. Under faculty mentorship, 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.

## OFFICES OF PRE-CLINICAL AND CLINICAL EDUCATION

The Office of Pre-Clinical Education provides administrative oversight of the pre-clinical curriculum for the first and second years of medical school. BCOM's curriculum 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. For more information, please visit our website:

<https://bcomnm.org/academics/pre-clinical-education-1st-2nd-year/>

The Office of Clinical Education oversees and manages the third and fourth years of the medical curriculum. The Office of Clinical Education is dedicated to providing students with 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. 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. 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). For more information, please visit our website:

<https://bcomnm.org/academics/clinical-education-3rd-4th-year/>

For the list of affiliated clinical teaching sites, please see:

<https://bcomnm.org/academics/clinical-education-3rd-4th-year/hubs/>

BCOM facilitates the development of ongoing graduate medical education (GME) and has helped develop new residency programs in family medicine, internal medicine, orthopedic surgery, transitional year internship and osteopathic neuromuskuloskeletal medicine. Additional new GME programs are under development in Las Cruces, El Paso (TX) and Tucson (AZ) in various specialties.

### ATTENDANCE

The complete policy regarding attendance may be found at:

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

#### *Attendance for Preclinical Courses – Years One and Two*

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

- **Case-Based Learning Sessions**  
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 Sessions**

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 Experiences**

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 as well as all required and elective clerkships occurring in Years Three and Four. Students are required to participate in daily activities as described in the Clerkship Manual, the syllabus for each course, and as directed by their assigned preceptor(s).

### *Attendance for Students Receiving GI Bill® Benefits*

Students under GI Bill® Benefits must maintain at least a 70% attendance rate to continue receiving VA benefits. If a student falls below the 70% attendance rate for mandatory courses, not to include excused absences, the student is placed on “**Financial Aid Probation**”. If a student falls below the 70% attendance rate during the probationary period, VA benefits are terminated. Please see the Satisfactory Academic Progress Policy at:

<https://bcomnm.org/policy-b9510/>

### *Excused Absence*

Students are expected to adhere to the BCOM attendance policy with diligence. An excused absence may be granted, upon request, for one of the following reasons:

1. Medical necessity (personal or family);
2. Family death;
3. Active military service;
4. Required attendance at conferences limited to student leaders representing BCOM at AACOM-COSGP and AOA at the discretion of the Dean

All requests must be submitted through the online “Excused Absence Request” form and must be accompanied by appropriate supporting documentation (letter from physician, military orders, obituary, etc.). Excused absences will not be approved for weddings, vacations, birthdays, special events or other personal events (Note: The preceding list is not all inclusive).

A request to be excused must be submitted in advance of the activity. When absence from an activity is 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 can be found at:

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



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:

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

***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.***

## **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:

<b>Recorded Grade</b>	<b>Explanation</b>
Numeric (0-100); rounded to the nearest hundredth	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
NC	No Credit

## **Preclinical Courses (Years One and Two)**

For systems courses, the College applies a uniform numeric 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. Some courses may be graded on a pass/fail basis. 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/Clerkships (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 on attaining designated levels of competency in each graded element of the clerkship as described in each clerkship syllabus.

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 courses for which a final, numeric 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.

### **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 before the end of the term in which the course resides (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 in a course, clerkship, or on a licensing exam is referred to the Student Performance Committee (SPC). After reviewing the academic record of the student, the committee makes a decision on the student's academic standing (academic probation with option to remediate the failed item, academic suspension, or academic withdrawal). The student has the right to appeal this decision to the Dean.

### **Grade Appeals**

Students may appeal any course or interval assessment (exam) grade based upon a calculation error or invalid instrument upon written notification to the Office of Pre-Clinical (OMS I and II) or Clinical Education (OMS III and IV) within one (1) business day of receiving notice of the grade. The Associate Dean for Pre-Clinical or Clinical Education shall make a final determination upon consultation with the appropriate faculty.

### **Class Rank**

After determination of final grades upon completion of Year Two, students will be provided a class rank reported by quartile. 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.

## **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 enter graduate medical education and the practice of osteopathic medicine. The SPC monitors student progress and ensures that all students meet the requirements necessary for promotion and graduation.

### ***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/>

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 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 is referred to the committee. The student will be given the opportunity to meet with the SPC to explain any unusual circumstances and hear recommendations regarding actions they can take to improve their performance.

***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 academic withdrawal (AW) from the College or repeat of an academic year.***

### ***Remediation***

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” or “PX” 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 may be administratively withdrawn or academically suspended 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 academic 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/](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 a walk-in basis 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://bcommm.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 delivered in two parts and includes 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 Clinical Education and/or the Registrar as they become eligible.

COMLEX-USA® also provides a Level 3 examination that students may take following graduation. Successfully completing all three levels of the COMLEX-USA® series satisfies one element 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 any part of the COMLEX series 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 AND TIME TO DEGREE**

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

- Satisfactory completion of all required courses and credit hours as stated in the catalog within six (6) years of initial matriculation with attainment of at least the minimum passing grade, as determined by the faculty, for each course;
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Attainment of passing scores\* for COMLEX-USA® Level 2-CE 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;
  - *\*For students who are unable to complete the COMLEX Level 2 CE and/or the COMLEX Level 2 PE due to temporary closure of exam facilities are granted an exemption to the requirement of the attainment of a passing score for the COMLEX Level 2 exams. Such*

*exemption is applicable to the graduating Class of 2020 only and is approved solely in response to extraordinary circumstances surrounding the COVID-19 pandemic.*

- 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.

## 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 to the award of credit hours. 34CFR 600.2 (11/1/2010).*

BCOM shall ensure that instructional hours are defined as hours of instructional time according to the following table and shall only be applied to courses listed in the College Catalog for which a student has registered:

Instructional Format	Contact Hours	Equivalent Instruction Hours
Instructional session (lecture, case-based learning, team-based learning, directed student assignments)	1	1
Laboratory instruction (basic science lab, clinical skills lab)	1	0.5
Examinations	1	1
Laboratory practical examinations	1	0.5

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:

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

15

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

Clinical clerkship rotations shall have one course credit assigned to each week of clinical rotation. Each week constitutes up to 80 clinical contact hours of supervised experiential learning.

## 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. Please visit the BCOM website for information regarding student services:

<https://bcomnm.org/students/>

### **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's Office of Student Affairs provides a list of insurance options to students and verifies active coverage at the beginning of each term.

### **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. Information regarding hub providers may be obtained from hub coordinators or found online at the BCOM website:

<https://bcomnm.org/students/resources/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 Code of Professional Conduct policy may be found at:

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

Students found in violation of the College's Code of Professional Conduct or student developed Honor Codes 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/](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 Title IX Coordinator. 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 Compliance Officer. Please reference the following policy for more information:

<https://bcomnm.org/policy-b5021/>

### **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 BCOM website:

<https://bcomnm.org/students/career-counseling/overview-resources/>

## LISTING OF COURSES

### CURRICULAR 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**

##### **6.5 Credit Hours**

The Molecules to People course incorporates the foundational aspects of biochemistry, cell biology, histology, molecular biology, embryology, microbiology and pharmacology. The course content is presented using lecture, interactive clinical correlations, integrated applications 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 of the human body and how it responds to environmental/external influences. 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, physiological control of systems and finally how the body responds to the environment. Foundational pharmacological concepts such as pharmacokinetics and pharmacodynamics will also be introduced at this point in the course. The last two weeks of the course focuses on host defense mechanisms including an introduction to innate and cellular immunity.

#### **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**

##### **5.0 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, circulatory, hematology and lymphatic components of the system. The structural content of this Course utilizes lectures, human cadaver prosections, 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 Nervous System I****6.5 Credit Hours**

The Nervous System I 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.

**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.

**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.

## **CURRICULAR 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 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.

### **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.

### **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.

#### **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 and IV are the third and fourth courses in a four-part series (also including PCP I and PCP II) 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**

Musculoskeletal System II is an intensive multidisciplinary course designed to enable students to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology and clinical medicine of the musculoskeletal system and the skin from birth through adulthood. The course builds upon the basic science material presented in Year One by providing an overview of musculoskeletal diseases and injuries with the goal of gaining a foundation for utilizing this information during clinical clerkships. Beginning with an examination of the skeletal system, followed by joints, muscles, nerves and skin, the course covers the molecular and tissue biology; anatomy; pathophysiology; diagnosis; and therapeutic options-including pharmacological and osteopathic manipulative treatment - for disorders of the examined tissues and structural complexes. Pediatric and adult applications are presented for traumatic, inflammatory, infectious, autoimmune, congenital, genetic and neoplastic conditions. Upon completion, each student is expected to be able to recognize the presenting signs and symptoms of the most common musculoskeletal and dermatological disorders and to consider their etiologies in identifying appropriate treatments.

#### **OM6232 Nervous System II**

##### **3.0 Credit Hours**

The Nervous System II 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.

#### **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.

#### **OM6265 Pathophysiologic Overview of Medicine**

##### **7.0 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.

### **CURRICULAR YEAR THREE**

Course syllabi, which are available on the BCOM website, provide an expanded description of each course.

#### **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 3<sup>rd</sup> 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 core clerkship is an eight (8) week experience served in an ambulatory setting. The entire clerkship may be served with one practice and provider or two different practices for four weeks each. This will be determined by the hub site in which the experience is served. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in a primary care practice. Experience will be gained in diagnosis and case management. Each practice may have a unique profile of patients that will offer greater insight into disease identification and management as well as cultural influences on wellness and disease prevention.

#### **OM7134 Surgery Core Clerkship**

##### **8.0 Credit Hours**

The Surgery core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings. The clerkship is divided into two, four-week blocks. One four-week experience will be served in a general surgical practice. The second four-week block will offer the opportunity to select one or two subspecialty experiences. This will be determined by the hub site in which the experience is served but may include cardiothoracic surgery, otorhinolaryngology, ophthalmology, orthopedics, vascular surgery, neurosurgery, bariatric surgery, and others. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions



commonly seen in surgical practice. Experience will be gained in diagnosis and case management including participation in surgical procedures. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

#### **OM7154 Internal Medicine Core Clerkship**

##### **8.0 Credit Hours**

The Internal Medicine core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings. The clerkship is divided into two four-week blocks. One four-week experience will be served in an inpatient setting hospitalist practice or in a general internal medicine practice that has a significant inpatient component. The second four-week block will offer the opportunity to select one or two subspecialty experiences. This will be determined by the hub site in which the experience is served but may include cardiology, gastroenterology, critical care medicine, pulmonology, hematology, oncology, endocrinology, infectious diseases, neurology, nephrology, rheumatology, geriatrics, and others. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in an adult medical practice. Experience will be gained in diagnosis and case management including participation in minor diagnostic and therapeutic procedures such as endoscopy, thoracentesis and lumbar puncture depending upon the service assignment. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

#### **OM7174 Obstetrics/ Gynecology Core Clerkship**

##### **4.0 Credit Hours**

The Obstetrics and Gynecology core clerkship is a four (4) week experience served in both ambulatory and inpatient settings. The clerkship affords students the opportunity to gain experience in the diagnosis and management of common presentations in the practice of women's health and promotion of wellness and disease prevention. Students will participate in providing prenatal care, management of labor and uncomplicated childbirth, and postnatal care. Exposure to principles of gynecologic surgery, minor diagnostic and therapeutic procedures, and operative experience will also be available depending upon the practice assignment at each hub. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

#### **OM7184 Pediatrics Core Clerkship**

##### **4.0 Credit Hours**

The Pediatrics core clerkship is a four (4) week experience served in an ambulatory setting. Some inpatient exposure may be available depending upon the assigned hub and practice. The clerkship affords students the opportunity to gain experience in providing health care to children. Emphasis will be placed on growth and development, wellness and prevention. Students will participate in the diagnosis and management of common illnesses of infants, children and adolescents, including community acquired infections. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

#### **OM7194 Psychiatry Core Clerkship**

##### **4.0 Credit Hours**

The Psychiatry core clerkship is a four (4) week experience served in inpatient and ambulatory settings with concentrations varying by hub assignment. The clerkship affords students the opportunity to gain experience in the practice of behavioral medicine. Performing a comprehensive patient behavioral health interview leading to a diagnosis and management plan is a core competency of this clerkship. Students will work with patients presenting with symptoms of depression, bipolar disorder, psychoses, and other behavioral disorders. Management of patients dealing with substance abuse and dependency is a frequent challenge in the clinical practice of psychiatry. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

#### **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.



**OM7200 Elective Rotation\* I****4.0 Credit Hours**

\*Elective rotations refer to rotations which may be taken at any location, within or separate from the BCOM system of affiliated rotation sites, with the approval by the BCOM Office of Clinical Education.

**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.

**CURRICULAR YEAR FOUR**

Course syllabi, which are available on the BCOM website, provide an expanded description of each course.

**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 interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include the integration of the clinical exam with osteopathic diagnosis and treatment skills.

**OM8108 Elective Rotation\* II****8.0 Credit Hours**

\*Elective rotations refer to rotations which may be taken at any location, within or separate from the BCOM system of affiliated rotation sites, with the approval by the BCOM Office of Clinical Education.

**OM8212 Elective Rotation\* III****12.0 Credit Hours**

\*Elective rotations refer to rotations which may be taken at any location, within or separate from the BCOM system of affiliated rotation sites, with the approval by the BCOM Office of Clinical Education.

**OM8216 Elective Rotation\* IV****16.0 Credit Hours**

\*Elective rotations refer to rotations which may be taken at any location, within or separate from the BCOM system of affiliated rotation sites, with the approval by the BCOM Office of Clinical Education.

### *\*Elective Clerkship Rotations*

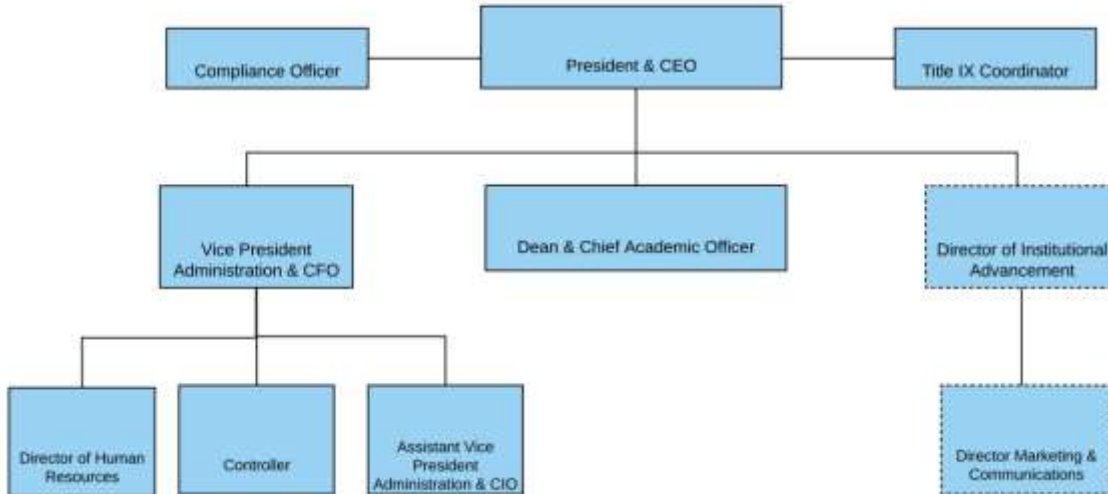
Advanced Anatomy (non-clinical)  
Advanced Histology (non-clinical)  
Allergy/Immunology  
Allergy Research  
Alternative Medicine  
Alzheimer's/Dementia  
Anesthesiology  
Business in Medicine (non-clinical)  
Cardiology  
Critical Care Medicine/ICU  
Critical Care Medicine, Neurology  
Critical Care Medicine, Pediatric  
Critical Care Medicine, Rural  
Dermatology  
Dermatology, Pathology  
Disaster Medicine  
Emergency Medicine  
Emergency Medicine, Pediatric  
Emergency Medicine, EMS  
Emergency Medicine, Toxicology  
Endocrinology  
Family Medicine  
Family Medicine, Rural  
Gastroenterology  
Genomic Research  
Geriatrics  
Gynecology  
Gynecology Oncology  
Healthcare Quality Improvement  
Hematology  
Hematology/Oncology  
Hospice/Palliative Care  
Hospice/Palliative Care Research  
Infectious Disease  
Integrative Medicine  
Internal Medicine  
Internal Medicine, Cardiology  
Internal Medicine, Rural  
Maternal/Fetal Medicine  
Military Medicine  
Nephrology  
Neurology  
Nutrition  
Obstetrics and Gynecology  
Obstetrics and Gynecology, Rural  
Oncology  
Ophthalmology  
Osteopathic Manipulative Medicine  
Pain Management  
Pathology  
Pathology, Anatomical  
Pathology, Blood Banking  
Pathology, Clinical  
Pathology, Forensic  
Pathology, Hematology

Pediatrics  
Pediatrics, Rural  
Pediatrics, Anesthesiology  
Pediatrics, Cardiology  
Pediatrics, Dermatology  
Pediatrics, Endocrinology  
Pediatrics, Gastroenterology  
Pediatrics, Gynecology  
Pediatrics, Hematology-Oncology  
Pediatrics, Infectious Disease  
Pediatrics, Intensive Care  
Pediatrics, Internal Medicine  
Pediatrics, Neonatology  
Pediatrics, Nephrology  
Pediatrics, Neurology  
Pediatrics, Oncology Research  
Pediatrics, Pathology  
Pediatrics, Psychiatric  
Pediatrics, Pulmonology  
Pediatrics, Sports Medicine  
Pediatrics, Urology  
Perioperative Care  
Pharmacology  
Physical Medicine and Rehabilitation  
Psychiatry  
Psychopathology  
Public Health/ Epidemiology  
Pulmonology  
Radiology  
Radiology, Diagnostic  
Radiology, Interventional  
Radiology, Neurological  
Research  
Sports Medicine  
Surgery  
Surgery, Bariatric  
Surgery, ENT  
Surgery, Neurosurgery  
Surgery, Oculoplastic  
Surgery, Oral  
Surgery, Orthopedic  
Surgery, Orthopedic/Spine  
Surgery, Orthopedic/Trauma  
Surgery, Pediatric  
Surgery, Plastic  
Surgery, Podiatry  
Surgery, Thoracic  
Surgery, Transplant  
Surgery, Trauma  
Trauma  
Urgent Care  
Urology

## ORGANIZATIONAL OVERVIEW

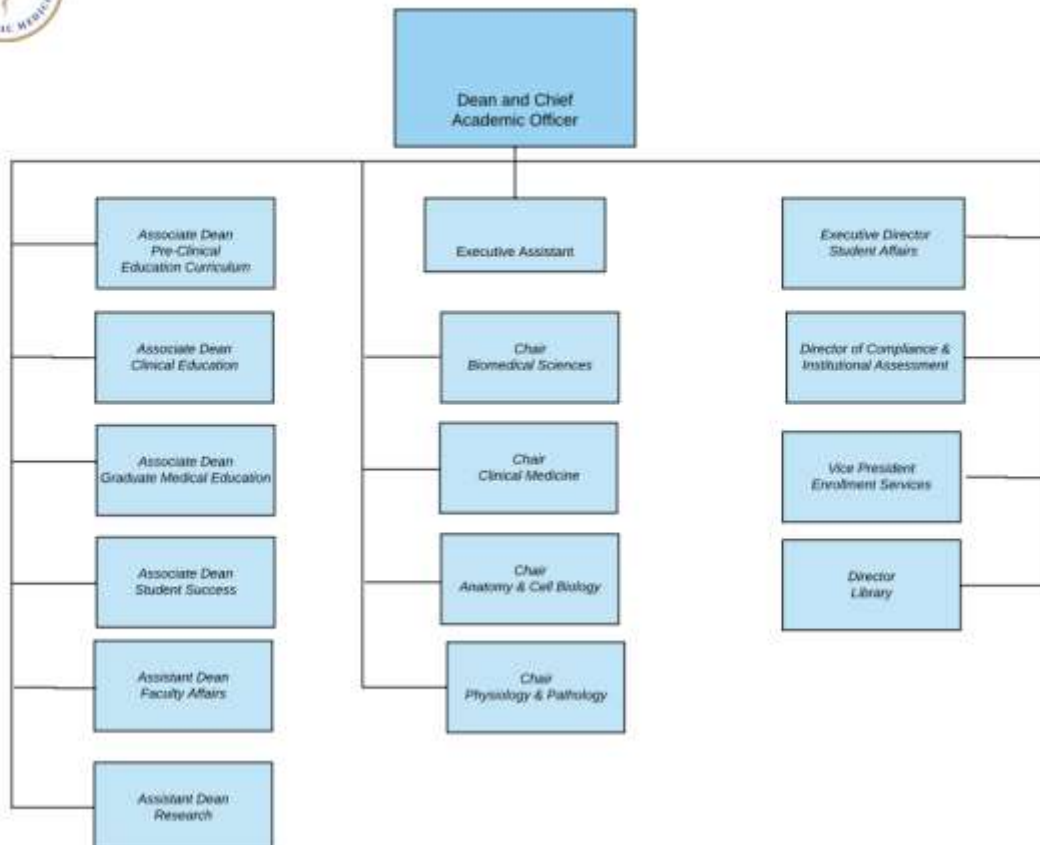
### Administrative Organization

as of July 1, 2019



### ACADEMIC ADMINISTRATION

as of December 16, 2019



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

### **Amezola, Nycole M.**

Administrative Assistant  
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### **Arana, Alex**

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### **Bramblett, Debra, PhD**

Chair of Biomedical Sciences;  
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Assistant Dean of Faculty Affairs;  
Associate Professor, Anatomy  
*BA, Truman State University; MS, Indiana  
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Regional Hub Coordinator - Albuquerque, NM

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**Garcia, Richard S.**

Operations Coordinator

**Garcia-Melchor, Karina**

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**Gonzales, Ryan**

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Shami, Waseem, MD  
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Sharma, Amit, MD  
Sherif, Ali, MD  
Shet, Vinay, MD  
Shimunov, Sergey, DO  
Shoots, Robbie, MD  
Sides, Eric , MD  
Sidhu, Juhee, MD  
Silsby, Harry, MD  
Simon, Joshua, MD  
Simpson, Brenda, MD  
Singh, Jagdev, MD  
Sloan, L.Tyson, DO  
Smith, Christine Z, MD  
Smith, Clayton, DO  
Smith, Geoffrey, MD  
Snoy, Frederick, MD  
Soliman, Ahmed, MD

Solomon, Debra, MD  
Soriano, Victor, MD  
Spady, Steven, DO  
Spera, Thomas, MD  
Spier, Jeffrey, MD  
Stamp, Stephen, MD  
Steier, James, MD  
Stiller, Gabriele, MD  
Story, Amanda, MD  
Struempf, Gretchen, MD  
Struempf, Jonathon, MD  
Sumner, Wendell, DO  
Tabibi, Shahrzad, MD  
Tanner, John, MD  
Tapia, Carl, MD  
Tebeje, Legesse, MD  
Teicher, Joel, MD  
Thomas, Jeffrey, MD  
Thorn, Shannon, MD  
Tiemeier, Kyle, MD  
Toledo-Couret, Mario, MD  
Tong, Weigang, MD  
Torni, Kyle, MD  
Touray, Sunkaru, MD  
Tremper, Larry, DO  
Treusch, Jennifer, MD  
Tryon, Connor, MD  
Tucker, John, DO  
Tulachan, Sidhartha, MD  
Tuli, Ajay, MD  
Urich, Ryan, MD  
Urrea, Luis, MD  
Valdez, Melissa L, MD  
Valenzuela, David , MD  
Vande Lune, Daniel, MD

Varma, Amrit, MD  
Vasilion, Rebecca, DO  
Vega, Eloisa, MD  
Velimirovic, Bratislav, MD  
Venepally, Ram, MD  
Vera, Javier, MD  
Viesca, Carlos, MD  
Vigil, Alfredo, MD  
Villarreal, Jose, MD  
Vivanco, Cesar, MD  
Vo, Phung, MD  
Voelz, Judi R, MD  
Walker, Mark, DO  
Wan, Zhinian, MD  
Wang, Yubao, MD  
Warren, Marsha , MD  
Wash, Constance, MD  
Wenner, Donald, MD  
Wenner III, Donald, MD  
Wilde, Jeffrey V, MD  
Wilkerson, Tracy, DO  
Williams, James, MD  
Williams, Jana, MD  
Wolfe, Perry, MD  
Worthington, Dennis, MD  
Wright, Nancy, MD  
Wulf, Thomas, MD  
Yangalasetty, Chandra, MD  
Young, Anna, MD  
Yusoof, Syed, MD  
Zaeem, Faisal, MD  
Zaetta, Mark, MD  
Zagler-Luna, Axel, MD  
Zate, Ryan, DO  
Zeynalov, Elchin, MD



Revised July 15, 2019

- Revision to BCOM's Mission Statement as approved by the Board of Trustees on 7/12/19

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

(Signature on File) July 15, 2019  
John L. Hummer, President Date

Revised August 5, 2019

- Clarification of Title 38 US Code 3679(e), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA (pg.32)

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

(Signature on File) August 15, 2019  
John L. Hummer, President Date

Revised 8/30/19

- Clarification of the description regarding grades of "Incomplete" to align with existing Student Promotion and Graduation Policy (Policy B9121).

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

(Signature on File) August 30, 2019  
John L. Hummer, President Date

Revised 10/28/19

- Amended the Board of Trustees membership information to reflect newly appointed members under the Statement of Legal Control (pg. 16).

(Signature on File) October 28, 2019  
John L. Hummer, President Date

Revised 12/20/19

- Updated the institutional licensure section to include information regarding the Texas Higher Education Coordinating Board

(Signature on File) December 20, 2019  
John L. Hummer, President Date

Revised 4/7/2020

- Graduation requirements amended for the Class of 2020 due to the COVID-19 situation.

(Signature on File) April 7, 2020  
John L. Hummer, President Date