

College of Osteopathic Medicine Academic Catalog

2024-2025 EDITION



The Baptist Health Sciences University at 1003 Monroe Avenue, Memphis, TN 38104, maintains an academic environment free of discrimination, including harassment. Discrimination, harassment, and retaliation on the basis of race, color, national origin, ethnicity, sex, sexual orientation, gender identity, disability, religion, or age are prohibited in Baptist University's programs and activities. The Vice President of Administrative Services, Dr. Adonna Caldwell, is the designated University official responsible for handling any complaints related to discrimination, harassment and/or retaliation. She may be contacted at 901-572-2592 or at Adonna.caldwell@baptistu.edu. Dr. Caldwell's office is located at 20 S. Dudley Avenue, Memphis, TN 38104, Room 920

Baptist Health Sciences University is an equal opportunity educational institution.

Baptist Health Sciences University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and doctorate degrees. Questions about the accreditation of Baptist Health Sciences University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Disclaimer: Baptist Health Sciences University reserves the right to change, remove, or supplement any material contained in this Catalog as necessary and at any time. Any changes, removals, or supplementation to the Catalog shall apply to both current and new students. Once a student withdraws or is dismissed from Baptist University, the student has one term from the date of withdrawal or dismissal to exercise any rights granted by this Catalog.

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GREETING FROM THE BUCOM DEAN



Welcome to Baptist University College of Osteopathic Medicine. Our faculty, staff, and students welcome all those who possess a servant's heart, a scientist's curiosity, an owner's mind, and the desire to improve the lives of others through the practice of osteopathic medicine.

The faculty, staff, and administration of Baptist University College of Osteopathic Medicine are committed to honoring and advancing the culture of Baptist Health Sciences University as a faith-based institution as well as the philosophy and heritage of the osteopathic profession. We believe in the body's inherent ability for wellness, a patient-centered approach to the practice of medicine, and a philosophy of medical care that embraces the body, mind, and spirit. Our primary goal is to train physicians who exhibit the compassion, devotion and excellence that we feel is best personified by the Great Physician, Jesus Christ.

As educators and medical professionals, we strive to advance medical knowledge, the practice of medicine, the health and wellness of our patients, equitable access to quality medical care by all individuals, and the promotion of health policy that advances healthcare in our nation and throughout the world. We strive to train physicians who will emphasize preventive medicine, wellness, primary care, and community-based practice, but who will be prepared to succeed in any discipline or graduate medical education program. We designed our curriculum to provide our students with the skills required to remain lifelong learners, the desire to contribute to the advancement of medical knowledge, and the passion to serve their patients throughout their professional careers.

Recognizing the needs of underserved populations in the Mid-South region, the United States and around the globe, we recruit students who put the patient first and then design local outreach events and international medical opportunities to kindle a passion for disadvantaged patients and give them the experience of reaching these people with needed medical care.

The task of becoming an osteopathic physician is educationally and personally demanding. At your core, if you have a servant's heart, if you possess a strong commitment and passion to enhance the lives of others, and if you have the motivation, work ethic, and personal responsibility that the curriculum and profession demand, the personal and professional rewards that you experience will far exceed the cost. If you share the qualities that we seek, you will find kindred spirits and lifelong partners here at Baptist University College of Osteopathic Medicine.

Peter A. Bell, DO

Peter A. Bell, DO, MBA, HPF, FACOEP-dist, FACEP
Vice Provost and Dean

BUCOM ACADEMIC CALENDAR 2024-2025

FALL SEMESTER 2024

Date	Event
Jul 25, 2024	Tuition and Fee Payment Deadline
July 26, 2024	Late Tuition and Fee Payment Assessment
July 29, 2024	Orientation Week (OMS-1)
August 5, 2024	Fall Semester begins (OMS-1)
August 12, 2024	Last Day to Add/Drop for the Semester
September 2, 2024	Labor Day (OMS-1) NO CLASSES
September 9, 2024	Convocation
October 11, 2024	Last Day to Withdraw from COM Semester with grade of "W"
October 14-18, 2024	Fall Break (OMS-1) NO CLASSES
November 8, 2024	Last Day to Withdraw from COM Semester with grade of "WP"
November 27-29, 2024	Thanksgiving Break (OMS-1). ½ day Wednesday; Thursday/Friday NO CLASSES
December 20, 2024	Semester ends (OMS-1)
December 22, 2024	Final Grades Due to Registrar

SPRING SEMESTER 2025

Date	Event
January 2, 2025	Tuition and Fee Payment Deadline
January 3, 2025	Late Tuition and Fee Payment Assessment
January 6, 2025	Spring Semester begins (OMS-1)
January 13, 2025	Last Day to Add/Drop for the Semester
January 20, 2025	Dr. Martin Luther King Jr. Day NO CLASSES
March 3, 2025	Last Day to Remove the grade of "I" from Fall 2024
March 3, 2025	Faculty and Staff Honors Convocation
March 14, 2025	Last Day to Withdraw from COM Semester with grade of "W"
March 17-21	Spring break (OMS-1) NO CLASSES
April 11, 2025	Last Day to Withdraw from COM Semester with grade of "WP"
April 18, 2025	Good Friday (OMS-1) NO CLASSES
May 23, 2025	Semester ends (OMS-1)
May 27, 2025	Final Grades Due to Registrar

SUMMER TERM 2025

Date	Event
June 5, 2025	Tuition and Fee Payment Deadline
June 6, 2025	Late Tuition and Fee Payment Assessment
June 9, 2025	Summer term begins (OMS-1 remediation; Summer research)
June 11, 2025	Last Day to Add/Drop for the Summer Term
June 27, 2025	Last Day to Withdraw from Summer Term with grade of "W"
July 4, 2025	4 th of July holiday NO CLASSES
July 7, 2025	Last Day to Withdraw from Summer Term with grade of "WP"
July 18, 2025	Summer Term ends
July 21, 2025	Final Grades Due to Registrar
August 4, 2025	Last Day to Remove the Grade of "I" from Spring 2025

GENERAL INFORMATION

RELATIONSHIP BETWEEN BAPTIST UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE (BUCOM) AND STUDENTS: ACADEMIC CATALOG

BUCOM reserves the right to rescind the admission of any student or learner if between the times of their letter of acceptance and the start of classes if:

1. A change occurs in the condition or status of any information provided by the applicant that, if known at the time of application, would have been basis for denial of admission.
2. Application information provided by an applicant is found to be untrue at the time of submission.

TERMS AND DEFINITIONS FOR THE ACADEMIC CATALOG

The terms “student” or “learner” refer to a person enrolled in any course offered by BUCOM.

1. The terms “professor”, “faculty”, or “instructor” refer to any person authorized by the University to hold and teach a BUCOM-sponsored class or precept a student during either on- or off-campus clinical practice experiences.
2. As used in this Catalog, the term “University” means “Baptist Health Sciences University (BHSU)”. The term “College” refers to the Baptist University College of Osteopathic Medicine (BUCOM).
3. The word “day(s)” refers to official school/business days not inclusive of holidays or weekends. The exception to this is in regard to days identified in the policies regarding Leave of Absence, Withdrawal, Suspension, and Grievance, in which case “days” refer to calendar days, not school/business days. This distinction is clarified in the corresponding sections by utilizing the term “calendar” days.

CATALOG CHANGES AND REVISIONS

This Catalog is not intended to be a contract or part of any contractual agreement between BUCOM and students. The University or College administration may make changes to the content of the Catalog at any time. Wherever possible, notice of anticipated changes will be given to the students in advance of implementation. Each new addition of the Catalog supersedes all previous versions, documents, and directives where they may be in conflict. Neglecting to read the Catalog and to be familiar with the rules, policies, and procedures contained within does not excuse students from complying with established guidelines.

Students entering BUCOM are identified through a Catalog year, whereby matriculation in any year is linked with that year’s catalog. Students are responsible for the degree requirements for the academic year in which they enter the University. Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the Catalog/Student Handbook in effect at the time of readmission. The BUCOM Dean, in consultation with the University Registrar, must approve any exception to this policy.

COMMON ABBREVIATIONS

BCRI	Baptist Clinical Research Institute
BHSU	Baptist Health Sciences University
BUCOM	Baptist University College of Osteopathic Medicine
COMLEX-USA	Comprehensive Osteopathic Medical Licensing Examination
COMSAE	Comprehensive Osteopathic Medicine Self-Assessment Examination
MSPE	Medical Student Performance Evaluation (i.e., Dean's Letter)
OMM/OPP	Osteopathic Manipulative Medicine/Osteopathic Philosophy and Principles
OMS-1	Osteopathic Medical Student First Year
OMS-2	Osteopathic Medical Student Second Year
OMS-3	Osteopathic Medical Student Third Year
OMS-4	Osteopathic Medical Student Fourth Year
PCM	Principles of Clinical Medicine
VPEMSA	Vice President for Enrollment Management and Student Affairs
PCC	Physician Core Competencies
ST	Special Topics
IS	Integrated Sciences
RP	Research Principles
OS	Organ Systems

SECTION 1: BACKGROUND

HISTORY OF BAPTIST HEALTH SCIENCE UNIVERSITY (BHSU)

Baptist Health Sciences University prepares graduates for careers of service and leadership by providing a comprehensive health sciences education within an integrated environment of learning and Christian principles.

Grounded in Christian principles and building on the legacy of education since 1912, Baptist University is a private, specialized institution focusing on health science education. The University seeks to attract a diverse student population who share commitments to Christian values and ethics, academic excellence, and lifelong professional development. Learning takes place not just in the classroom setting, but in some of the finest medical facilities available. Our curriculum includes both general and health studies, as well as major-specific coursework in order to prepare competent and caring health care professionals.

In partnership with Baptist Memorial Health Care, Baptist University extends the learning environment beyond the classroom to include experiences found in real world health care settings throughout the Mid-South.

We believe our graduates have tremendous opportunities to extend Christ's work of compassionate healing, as noted with the words "Higher Education with a Higher Purpose" on our college seal. If you would like to make a difference in the lives of others, Baptist Health Sciences University is here to help you achieve your dreams.

UNIVERSITY MISSION

Baptist Health Sciences University prepares graduates for careers of service and leadership by providing a comprehensive health sciences education within an integrated environment of learning and Christian principles.

Revised May 2016

UNIVERSITY VISION

To be distinguished regionally for innovation and excellence in health sciences education which prepares graduates to transform health care.

HISTORY OF BAPTIST UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE (BUCOM)

BUCOM was founded in 2021 by BHSU to bring osteopathic medicine training to West Tennessee and our contiguous regions. The goal is to train caring, competent, holistic osteopathic physicians who are from the region and wish to later practice in hospitals and communities that make up the Baptist catchment area. We have a goal of training physicians from rural and underserved areas, bringing a healthcare workforce to places that may not have benefitted from this in the past. Leveraging the significant resources of both the Baptist Memorial Healthcare System and BHSU, BUCOM's goal is to improve the health of our community while developing a pipeline for future primary care specialists through comprehensive and learner-centered education.

BUCOM MISSION

The mission of the Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is to provide an exemplary model of education that prepares physicians who integrate the art and science of healing with their faith, calling, and pursuit of excellence.

BUCOM prepares future physicians and scientists who are committed to improving the health of the diverse populations in the Mid-South Region of Tennessee, Arkansas, and Mississippi, with a special emphasis on primary care in underserved urban, and rural areas. To advance this mission, BUCOM will develop clinically skilled, compassionate, and culturally competent physicians from diverse backgrounds who are grounded in osteopathic philosophy and practices, and who are ready to meet the future healthcare workforce needs. BUCOM will advance research, innovation, and discovery to improve health and solve current and future medical challenges.

BUCOM VISION

The vision of BUCOM is to be distinguished regionally, nationally, and globally for excellence and innovation in osteopathic medical health education, which prepares graduates to transform health care through exceptional patient-centered care.

SHARED UNIVERSITY and BUCOM VALUES

The shared values of our learning community are:

Integrity: We model high ethical standards in all aspects of learning, teaching, service, and business.

Professionalism: We provide an environment that promotes the competence, character, and commitment of faculty, staff, and students to their careers and vocations.

Service as an expression of Christian values: We foster a Christian environment where servant leadership is modeled in all aspects of learning, teaching, service, and business.

Continuous Improvement: We strive to be innovative and promote ongoing assessment to achieve organizational and personal excellence.

BUCOM's mission, vision, values approved March 15, 2022

OSTEOPATHIC MEDICINE

M.D. and D.O. physicians have unrestricted licenses, which permit them to practice in all 50 US states. Both physician types are extensively trained in biomedical sciences and evidence-based patient care. The focus of osteopathic training goes beyond this, however, to emphasize holistic care that centers on wellness, disease prevention, and promoting health. Osteopathic physicians embrace the relationship between physical structure and function, with the body representing an interdependent unit rather than simply a collection of organ systems.

While D.O.s represent all medical and surgical specialties within the medical profession, there is a special focus on primary care. Training primary care, community-based physicians, and a desire to extend opportunities to rural, minority, geriatric, and indigent populations make both osteopathic medicine and BUCOM (Baptist Health Sciences University College of Osteopathic Medicine) unique. BUCOM's aim is to produce residency-ready graduates with a desire to serve rural and underserved communities in the Mid-South. Improving both educational opportunities and improved, holistic health for our region is the goal.

AMERICAN OSTEOPATHIC ASSOCIATION

The American Osteopathic Association (AOA) is the professional organization representing the more than 150,000 D.O. and osteopathic medical students in the United States. AOA serves as the primary certification path for D.O.s, accredits osteopathic medical schools through the Commission on Osteopathic College Accreditation (COCA), and has federal authority to accredit hospitals and other health care facilities. The AOA endorses these shared goals (<https://osteopathic.org/>):

- Promote and protect the rights of osteopathic physicians
- Support efforts for D.O.s to provide quality and cost-effective care to all Americans
- Emphasize the distinctiveness of osteopathic principles and the diversity of the profession
- Collaborate with others to advance osteopathic medicine
- Enhance the value of AOA membership

AOA CODE OF ETHICS

The American Osteopathic Association (AOA) has authored a Code of Ethics to help guide osteopathic physicians and students. Standards elaborate an osteopathic physician's ethical and professional responsibilities to patients and society, to the AOA, and to all people involved in the healthcare system.

SECTION 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

SECTION 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

SECTION 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

SECTION 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

SECTION 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the

healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

SECTION 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

SECTION 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

SECTION 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his professional degree in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

SECTION 9. A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

SECTION 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

SECTION 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

SECTION 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

SECTION 13. A physician shall respect the law. When necessary, a physician shall attempt to help formulate the law by all proper means in order to improve patient care and public health.

SECTION 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

SECTION 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

SECTION 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

SECTION 17. From time to time, the industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result

of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

SECTION 18. A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

SECTION 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation as either examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

OSTEOPATHIC OATH

The AOA formally adopted their osteopathic oath in 1954

(<https://osteopathic.org/about/leadership/aoa-governance-documents/osteopathic-oath/>).

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

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

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

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

PROGRAM ACCREDITATION

Osteopathic medical schools are accredited by the American Osteopathic Association Commission on Osteopathic College Accreditation (COCA), recognized to accredit osteopathic medical education by the U.S. Department of Education.

Contact information for COCA:

Commission on Osteopathic College Accreditation
142 East Ontario Street

Chicago, IL 60611-2864
Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

INSTITUTIONAL ACCREDITATION: SACSCOC

Baptist Health Sciences University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and doctorate degrees. Questions about the accreditation of Baptist Health Sciences University may be directed to the Southern Association of Colleges and Schools Commission on Colleges. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

Contact information for the SACSCOC:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
Phone: (404) 679-4500
www.sacscoc.org

STATE ACCREDITATION

The Tennessee Code Ann. §49-7-202(d) permits the Tennessee Higher Education Commission (THEC) to “establish and ensure that all postsecondary institutions in this state cooperatively provide for an integrated system of postsecondary education.” The Postsecondary Education Authorization Act of 1974, as provided in Tenn. Code Ann §49-7-2002, authorizes “the granting of degrees, diplomas, certificates or other educational credentials by postsecondary educational institutions and prohibiting the granting of false or misleading educational credentials.” As Baptist Health Sciences University has been domiciled in the state for over 10 consecutive years and meets Tennessee Independent Colleges and Universities Association (TICUA) financial standards for continued accreditation, statutory requirements for it to operate exempt from the Commission’s regulatory oversight were met June 11, 2011. Baptist Health Sciences University retains authorization to operate and offer degrees as an exempt postsecondary institution in Tennessee so long as it continues to meet Tenn. Code Ann. §49-7-2004(a)(6).

CONTINUING MEDICAL EDUCATION ACCREDITATION

BUCOM will work in conjunction with the Baptist Memorial Health System Graduate Medical Education (GME) program for accrediting continuing medical education programs. This department has been reviewed by the Accreditation Council for Continuing Medical Education (ACGME) and is awarded accreditation as a provider of continuing medical education (CME) for physicians. BUCOM is working with the Baptist Memorial GME department to seek accreditation with the AOA’s Accreditation Council for Continuing Medical Education (ACCME) to cover all Baptist clinical educational activities.

NON-DISCRIMINATION POLICY

It is the policy of the University to maintain an academic and work environment free of discrimination,

including harassment. Discrimination, harassment and retaliation based on race, color, national origin, ethnicity, sex, sexual orientation, gender identity, disability, religion or age are prohibited in the University's programs and activities. If you believe, you are a victim of discrimination, harassment and/or retaliation you may contact Dr. Adonna Caldwell, Vice President of Administrative Services, Room 201-A, Collaboration Building, (901-572-2592 or Adonna.caldwell@BaptistU.edu) and/or file a complaint using the University's grievance procedures. Information on the grievance procedures can be found in the Student Handbook, Faculty & Staff Handbook, and on the University website at <https://www.baptistu.edu/campus-life/student-policies>.

BUCOM also weighs personal history and fitness to practice medicine in its admissions and retention decisions. Specifically, the BUCOM requires compliance with its Technical Standards to be qualified for educational programs. Qualified students have the opportunity to request accommodations. Decisions based on failure to meet its standards may be appealed.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Baptist University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974. Student rights covered by this Act include the right to:

- Inspect and review information contained in educational records. Request amendment of educational records.
- Consent to disclosure, with certain exceptions specified in the Act.
- Secure a copy of the University policy.
- File complaints with the Department of Education concerning alleged failure to comply with this Act.

The policy statement and procedure for accessing records is included in the Student Handbook.

CONSUMER PROTECTION

Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). (<https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>)

Complaints related to the application of state laws related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e. State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for appropriate division).

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer>).

Complaint Resolution Policies and Procedures for Non-Tennessee Resident Students in State Authorization Reciprocity Agreement States, commonly known as SARA.

- Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.
- Complainants not satisfied with the outcome of the Institution's internal process may appeal,

within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>).

- For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulations incorporated by the SARA Policies and Standards (<http://www.nc-sara.org/content/sara-manual>) have been violated by the institution operating under the terms of SARA.

ACCREDITATION COMPLAINT POLICY AND PROCEDURE FOR COMMISSION OF OSTEOPATHIC COLLEGE ACCREDITATION (COCA)

COCA is committed to ensuring that member institutions maintain appropriate grievance procedures and standards of procedural fairness and that these are applied appropriately and consistently. BUCOM has a published policy and procedure that addresses its confidential accreditation standard complaint resolution process. The policy includes how complaints can be filed, how complaints are investigated and resolved using a standardized adjudication process, how retaliation is not tolerated, and how records are retained. The established accreditation standard complaint filing process includes a system for filing confidential complaints with the COCA and provides contact information. Complaints will be resolved through a fair adjudication process, will be treated confidentially, and without any retaliation to the complainant. All records will be maintained for a period of seven years. The procedures set forth below apply only to complaints directly involving BUCOM educational program(s) and non-compliance with relevant accreditation standards. It neither addresses nor precludes complaints under other Baptist Health Sciences University policies or procedures (e.g., the Honor Code, the Code of Conduct, the Sexual Assault Policy, the Policy against Sexual Harassment and Discrimination, etc.). The Dean may consult with legal counsel as needed based on the nature of the complaint. Complaints not directly implicating non-compliance with accreditation standard(s) or not governed by other policies listed above should be addressed to:

- The Director of Admissions and Student Affairs if the complaint involves student behavior;
- The department chair, director, senior associate dean or dean if the complaint involves a faculty member; or
- The appropriate supervisor if the complaint involves behavior of a staff member.

For students wishing to file a complaint, the Assistant Dean Academic Affairs, is available to provide counsel and direction. For employees wishing to file a complaint, the HR department is available to help. If an individual has an accreditation-related concern and wishes to file a formal complaint regarding non-compliance of the COM's educational program, the individual should submit the complaint in writing to the dean. If the complaint directly involves the dean, the complaint may be submitted to Baptist Health Sciences University (BHSU) Provost. A written complaint may be submitted to the appropriate office in person, sent by registered U.S. mail, or e-mailed from the employee or student's official BHSU account.

Employees and students also have the option to file a complaint regarding a COCA accreditation standard directly to the COCA. The written complaint should name the specific accrediting agency and list the specific accreditation standard(s) which is in suspected non-compliance. It should describe in detail the circumstances of the matter and explain how BUCOM is not adhering to the accreditation standard(s). The complainant must provide their name and official email address to allow further communication about the complaint. If the complaint is sent by registered U.S. mail, it must also include the student or employee's local mailing address. All written complaints must be dated and signed. A

complaint submitted by e-mail is deemed to be signed by the employee from whose e-mail account the complaint is submitted. BUCOM will protect the integrity and validity of the accreditation complaint review process by maintaining appropriate confidentiality and approaching the investigation from a context of impartial discovery.

Process of Adjudication and Resolution

The dean to whom the complaint is submitted will acknowledge receipt within five (5) business days of receipt of the written complaint. That acknowledgement will be made via email sent to the complainant's official BHSU account. The dean may delegate responsibility for investigating the complaint, responding to the complaint, or resolving the matter to a designated administrator, faculty, or staff member. Once the initial complaint has been formally acknowledged by email, the dean or their designee will respond to the complainant no later than ten (10) business days after acknowledged receipt of the complaint. The written response involve a substantive response to the complaint, information about what steps are being taken to address the complaint, or planned further investigation of the complaint. If further investigation is needed, the complainant will be informed of the steps being taken. Upon completion of the investigation, a written response will be provided to the complainant within ten (10) business days through their BHSU official email.

Appeal Process

The individual filing the complaint may appeal the decision of the dean within ten (10) business days of when the response is issued. The appeal shall be to the Provost of BHSU. The appeal must be in writing, directly addressed to the Provost, signed by the individual, and thoroughly explain the basis for the appeal. All evidentiary documents must be provided. The Provost or designee will acknowledge receipt of the appeal within five (5) business days via email. The Provost will adjudicate the appeal and send a response by email within fifteen (15) business days after acknowledged receipt of the appeal. The Provost may request additional information and/or an interview which must be conducted within five (5) business days. The decision of the BHSU Provost shall be final.

Retention of Records

A record of each complaint and its resolution, including any decision on appeal, shall be retained by the office of the BHSU President for a period of seven years.

Non-Retaliation

BHSU/BUCOM adheres to a non-retaliation policy that protects any individual making a complaint. BHSU/BUCOM will not permit any employee or student to retaliate in any manner. Any form of retaliation or retribution by a student or employee towards a complainant or other involved party is strictly prohibited.

Filing a Complaint to the Accrediting Agency

If the complaint resolution process is not handled appropriately by BUCOM, or if the outcome of the complaint(s) is not satisfactory, the complainant has the option to file a confidential complaint directly to the accrediting agency. Complaints should: (1) be against an accredited educational program or program in candidacy status; (2) relate to a specific accreditation standard(s); (3) include documentation showing that the institutional complaint process was completed; and (4) provide explicit reasons why the institutional complaint process was unsatisfactory. All complaints must be submitted in writing and sent to the appropriate accrediting agency listed below. The complainant's name and contact information must be included. [COCA-Complaint-Form.pdf](#) (osteopathic.org)

Contact information for COCA:

Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611-2864
Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

SECTION 2: ADMISSIONS

ADMISSION REQUIREMENTS

BUCOM seeks academically well-prepared, highly motivated graduate students who are committed to improving the health of the diverse populations in the Mid-South Delta Region of Western Tennessee, Eastern Arkansas, and Northern Mississippi with special emphasis on primary care in urban, underserved, and rural areas. The number of applicants admitted to the DO program at BUCOM during any academic year are limited. Thus, the admission and selection process is competitive. The criteria outlined are minimum criteria for consideration of an applicant, but in no way guarantee admission. Students must meet the minimum criteria and provide all required paperwork by the published deadlines. Preference may be given to students from rural and/or underserved environments that are more likely to advance the mission and goals of BUCOM, especially those from Arkansas, Mississippi, Tennessee and other Mississippi Delta regions.

CRITERIA FOR ADMISSION

In support of the educational mission of BUCOM, applicants must meet the following admission criteria:

Residency requirements: Applicants must be either a United States citizen or a Permanent Resident.

Degree: An earned bachelor's degree or higher or a minimum of completion of 75% of the credits needed for a baccalaureate degree, at a college or university accredited by an agency recognized by the United States Department of Education.

GPA: Total cumulative and prerequisite GPAs of 3.0 (4.0 grade-point scale) on all collegiate course work. A preferred cumulative GPA of 3.4 or higher demonstrates a greater likelihood for success.

MCAT score: A preferred MCAT score ≥ 504 with no individual section score < 125 suggests greater likelihood of success. MCAT scores must be earned within three years of application to the DO program.

Evidence of proficiency with spoken and written English language: Evidence of English proficiency is a mandatory part of the application process. All Baptist University applicants whose native language is not English will be required to submit a TOEFL score as part of their admissions requirement, the test of English as a Foreign Language (TOEFL) score of 550 or above. For Graduate applicants whose native language is not English and who have completed a post-secondary degree in the United States, the TOEFL will not be required.

To confirm the countries whose native language is English, the following website will be used by Baptist University admissions officers to determine the native language. Click on the link, select the appropriate

country, then select people and society (<https://www.cia.gov/the-world-factbook/>). If an applicant has extenuating circumstances regarding this requirement, a request for review must be submitted to the BUCOM Director of Admissions. The Test of English as a Foreign Language (TOEFL) measures the ability of students whose native language is not English as it is spoken, written, and heard in college/university settings. Students who have TOEFL scores over a year old will be required to submit new scores. The TOEFL is provided by the Educational Testing Service (ETS).

UNDERGRADUATE COURSE REQUIREMENTS

An earned total cumulative GPA of 3.0 (4.0 grade-point scale) is required for all the following undergraduate coursework. A preferred cumulative GPA of 3.4 or higher demonstrates a greater opportunity for success.

- **English composition** – 6 semester credit hours
- **Biological Sciences** – 8 semester credit hours with lab, including a general biology or zoology course.
- **Biochemistry** – 4 semester credit hours with lab
- **Inorganic Chemistry** – 8 semester credit hours with lab (8 hours of general/college chemistry will fulfill this requirement)
- **Organic Chemistry** – 8 semester credit hours with lab
- **Physics** – 8 semester credit hours with lab
- **Additional science course work** – 4 semester credit hours with lab. Recommended courses to enhance student success include, but are not limited to, Anatomy, Physiology, Immunology, Cellular Biology, Microbiology, or Genetics.
- **Statistics:** A course in statistics is highly recommended.

Applicants must meet the Technical Standards for admission and continued enrollment, including affirming that they personally meet the standards. Any falsification or misinformation regarding the ability to meet technical standards is grounds for dismissal.

Applicants must submit all required paperwork by the established deadline. If paperwork is not submitted as required, the offer of admission may be retracted.

TECHNICAL STANDARDS FOR MATRICULATION, RETENTION, AND GRADUATION

The Doctor of Osteopathic Medicine degree from the Baptist University College of Osteopathic Medicine indicates the holder is a physician who is prepared to enter into supervised practice in a Graduate Medical Education Training Program. Therefore, all applicants and matriculated students possess certain essential abilities and characteristics required for completion of the D.O. degree that consist of certain minimum physical and cognitive abilities and emotional characteristics to assure that candidates for admission, matriculation, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training, with or without reasonable accommodations.

To be qualified for the D.O. degree, future training, and subsequent licensure, the candidate must demonstrate competency in five requisite areas: observation and sensory; communication; motor; intellectual-conceptual; and behavioral and social attributes. Students are required to demonstrate said competencies to provide safe and effective medical care in a wide variety of clinical environments.

Baptist University College of Osteopathic Medicine is committed to the admission and matriculation of qualified students and does not discriminate based on race, color, ethnicity, sex, gender, marital status, national or ethnic origin, age, disability, creed, or religion. Candidates with disabilities can request reasonable accommodations if needed to meet these technical standards by following the University policies and procedures and contacting Access Service (formerly the Office for Disability Services) as outlined at the end of this document. A candidate must be able to perform these outlined technical standards in an independent manner.

National Board of Osteopathic Examiners technical requirements may have more stringent standards than outlined in this document.

Students who accept an offer of admission from BUCOM will be required to sign an affirmation regarding compliance with the technical standards. Should a student's ability to meet the technical standards change at any point in the academic program, it is his/her responsibility to report this to the BUCOM Director of Admission and Student Affairs.

Requisite Competency Areas

I. Observation and Sensory

Candidates must be able to acquire a defined level of information in both the clinical and biomedical sciences. Candidates and students must be able to obtain information from demonstrations and experiments in the biomedical and basic sciences. Students must be able to assess a patient and evaluate findings accurately. The observation and information acquisition noted above will require candidates to have functional use of visual, auditory and touch sensations or the functional equivalent.

II. Communication

A candidate must be able to communicate effectively and efficiently, and to observe patients in order to elicit information, detect and describe changes in mood, activity, and posture; perceive nonverbal communications; and establish a therapeutic relationship. A candidate must be able to respectfully communicate effectively, efficiently and sensitively with patients, their families, faculty, peers and all other members of the health care team. Communication includes speech, reading and writing or the functional equivalent.

III. Motor

Candidates must, after a reasonable period of training, possess the capacity to perform physical examinations and diagnostic maneuvers. They must be able to respond to clinical situations in a timely manner and provide general and emergency care. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function and balance and equilibrium. Such actions require coordination of gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision or the functional equivalent.

IV. Intellectual

Candidates must possess proficient measurement, calculation, reasoning, and analysis skills. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, candidates and students must be able to comprehend three dimensional relationships and to understand and be able to work within the spatial relationships of structures. They must have the intellectual capability to increase their fund of information and knowledge base through various media

as well as from course materials, scheduled conferences, lectures, rounds, current literature and journals; and to make appropriate evaluations of clinical circumstances. Analytical problem-solving skills are critical in medicine and candidates must be able to perform in a timely manner, tasks utilizing such skills. The practice of medicine infers the protection and safety of patients, not just the ability to pass preparatory examinations. Physicians are responsible for those who place themselves into their care and must demonstrate the ability to rapidly process information, make decisions, and perform the appropriate interventions. Certain personal characteristics are expected of a physician. These include integrity, compassion, interpersonal skills, and motivation.

V. Behavioral and Social Attributes

Students must exercise good judgment and act professionally, complete all responsibilities promptly and effectively, attend to the diagnosis and care of patients while maintaining mature, sensitive, and effective relationships with patients. Students must be able to function effectively under stressful conditions, adapt to changing environments, and function in the face of the uncertainties inherent in the clinical care of patients. Compassion, integrity, empathy, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the educational process. Candidates and students must display flexibility and a spirit of cooperation with faculty, classmates, and colleagues. Candidates must be able to serve (in an appropriate manner) all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious affiliation (or lack thereof), gender identification, ability, sexual orientation, and value system.

Participation in Osteopathic Principles and Practice Laboratory and Principles of Clinical Medicine Laboratory Sessions

Full and active participation in Osteopathic Principles and Practice (OPP) and Principles of Clinical Medicine (PCM) Laboratories is a course requirement. During OPP and PCM Laboratories, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful and professional manner.

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

The development of Palpatory skills and ability to perform osteopathic treatments are initiated in the first- and second-year labs. This learning requires active participation in all laboratory sessions where students palpate, and will experience palpation by their peers of both sexes and instructors of both sexes 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 personal hygiene is essential including fingernails which must be trimmed so as not to impair palpation or cause discomfort to the person being palpated.

The osteopathic medical profession uses a variety of treatment models through which the student will learn the art, science and skills of osteopathic manipulative treatment. Psychomotor skills are developed by repetition and reinforcement. Reading and observation, while helpful in understanding

the didactic concepts, do not develop the skills required to perform Palpatory diagnosis and manipulative treatment. Each student is required to actively participate in all skill development sessions.

Dress code in Osteopathic Principles and Practice Laboratories and Principles of Clinical Medicine Laboratories

The dress requirement in clinical skills training sessions is designed to promote learning by providing optimal exposure of the body region being studied for diagnostic observation and Palpatory experience. (Note: body regions typically covered by undergarments will not be exposed or palpated in the OPP and PCM lab setting). Wearing inappropriate clothing interferes with a partner's experience of diagnosis and treatment.

Appropriate attire must be clean and includes:

- Approved shorts with compression short liner which are several inches above the knee - (no jean shorts, cut-offs, cargo, thick-seamed shorts, spandex, short shorts or knee length shorts)
- Approved T-shirts - both genders will be asked to remove t-shirts while acting as patients.
- Sports bra for women - these should allow exposure of the spine and ribs (not wide T-back/racer back styles).
- It is expected that undergarments will be worn under clothing at all times.
- Students may wear scrubs or BUCOM sweat shirt/pants over the laboratory attire when not in the role of the patient. Alternatively, a thin material, loose fitting long sleeve t-shirt and leggings may be worn for modesty, but must be loose enough to allow exposure of the arm to above the elbow and the leg to above the knee. (When body areas, such as arms, legs, and abdomen are being studied, the area(s) will need to be exposed when in the patient role. T-shirt, scrubs, BUCOM sweat shirt/pants can be replaced when not in the role of the patient.)
- No shoes may be worn during lab when sitting or lying on the treatment tables. (Belt buckles and shoes may tear the table upholstery)
- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- While acting as patients, religious head coverings must be modified or modifiable when necessary to allow observation and palpation when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). Modifications can include: adjustment of the covering permitting unobstructed palpation beneath the covering; or substitution of a thinner material that allows for adequate evaluation and treatment through the material.
- Each student must be appropriately attired before class begins. Failure to be appropriately attired for class impedes the educational process and will not be tolerated.
- The wearing of street clothes or other types of clothing not specified herein, is not permitted.
- A dedicated set of scrubs must be used for OMM labs and these cannot be the same ones used for anatomy lab.

Acute Injury or Illness

Any student with an acute injury or illness that may preclude examination and/or treatment in an OMM or PCM laboratory is required to submit a written request for limitation and/or exclusion following the established COM accommodations policy.

Reasonable Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and other applicable laws, Baptist University College of Osteopathic Medicine provides reasonable accommodations for otherwise qualified students with verified disabilities. An accommodation will not be provided if it would result in the fundamental alteration of the college's programs, services or activities, or if it would impose undue financial or administrative burdens on the University. Additional information about BUCOM Access Services may be found at <https://www.baptistu.edu>. If student circumstances should change related to these technical standards, the student will promptly notify the Office of Student Affairs at the BUCOM and/or Access Services if reasonable accommodations are required at any point. BUCOM has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care.

BUCOM APPLICATION PROCESS AND AACOMAS

BUCOM uses American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), a centralized application processing service. To initiate the application process, applicants must apply directly to AACOMAS. An application may be submitted online by visiting the [AACOMAS website](#).

Students should contact AACOMAS directly for questions about its application:

AACOMAS

(617) 612-2889 (Hours of operation: Monday–Friday, 9am–5pm ET)

[aacomasinfo@liaisoncas.com](mailto:aacominfo@liaisoncas.com)

APPLICATION CYCLE

The official AACOMAS application is available online. Applications will be accepted annually beginning in May of each year. Submitting a complete application prior to the end of October is optimal if one is seeking a position in the upcoming academic class. The application deadline is March 1st, although this may change on an annual basis. BUCOM reserves the right to alter application deadline dates based on factors such as class capacity and availability of seats.

LETTERS OF RECOMMENDATION

A minimum of one and no more than six letters of recommendation may be uploaded into the AACOMAS system. All letters of recommendation must be originals, signed by the evaluator and submitted electronically through the AACOMAS system via Letters by Liaison™. Letters may not be written by a relative (by blood or through marriage) and are required to complete the application for admission. The best letters evidence commitment to service consistent with the BUCOM mission as evidenced by action and involvement in outreach, service, and professional activities.

Recommendations best include:

1. Pre-health committee / composite letter (Preferred) or
2. Two individual faculty letters (at least one from science) who have taught the applicant;

3. One letter from a supervisor summarizing work, service, research or clinical experience;
4. A letter from a DO/MD (Strongly recommended)

SUPPLEMENTAL APPLICATION

Applicants who meet all admission requirements (via the AACOMAS application process) will be invited to submit a Supplemental Application with supporting documents. The last day for applicants to submit a Supplemental Application and supporting materials is March 15th (for a planned August matriculation).

The Supplemental Application is made available only after the AACOMAS application is screened to assure all minimum standards are met. Prospective students ideally possess academic, professional and volunteer experiences that both advance their medical education and interweave with the mission, vision and goals of BUCOM.

Applicants who meet the standards and mission of BUCOM receive an email containing login information for the Supplemental Application. The Secondary Application is returned electronically along with a non-refundable \$50 application fee.

Candidates will be required to acknowledge by signature their ability and willingness to comply with the College's technical standards, attendance policies, professional attire expectations, requirements for participation in osteopathic teaching and education, BUCOM student professional and academic conduct and policies, and the University code of behavioral conduct.

INTERVIEW SELECTION PROCESS

To be considered for an interview, all parts of the AACOMAS and Supplemental Applications must be appropriately submitted. The applicant must meet all admissions requirements for admission and have a complete file. A form/letter from a pre-medical or pre-health committee is highly recommended. All admissions processing fees must be paid.

Once the Office of Admissions & Student Affairs receives these materials, the applicant's file is reviewed to determine interview eligibility based on Admissions Committee criteria. If an applicant is found to meet the standards and mission of the COM, an invitation may be extended to interview. Please note that submission of a Supplemental Application does not guarantee an interview.

Each applicant who interviews with BUCOM is reviewed by the Admissions Committee. An interview is not a guarantee of medical school admission. Admission decisions are based on academic performance, professional experience, and interview. Responses to applicants will generally be provided within 21 days of the interview date.

Intentional misrepresentation or omission of information on any form relevant to admissions or records may result in retraction of the admission offer or dismissal from the university. BUCOM reserves the right to deny admission to any applicant for any reason it deems sufficient. Matriculation will be denied to applicants who fail to maintain a record of acceptable scholastic performance and/or record of appropriate personal conduct between the time of acceptance and matriculation at BUCOM.

At the conclusion of an interview, the interviewers forward their recommendation to the Admissions Committee. The Admissions Committee may make any of the following recommendations to the Dean:

accept the applicant, to deny admission, or to place the applicant on an alternate/wait list.

All offers of admission are conditional until such time as the applicant has undergone or provided all required information for matriculation. This includes but is not limited to a criminal background check, drug screening, immunization records and/or titers, and submission of final official transcripts from any college or university that has been attended.

MATRICULATION PROCESS

Accepted applicants must fulfill the conditions set forth in the matriculation agreement. The agreement is based upon the date of acceptance and includes the following:

1. Initial Deposit (\$2000)
2. Background Check
3. Vaccination record
4. Student Authorization to Release information to Clinical Agencies
5. Financial Aid Check-in
6. Applicants must submit official final transcripts from any colleges/universities attended if not previously submitted and verified through AACOMAS. Any coursework completed at a foreign university requires that an official detailed course by course evaluation be completed through an approved agency. These agencies include:
 - a. World Education Services, Inc. (212)966-6311; <http://www.wes.org>
 - b. AACRAO (202)296-3359; <http://www.acrao.org/credential/individual.htm>
 - c. Educational Credential Evaluators, Inc. (414)289-3400; www.ece.org
 - d. Josef Silny & Associates, Inc. (305)273-1616; <http://www.jsilny.com>
7. Proof of Health Insurance
8. Any other requirements set forth in the matriculation agreement.

REQUEST FOR DEFERRAL OF ADMISSION

In certain compelling situations, accepted applicants may request a one-year deferment. To request a deferment candidates must submit the Deferment Request Form to the Director of Admissions & Student Affairs via email and have paid their seat deposit (\$2,000) for consideration of a deferment. Requests to defer are submitted to the Admissions Committee by the Director for review and a decision. Deferments are granted to those candidates who have a compelling reason including but not limited to serious illness, pregnancy, recent death of an immediate family member, military requirements, and other non-academic crisis that may impact the student's ability to succeed as a medical student. Candidates who defer are subject to the curriculum, degree completion plan, handbook, catalog and other policies in force for the academic year in which they matriculate.

STUDENT TRANSFERS

BUCOM accepts transfer applicants in rare circumstances only from students who are transferring from a LCME- or COCA-accredited college of medicine. Transfer students must demonstrate competence with Osteopathic Manipulative Medicine and Osteopathic Philosophy and Practice (OMM/OPP) prior to graduation. Students seeking transfer credit must have successfully passed all subjects in their medical school curriculum up until the time of transfer. The student must be in good academic standing with their current college of medicine and not been found guilty of any disciplinary charge. Transfer applicants must be eligible for continuing or for readmission at their current college of medicine. Transfer applicants who have been out of school for more than a year are considered to be ineligible for

transfer to BUCOM unless otherwise specified by the Dean.

Transfer applicants who meet these qualifications must submit the following documentation to the BUCOM Associate Registrar:

- A written statement outlining the reasons for the request for transfer.
- A letter of recommendation from the Dean of the present/previously attended college of medicine.
- Official transcripts from all colleges attended, including undergraduate, graduate, and medical schools.
- Official MCAT results.
- Catalog course descriptions from the college of medicine/university in which the course was originally credited.

A request for transfer is considered on a case-by-case basis. Decisions regarding transfer are made by the Senior Associate Dean of Academic Affairs, in collaboration with the course directors. Approval of transfer credit(s) for pre-clinical coursework from student applicants with previous doctoral-level degree coursework will be decided by the Senior Associate Dean of Academic Affairs or a designee who is academically qualified to make the necessary judgments. The student may need to provide course syllabi from the college/university in which the course was originally credited to provide BUCOM sufficient information to decide if the course in question is equivalent to that offered in the Doctor of Osteopathic Medicine curriculum at BUCOM. Once admitted, the transfer student must follow all matriculation requirements as outlined in the BUCOM Doctor of Osteopathic Medicine Admission Policy.

Students awarded transfer must complete the last two years of training at BUCOM and successfully fulfill all curricular requirements, including demonstration of competency in the philosophy and application of osteopathic principles and practice, and be recommended for graduation. BUCOM transcripts will reflect the cumulative credit hours transferred from the previous college of medicine. Students who transfer into BUCOM will not receive a class rank.

LEAVE OF ABSENCE

A Leave of Absence is defined as an interruption in progression, beyond the term limits for readmission, that allows the student remain enrolled at Baptist University. Requirements for a Leave of Absence include the following:

- The student must be currently enrolled in classes or enrolled during the previous semester.
- The student must provide evidence that the requested leave of absence is necessary due to their inability to continue enrollment in coursework and/or maintain satisfactory academic performance.
- The student must document reasonable intent of returning. An expected date of return and a plan for completion of clinical and/or course work, approved by the Senior Associate Dean of Academic Affairs (years 1-2) or Senior Associate Dean of Clinical Affairs (years 3-4), must be included.
- If the student is seeking leave based on experiencing a personal serious medical condition or injury which has impacted their satisfactory academic performance and ability to do academic work, the request must include documentation from a health care professional who has a primary role in the direct treatment of the student, such as a letter from the physician or health care professional, including a diagnosis, prognosis, treatment plan and expected leave period, including date of return.

- If currently enrolled, the leave must be requested prior to the last day to withdraw with a WP as stated on the academic calendar.

An approved leave of absence will not exceed one (1) academic year or two semesters. Progression in the program is based on space availability. The student will not be granted more than two leaves of absence during enrollment at BUCOM. If the leave is approved, the student will receive a grade of “W” in all courses in which the student is currently enrolled. If the leave is not approved, absences will result in the student becoming inactive after two (2) full semesters of not attending classes. Any student granted a Leave of Absence cannot be enrolled in any university courses during the leave period. If a student qualifies for a Leave of Absence and is on Academic Warning/Probation or any disciplinary status at the time of the request, when the student returns to-BUCOM, the student will return on Academic Warning/Probation or any disciplinary status. Any financial obligations are addressed as per Baptist University and financial aid policies.

Leave of Absence Process

Student or legal guardian: The student or legal guardian acquires the Request for Leave of Absence form from the Office of Enrollment Management, completes the student data portion and provides the necessary documentation showing that all conditions for the leave of absence have been met. The student or legal guardian will meet with department representatives and gain the required signatures indicated on the Request for Leave of Absence form. The student or legal guardian submits the completed request along with the documentation to the Vice President for Enrollment Management and Student Affairs. The request must be made prior to start date of the leave, unless unforeseen circumstances arise.

Vice President for Enrollment Management and Student Affairs (VPEMSA): The VPEMSA serves as chair and appoints an Ad Hoc committee within five (5) business days from the time the written request is received. The Ad Hoc Committee will consist of a representative from the Office of Registrar, Financial Aid, the Dean/Chair (or designee) of the student’s program, the Dean of Student Services, and the student’s academic advisor.

Ad Hoc Committee: The Ad Hoc Committee will review the student’s academic progress and factors supporting the request. The Ad Hoc Committee will approve or deny the request within five (5) business days.

Registrar: The VPEMSA notifies the student of the decision via email to the student’s official Baptist University email account. If approved, the Registrar’s Office will indicate the leave of absence in the student information system accordingly. This will also include an official withdrawal from the course(s) and/or term, as applicable. If not approved, student absences are treated as a withdrawal from the course(s) and/or term, as applicable.

Student: Prior to returning at the designated time, the student must notify the University in writing. If leave was approved based on the personal medical condition of the student, the student must submit proof from their medical professional of clearance to return. If the student does not return, student absences are treated as an exit from the University.

SECTION 3: TUITION, FEES AND FINANCIAL AID

Financial and Business Services Staff	
Name	Title
Leanne Smith	Vice President, Financial and Business Services
April Tyson	Senior Director, Financial and Business Services
Nikki Hardman	BUCOM Finance Manager
Angela Brown	BUCOM Accounts Receivable Analyst
Theresy Yosef	BUCOM Associate Director of Financial Aid

2024-2025 BUCOM Tuition and Fees	
Tuition (per semester)	\$26,000.00
Course Repeat/Remediation	\$13,000.00
Application Fee	\$198.00
Supplemental Application Fee	\$50.00
Enrollment Deposit (non-refundable)	\$2,000.00
Deferment Deposit, if applicable (non-refundable)	\$2,000.00
Semester Fees	
Health Services Fee	\$145.00
Parking Fee	\$37.50
Student Activities Fee	\$175.00
Technology Fee (Printing, IT Support, Simulation, etc.)	\$848.00
Medical Insurance (per semester)	\$1,750.00
Incidental Fees	
ID Card or Parking Decal Replacement	\$10
Late Registration Fee	\$100
Late Installment Payment Plan Fee	\$25
Parking Violation Fee (per incident)	\$25
Returned Check or Credit Card Chargeback Fee	\$25
Transcript Fee	\$10
Housing Fees	
Housing, double occupancy, if available, per semester	\$2,370
Housing, single occupancy, if available, per semester	\$3,860
Housing, double occupancy, if available, summer	\$690
Housing, single occupancy, if available, summer	\$1120
Housing Application Fee (non-refundable)	\$100
Housing Deposit (refundable)	\$250
Food Services (per semester, if applicable)	\$300
Details regarding housing assignments and policies are in the Residence Handbook	

TUITION & FEES

Tuition and fees are set each year by the Baptist Health Sciences University (BHSU) and are subject to change. BHSU reserves the right to make changes in costs at the beginning of any term by publication of the new rates for tuition, fees, and room rent three months in advance of the effective date.

Annual tuition of \$52,000 is divided evenly between BUCOM's two semesters. Students on altered degree plans (off-cycle) who are required to repeat courses or return to complete a semester for which they have already paid 50% or more of the tuition will be charged 50% of the full-time block rate for the future semester in which they are returning. All other students will be subject to the full-time block rate for the term.

Changes in other charges, fees or policies may be made by an announcement one month in advance of the effective date of the change.

ADMISSION DEPOSIT

Once a student is offered a position at BUCOM, payment of a \$2,000 admission deposit is required. All confirmation deposits are non-refundable and are applied to first semester tuition and fees. BUCOM reserves the right to redact any entry of forfeited deposits at its discretion.

PROFESSIONAL LIABILITY INSURANCE

Students are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. The clinical facilities where these learning experiences take place will only accept students who are covered by professional liability insurance. BUCOM has arranged to provide coverage meeting the required coverage standards for all enrolled BUCOM students.

MISCELLANEOUS COSTS

In addition to the expenses noted above, students are also responsible for the cost of books, supplies, scrubs, mandatory attire for OMM/anatomy labs, personal transportation and meals, as well as health insurance, health/drug screenings and immunization expenses, assessment fees, criminal background checks, and licensing/certification fees (COMLEX-USA 1 and 2).

FINANCIAL AID

The Student Financial Assistance Program at Baptist University College of Osteopathic Medicine aims to help as many qualified students as possible complete their medical education. As a participant in the Title IV, US Department of Education (USDE) federally guaranteed loan programs, BUCOM works with students to meet the cost of their medical education. Students may finance their education using scholarships, federal loans, private student loans, military health profession scholarships, or other federal and state programs. Students may also apply for loan forgiveness programs available through a variety of government and non-profit agencies once they begin their medical education or practice.

It is the responsibility of the applicant to comply with all policies regulating any financial aid for which he or she may qualify. Contact the Financial Aid Office for specific guidelines on each financial aid source. All applicants must complete a **Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov**. If you have any questions about your eligibility please contact the BUCOM Financial Aid Office.

FEDERAL DIRECT UNSUBSIDIZED LOAN

A fixed interest loan available to degree seeking students enrolled at least half-time, not based on financial need. The interest rate for new loans changes every July 1st and will be charged from the time the loan is disbursed until it is paid in full. The interest can be paid while the student is still in school. Repayment of principal and interest begins 6 months after graduation or enrollment ceases to be at least half-time.

FEDERAL DIRECT PLUS LOAN FOR GRADUATE STUDENTS

A credit-based, fixed interest loan available to graduate and professional students enrolled at least half-time, not based on financial need. The interest rate for new loans changes every July 1st and will be charged from the time the loan is disbursed until it paid in full. The interest can be paid while the student is in school. Repayment of principle and interest begins 6 months after graduation or enrollment ceases to be at least half-time.

PRIVATE EDUCATIONAL LOANS

Private educational loans, also known as Alternative Educational Loans, help bridge the gap between the actual cost of your education and any other assistance you may receive. These loans are credit based and can be borrowed from banks, credit unions, or online lending institutions. The bank or lender will set the interest rate, aggregate loan limit, terms and conditions of private loans.

VETERAN EDUCATIONAL BENEFITS

Veteran Education Benefits provide veterans, service members, or their qualified family member with funding to assist with all or some of the costs for school. Amounts of benefits vary with eligibility and enrollment status. A Veteran's Administration (VA) Enrollment Authorization Form must be submitted to the Financial Aid office each semester to initiate enrollment certification with VA.

All new students receiving any form of financial aid must meet with a financial aid counselor or attend a meeting provided by the Office of Financial Aid within sixty days of the beginning of their first semester. Students must attend an annual financial aid meeting or meet individually with a financial aid counselor yearly. All students with any form of financial aid must meet with a financial aid counselor in the three-month period prior to graduation.

Financial aid is not disbursed until a student is fully admitted, all admission requirements are met, and the administration approves.

BHSU, as permitted by federal regulation [34 CFR 668.41], electronically disseminates consumer information, including the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act information. The institution will provide a free paper copy upon request. Anyone signing or processing financial aid forms or seeking information or assistance at BHSU must read, understand, and comply with the requirements disclosed, which are available 24 hours a day at <https://www.baptistu.edu/campus-life/campus-safety-security/safety-reports>.

TUITION PAYMENT

All tuition, housing, and other fees must be paid in full during the designated registration days for each semester before a student will be officially enrolled in classes. Payments may be made in cash, check, money order, or debit or credit cards. Registration is not complete for financial aid recipients until aid has been awarded and applied to all fees and all debt has been paid in full. BHSU/BUCOM will not

impose any penalty on covered individuals, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from Veteran Affairs under chapter 31 or 33, Title IV, state, and/or institutional aid. A late fee may be assessed on covered individuals receiving Title IV, state, and/or institutional aid if delayed disbursement is due to a student not fulfilling aid requirements timely. Students with delinquent accounts will be denied registration. Students must complete a financial responsibility agreement prior to registering each term.

Registration is subject to deletion and/or a late registration fee if all tuition, fees, and/or fee payment requirements for enrollment are not satisfied by the appropriate fee payment deadline. The installment payment plan is available to qualified students to help satisfy payment requirements by the appropriate fee payment deadline. A fee will be charged for each late installment payment. Late installment payment(s) are defined as payment(s) not received by the specified due date(s) indicated in the payment plan agreement and promissory note.

- The installment payment plan is reserved for students based on the following:
- Good financial standing (Business Office)
- Good academic standing (Registrar's Office)
- No federal financial aid funds available (Direct Loans included)
- No eligibility for Parent PLUS Loan
- \$250.00 minimum balance

TUITION REFUND POLICY

Students who withdraw from BUCOM, take a leave of absence, are suspended, are delayed due to COMLEX failure, or are dismissed during a semester may be eligible for a tuition refund based on their date of withdrawal if the outcome results in a change to the student's anticipated graduation date.

TUITION REFUND SCHEDULE

A student who withdraws from a course on or before the published registration date for the term in which they are enrolled will receive a 100% tuition and course fee refund. A student who withdraws from a course after the published registration date for the term in which the student is enrolled through the change/add period specified for the course in which the student is enrolled will receive only a 100% tuition refund. No tuition or fee refund will be processed after the change/add period specified for each course. Course fees are non-refundable after the published registration date for the term. For students on clinical rotations, the number of weeks used to determine the tuition refund will be based on the number of weeks the student attended up until the date of withdrawal, excluding any gap weeks.

A schedule of specific refund dates for each term is published on the University website. It is distributed to all students via email and course syllabi each term. All refunds will be processed electronically or mailed.

Return of Title IV (Federal Financial Aid Funds)

The Higher Education Amendments of 1998 specifies that financial aid must be earned through class attendance. A student has not earned 100% of his/her financial aid until he/she has attended more than 60% of the term. If a financial aid recipient totally withdraws from school or drops all remaining courses, on or before the 60% point of the term, there is a portion of the financial aid that has not been earned. This unearned portion is repaid by both the student and the school based on a federal formula. The

amount each student owes must be calculated based on the date of withdrawal or drop and the amount of financial aid received. Any unearned amounts are to be returned to Title IV financial aid programs in the appropriate order. Any amount remaining after the applicable programs have been fully repaid is returned to the student. Additionally, students who earn all failing grades must have “earned” the grades through attendance and poor performance. The Financial Aid office will reach out to all instructors to determine if the failing grades were earned or if the student stopped attending. If the failing grades were earned, there will not be a Return of Title IV Aid. If the failing grades were the result of attendance, the confirmed last date of attendance or the 50% date of the term will be used in the Return of Title IV calculation.

SECTION 4: STUDENT HEALTH, INSURANCE AND LIABILITY INFORMATION

HEALTH INSURANCE

All BUCOM students are required to maintain continuous active medical insurance sponsored by a domestic health insurance plan. Every student is required to enroll in the BUCOM provider insurance plans unless an acceptable waiver is provided in a timely manner.

BUCOM’s medical plan may be waived only in the following situations:

- The student is covered under a parent's employer’s group insurance.
- The student is covered under a spouse's employer’s group insurance.
- The student is covered by Medicaid for the entire academic year. (Medicaid will not be waived for third and fourth year students unless the student's clerkships are in the state where the Medicaid is issued.)
- The student is covered by the military or VA.

Individually purchased Affordable Care Act-compliant plans are permitted for first- and second-year students as long as all of these additional requirements are met:

- The plan deductible must not be more than \$1,500.
- The plan out-of-pocket maximum must not be more than \$6,350.

Individually purchased medical, Affordable Care Act, and/or COBRA plans are not acceptable for students in Years 3 and 4.

All students must complete a beneficiary form (to insure proper information for the insurance company and to specify a chosen beneficiary) even if refusing Baptist medical coverage. Incoming students must complete either an electronic enrollment submission or waiver with the insurance vendor no later than the first day of orientation.

If a change in insurance status for the student or their dependent occurs, (i.e., no longer covered by the insurance indicated on your waiver; marriage, the birth of a child, etc.), students must complete the appropriate online request with the insurance vendor or forms within 30 days of the date of change.

Premiums for medical insurance are automatically deducted from a student’s university account. Charges for medical insurance are removed once a waiver is submitted and the vendor verifies that coverage is active and meets BUCOM requirements.

Waiver information will be verified several times throughout the year. A current waiver with active insurance coverage must be on file with the vendor at all times. Failure to maintain health insurance may result in disciplinary action for the student up to and including dismissal from BUCOM. Any medical costs incurred by students while in training are the sole responsibility of the student and their health insurance carrier.

IMMUNIZATION REQUIREMENTS

Baptist Health Sciences University (University) is committed to education and practices that contribute to preventing illness and maintenance of health. As a result, immunizations may be required for enrollment and participation in clinical experiences. The requirements below may be changed at any time based on community health guidelines. All students are required to provide up-to-date immunization data verified by a licensed physician, nurse or physician assistant for the following immunizations for initial matriculation and continued enrollment:

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of meningitis immunization for students living in campus housing under the age of 22.

Students who are participating in clinical experiences shall provide proof of the following immunization requirements no later than the beginning of the term in which clinical courses will be taken:

- Documentation of immunity for measles, mumps, rubella, and chicken pox (varicella) or immunizations.
- Documentation of immunity for tetanus, diphtheria, pertussis and completion of Hepatitis B series, if no current immunity.
- Documentation of negative TB screening and current tuberculosis skin test at time of initial matriculation and annually thereafter.
- Documentation of current influenza immunization during flu season, defined as October through March.
- Additional immunization requirements by selected clinical agencies may be necessary prior to clinical rotations.

Immunization exemption requests:

Students may request an exemption based on a documented medical condition or sincerely held religious beliefs. Exemptions must be approved prior to class start to meet the initial enrollment requirement. Medical exemption requests will be reviewed and determined on a case-by-case basis upon review of a bona fide medical condition, medical contraindications, or temporary medical contraindications documented by a licensed health care provider. Religious exemption requests based on the sincerely held religious beliefs the student has will be reviewed and determined on a case-by-case basis.

Students who receive an approved exemption in writing will not be required to meet the immunization requirements; however, Baptist University reserves the right to implement additional safety requirements and infection control and prevention measures. Students not receiving immunizations may affect the student's ability to be placed at clinical sites as clinical affiliates may impose additional restrictions, require additional documentation, or refuse placement of a non-immunized student. As a result, the student's ability to complete their academic program may be hindered.

BACKGROUND CHECKS

Students accepted to BUCOM are required to complete a criminal background check using BUCOM's preferred vendor. The cost of this process will be borne by the applicant. Results must be released to BUCOM prior to matriculating into the class. BUCOM reserves the right to revoke an admission offer based upon information found in the criminal background check. Criminal background checks may be repeated for all students prior to the start of clinical rotations or for specific program participation. Students must meet assigned deadlines for completing any assigned background check. Students also consent to BUCOM sharing background check information in full with respective clinical site(s).

The criminal background check includes but is not limited to National Criminal Database Search, National Sex Offender Search, Tennessee Abuse Registry, I-MED Level 3, County Criminal Records Search, Licensure, Certification and Designation.

Students who refuse to submit to a background check or refuse to allow Baptist University access to the report will be dismissed from Baptist University and will be ineligible for readmission. Those who do not pass the background check are afforded the opportunity to explain the circumstances surrounding the situation. If a student is ineligible for clinical placement/internship, they will be dismissed from Baptist University.

Students are required to sign a statement of disclosure acknowledging that the University may be requested to disclose the outcomes of background checks to clinical agencies during the course of the student's enrollment at Baptist University. Any convictions that occur after a background screen has been submitted must be reported to the Dean of BUCOM.

Students who are not enrolled for more than one academic term will be considered withdrawn, and must apply for readmission to the University. Students must submit a background check prior to registration for classes.

At the time of admission to the University, all incoming students as part of enrollment requirements must complete a full background check as per instructions provided by Admissions. These criminal background screens must be completed by the student's Orientation. Students entering their clinical years (OMS-3 and OMS-4) must complete a mandatory update prior to initial placement. Students are notified the semester before the start of rotations and provided full instructions on updating their background screen. Pre-clinical background checks must be completed before the first day of rotations.

Situations in which a person does not have a satisfactory background check will be reviewed on a case-by-case basis.

Convictions involving the following crimes, but not limited to these crimes, may serve to disqualify a person from being enrolled to the University, and if applicable, from participating in required clinical learning experiences:

Any felony, whether listed below or not;

- Crimes involving drugs, including but not limited to unlawful possession or distribution;
- Crimes of physical violence to include any type of abuse (child, spousal, or of the elderly), abduction, such as kidnapping, manslaughter, murder, robbery, sexual crimes, possession of a restricted fire arm or any related weapons offenses, assault and battery;

- Crimes against property, including but not limited to arson, theft of property and merchandise, vandalism, criminal trespass, larceny and burglary;
- Crimes showing dishonesty, including but not limited to fraud, forgery, deception or financial exploitation of any person or employer.

In the event of an adverse action prior to initial enrollment, BUCOM will notify the applicant to make an appointment with the Dean to review the results of the background screening. In the event of an adverse action prior to entering clinical rotations, BUCOM will notify the student to schedule an appointment with the Provost or designee to review the results of the background screen. The student must bring a copy of the report to the appointment. The Dean or Provost (or designee) will review the results of the report and in consultation with any appropriate parties; determine if the student is eligible for enrollment or clinical placement.

BUCOM applicants and students are required to self-disclose any “offenses” with the understanding that non-disclosure/falsification of any previous or pending offense may result in the revocation of an admission offer or possible sanctions up to and including BUCOM dismissal if enrolled. “Offenses” includes but is not limited to charges, arrests, or convictions including misdemeanors, felonies, deferred adjunctions, traffic violations, military non-judicial punishment, courts martial, and general or less than honorable discharge from the military. Offenses, which occur during a student’s enrollment at BUCOM, will be referred to Student Progress Committee and documented on the student’s MSPE.

New offenses must be reported to the Dean within 72 hours of the incident. It is the responsibility of the student to report any offenses, including those pending final adjudication.

BUCOM has no control over the content of third party background checks, which may include charges that have been reduced or dismissed. Background checks revealing prior offenses, even those that may have been dismissed by the courts, could result in consequences affecting clinical rotations, acceptance into residency programs, future licensing, specialty board certification, and/or employment opportunities.

A student with any offenses is encouraged to contact the licensure boards in the state where they wish to practice to evaluate whether their ability to obtain a medical license after graduation might be impacted.

DRUG SCREENING

The illegal use or abuse of drugs and/or alcohol has a clear and adverse effect on the educational environment. BUCOM students are required to perform urine drug screening prior to matriculation and again prior to beginning clinical education. The screening must be done using BUCOM’s preferred vendor. The cost of screening is borne by the student. Students must follow assigned deadlines and complete their drug screen in a timely fashion.

A positive drug screen (i.e. evidence of a controlled substance) or one which shows other abnormalities, will be reviewed by a medical review officer and reported to the Dean.

As a condition of BUCOM enrollment, all students agree to abide by the Code of Conduct, including the policies on alcohol and drug use and the impaired student policy. Under this policy, students identified abusing alcohol, legal or illegal substances are subject to dismissal. Students may also be referred to the

state Impaired Physician Program. By signing the Code of Conduct, each student at BUCOM states that they are not currently using, and that they will not use while a BUCOM student, any products or substances that are illegal in Tennessee.

Any substance-related incident which occurs after matriculation, including, but not limited to charges/arrests for driving while intoxicated (DWI), must be reported by the student to the Dean within 72 hours of the occurrence. Following review, disciplinary action may be instituted, up to and including dismissal from BUCOM.

Drug screens may be repeated at BUCOM's discretion at any time for reasonable suspicion or cause. The student agrees that BUCOM will share drug screen information in full with any respective clinical site(s).

SECTION 5: ACADEMIC PROGRAM

ACADEMIC CREDIT

Students earn academic credit for courses at BUCOM which are successfully completed. All credit hours assigned to courses by Baptist University comply with the federally described definitions of credit hours in terms of appropriate time spent per credit hour established in the SACSCOC Policy on Credit Hours.

Academic credit hours are modeled on the following calculations:

- One hour of classroom contact is equivalent to one hour of academic effort
- Two hours of laboratory, small group or simulation contact is equivalent to one hour of academic effort
- Ten hours of clinical is equivalent to one hour of academic effort

GRADING FOR FIRST AND SECOND YEAR OSTEOPATHIC MEDICAL STUDENTS (OMS-1 and OMS-2)

Performance in the pre-clinical years (OMS-1 and -2) is graded with letter grades of A, B, C or F, linked with the numeric values 4, 3, 2, and 0, used for calculating the grade point average (GPA). The cumulative GPA is calculated to two decimal places of the points earned to the points possible. Scores are not rounded up. Other letter grades are used to designate student status in specific situations in the BUCOM Grading System section.

Faculty or clinicians who provide health services, including psychiatric/psychological counseling, to students or who have a familial, personal, or financial relationship with a student, may not participate in the assessment or promotion of that student.

Pre-clinical course directors are charged with assigning grades in the first and second years. Grades should be submitted via the official grading portal to the registrar by the established deadline listed in the BUCOM Academic Calendar. Students may appeal a final grade if they feel it was assigned inappropriately and not in accordance with the course syllabus or rotation statement of policy.

The course director will list the total points available as well as how points will be allotted. This will be listed in the course syllabus and discussed with the class at orientation at the beginning of each

semester. All concerns regarding evaluation criteria, examination questions, event scores, or final grades should be directed to the course director for that course. Changes for total points available to calculate grades may be made at the discretion of the course director, but changes must be communicated to the class via in writing/by email at the time the adjustment occurs.

Integrated, computer graded examinations using multiple-choice questions are given at set intervals during the first and second years. Students are expected to take examinations as scheduled. If students are unable to take an exam due to acute illness or other emergency, they must notify by email and then call the Assistant Dean for OMS-1 and 2. The Senior Associate Dean for Academic Affairs should be copied on the email. Course directors are responsible for reporting the names of any students who receive <70% on an integrated assessment to the Assistant Dean of OMS 1 and 2 so that academic resources can be offered early for that learner. Laboratory practical, laboratory performance, team-based learning scores, participation in small groups, special projects, or other scores may be assigned depending on the course and course director.

Scores are recorded in the learning management system (LMS) gradebook in order that students have ready access to gauging their performance. Final, official grades are submitted via the grading portal by the established deadline per the Academic Calendar.

GRADING IN OMS-3 and OMS-4

Student grades may be based on COMAT testing in the clerkships or other suitable activities, including but not limited to, history and physical exam skills, patient progress notes or oral presentations, fund of knowledge, problem solving, clinical application, professionalism, improvement, adaptability, and interpersonal interactions.

All students receive formative written and oral feedback at the midpoint in a rotation. The form must be signed by the attending/resident and student and returned to the rotation coordinator to enter into the student record.

Students must complete all clinical experiences, including submission of work hour logs, by the end of the rotation. Students will be notified of any delinquencies by the rotation coordinator. Failure to complete all clinical experiences and submit work hour logs by the end of the rotation will result in an automatic 1-letter grade reduction for the rotation. If a student fails to complete all requirements by 6 weeks, the student is assigned an "F." If the student is unable to complete the rotation for reasons other than failure to complete required clinical experiences or procedure logs, an "I - Incomplete" is assigned until the deficits are made up. Any "I" not converted to a final grade within 8 weeks of when the incomplete was received will automatically revert to an "F."

Students who fail the COMAT but otherwise pass the clinical portion of a core clerkship will be assigned a grade of "NR" and attempt the exam once. The repeat exam should be taken either during winter break (if "NR" occurred from July to December) or during an elective block (if "NR" was earned from December to June). Students with two "NR" grades during the third and fourth year will step out of rotations and use elective rotation time until both "NRs" are remediated. A second failing score or not taking the repeat exam at the scheduled time results in a grade of "F" and having to retake the specific rotation again. The highest grade possible when remediating an "NR" is a grade of "C", regardless of performance on the repeat test.

A student may appeal a final grade if they feel it was assigned incorrectly or not in accordance with the course syllabus or clerkship policy (Please see BUCOM policy on filing of grievances and appeals). The deadline for grade submission for rotations in years 3 and 4 is six (6) weeks after the rotation ends (and preferably earlier).

BUCOM GRADING SYSTEM

Grade	Percentage Score	Descriptor	Quality points
A	90-100	Exceeds expectations	4
B	80-89.99	Meets expectations	3
C	70-79.99	Needs improvement	2
NR (Pre-clinical years)	65-69.99	Not Recorded due to remediation need	N/a
NR (Clinical)	¥	Not Recorded due to remediation need	N/a
F	<65	Fail	0
P	N/a	Pass	N/a
W	N/a	Withdrew prior to evaluation	N/a
WP	N/a	Passing at withdrawal	N/a
WF	N/a	Failing at withdrawal	0
I	N/a	Incomplete	N/a

“I” (Incomplete): indicates that the student, for nonacademic reasons beyond their control, was unable to meet the full requirements of the course. Arrangements are made between the course director and student to complete the requirement after which the “I” is replaced by the grade the student earns. The student must complete the remaining work within 8 weeks of when the incomplete was received. Otherwise, the “I” will be converted to an “F” in the permanent record.

“NR” (Not recorded): indicates that the grade has not yet been recorded. For COM students, it is considered a temporary grade based on the student’s need to remediate a course. Students who earn a final score between 65 and 69.99 will be given an “NR.” Once the student successfully remediates the course, this “NR” will be converted to a “C.” If the student fails to pass remediation, the grade converts to an “F.” The transcript will formally denote any class that required remediation.

“W” (Withdraw): applied if the student withdraws from classes before the midpoint of the semester.

Withdrawal after the midpoint but prior to 70% of the semester being completed results in a grade of **“WP” (withdrawn passing) or “WF” (withdrawn failing)** based on cumulative performance. Deadline dates are posted in the BHSU Academic Calendar for each semester. Students withdrawing after this point earn a zero for any remaining evaluations/tests, which factors into the GPA. After withdrawal, the student must repeat that course.

¥ An “NR” in years 3 and 4 indicates a student who fails to pass the COMAT subject exam but otherwise successfully completes the rotation. The “NR” indicates that the student must retake and pass the exam in order to receive a grade.

FINAL GRADE APPEAL

A student has a right to appeal a final grade when there is a legitimate indication that the grade does not accurately reflect the quality of his or her academic work in the course, that the grade was calculated in error, or that the grade was determined in a manner inconsistent with the course syllabus.

Instructors have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Grading methods for the course should be explained to the students at the beginning of the term.

A final grade appeal shall deal with charges that the grade was impermissibly or arbitrarily assigned. It is recognized that there are varied standards and individual approaches to grading which are valid. Only a final course grade may be appealed. The final grade appeal may not involve a challenge of an instructor's grading standard, another faculty member's grading policy, the difficulty of a course, or other comparable matters.

The grade assigned by the faculty will stand as the grade of record until the appeal is either resolved or finalized. Students may progress academically while the appeal is pending.

Excluded from this policy are grade appeals alleging discrimination, harassment or retaliation in violation of Non-Discrimination – Students Policy. If the student believes he or she is a victim of discrimination, harassment or retaliation, the student should contact the Vice President of Administrative Services as outlined in the Non-Discrimination – Students Policy or file a complaint using the University's grievance procedures as outlined in the Alleged Discrimination Grievance - Complaint Policy - Students.

Procedure

Pre-clinical: Students who wish to file a grade appeal have 30 days after the start of the next term to file an appeal. Appeals are to be sent to the course director of record via email.

The course director will have ten (10) business days in which to respond to the student during a live or remote meeting or via email. The course director will notify the student either personally or by email with their answer to the appeal. Students who wish to appeal this answer can elevate the appeal within 5 business days to the Assistant Dean for OMS 1 and 2. The student may opt for a live or remote meeting or simply appeal via email. The Assistant Dean for OMS 1 and 2 will render an answer within ten (10) business days.

If the student wishes to appeal this decision, additional sequential appeals may be made in writing to the Senior Associate Dean for Academic Affairs. Requests for review must be made within five (5) business days of the receipt of the prior recommendation of the assistant dean. The senior associate dean will have ten (10) business days to consider the appeal and communicate with the student. The decision of the senior associate dean is final.

Clinical (Years 3 and 4) rotations: Appeals for any third and fourth year rotation must be sent in writing (email) to the rotation director within 4 weeks of the grade being submitted.

The rotation director will have ten (10) business days in which to respond to the student during a live or remote meeting or via email. The course director will notify the student either personally or by email with their answer to the appeal.

Students who wish to appeal this answer can elevate the appeal within 5 business days to the respective Assistant Dean for Year 3 or 4. The student may opt for a live or remote meeting or simply appeal via email. The assistant dean will render an answer within ten (10) business days.

If the student wishes to appeal this decision, additional sequential appeals may be made in writing to the Senior Associate Dean for Clinical Affairs. Requests for review must be made within five (5) business days of the receipt of the prior recommendation of the assistant dean. The senior associate dean will have ten (10) business days to consider the appeal and communicate with the student. The decision of the senior associate dean is final.

COMLEX-USA, COMSAE & COMAT

Various standardized exams, including COMLEX-USA, COMSAE, and COMAT, administered by the NBOME will be used throughout the curriculum to assess student progress and to meet national licensure and accreditation requirements. All students must receive a passing score on COMLEX-USA level 1 before beginning clinical rotations.

Students will have a maximum of 3 months after receiving a failing score on COMLEX-USA level 1 or 2-CE to retake the failed exam. If they fail the examination a second time, they are required to retake the examination a third time within 6 months of receiving the initial failing grade unless they are ineligible due to having received 4 cumulative failures on COMLEX-USA Levels 1 and 2-CE. Students who fail to retake an examination in the prescribed timeframe or fail to retake an examination resulting in a passing score after 6 months from an initial failure are referred to the student progress committee to evaluate dismissal from the COM.

Students who fail a single level of COMLEX-USA a third time will be referred to the student progress committee to evaluate dismissal from the COM. Students who receive a fourth failure on COMLEX-USA levels 1 and 2-CE combined are referred to the student progress committee to evaluate dismissal from the COM.

Students are encouraged to take COMAT FBS Comprehensive Exams after major areas of study corresponding to the subject areas of the exams are completed to assess their knowledge and prepare for COMLEX-USA Level 1.

COMAT Clinical Exams are administered at the end of each clinical rotation in the third year and may be administered at the end of selected clinical rotations in the fourth year to assess the student's knowledge in the relevant clinical area and to prepare the student to take COMLEX-USA Level 2.

Students are required to achieve a minimum score on COMSAE Phase 1 as established by the administrative leadership of BUCOM to be released to take COMLEX-USA Level 1. Currently, the

minimum required score is 450. This score is subject to revision based on evaluation of student performance on COMSAE relative to achieving a passing grade on COMLEX-USA Level 1.

The final course of the second year is a monitored comprehensive board review and clinical rotation preparation. COMSAE Phase 1 is administered by BUCOM to all second-year students at the beginning of this course to assess their knowledge base and guide board preparation. COMSAE Phase 1 is again administered by BUCOM to all students after they have successfully completed the course. If a student receives a minimum score of 450 on either of the COMSAE Phase 1 exams administered by BUCOM and are in good academic standing, having completed and passed all courses in the first 2 years, they are released to take COMLEX-USA Level 1. Students are required to take COMLEX-USA Level 1 by a date determined each year by the Department of Clinical Affairs to facilitate starting clinical rotations on schedule. Students must pass COMLEX-USA Level 1 prior to starting clinical rotations. BUCOM will pay for two COMSAE Phase 1 exams for each student. Payment for any subsequent COMSAE exams and all COMLEX-USA exams are the responsibility of the student.

Students failing to achieve the score required to be released to take COMLEX-USA Level 1 on either of the two COMSAE Phase 1 exams administered by BUCOM are required to meet with an academic counselor and the Assistant Dean for years 1 and 2 to develop a monitored plan of study for board preparation. The student must sit for COMSAE Phase 1 within 3 months of their previous examination. If the student fails to sit for the examination within 3 months of the previous examination, they are referred to the student progress committee to evaluate dismissal from BUCOM.

If the student fails to achieve the required score on their third COMSAE Phase 1 exam, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They are required to attend an immersion course for board preparation at their own expense. The student will be released to take COMLEX-USA Level 1 after successful completion of the immersion course. If the student fails to complete the immersion course and take COMLEX-USA level 1 within 6 months of the test administered after completion of the board preparation course, they are referred to the student progress committee to evaluate dismissal from BUCOM.

Although not required, students are encouraged to utilize COMSAE Phases 2 and 3 in preparation for COMLEX-USA Levels 2-CE and 3.

Students must pass COMLEX-USA Level 1 prior to starting clinical rotations. If a student receives a failing grade on their first attempt at COMLEX-USA Level 1, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They are required to take an immersion course at their own expense and retake the examination within 3 months of receiving the failing grade. A student failing to retake the examination within 3 months of receiving the failing grade is referred to the student progress committee to evaluate dismissal from BUCOM. If a student receives a failing grade on their second attempt at COMLEX-USA Level 1, they are required to meet with an academic counselor and the Assistant Dean for years 1 and 2. They will develop a monitored study plan for board preparation. They are required to take their third examination within 6 months of receiving the initial failing grade. Any student failing to sit for their third attempt at COMLEX-USA Level 1 within 6 months of receiving their

initial failing grade or receiving a failing score on their third attempt is referred to the student progress committee to evaluate dismissal from BUCOM.

COMLEX-USA Level 2-CE: Students on a standard degree completion plan must take COMLEX-USA Level 2-CE prior to October 1st of their 4th year. Students on an alternative degree completion plan will be assigned a date by which they must take COMLEX-USA Level 2-CE by the Clinical Affairs Office.

If a student receives a failing grade on their first or second attempt at COMLEX-USA Level 2-CE, they are required to meet with an academic counselor and the Assistant Dean for year 3. They will develop a monitored study plan for board preparation. They are required to take their second examination within 3 months of receiving the initial failing grade, and their third examination, if needed, within 6 months of receiving the initial failing grade. Any student failing to meet the deadlines to retake their second or third exam, or who has 3 failures on COMLEX-USA Level 2-CE, or who has 4 cumulative failures on COMLEX-USA Levels 1 and 2-CE combined, is referred to the student progress committee to evaluate dismissal from BUCOM.

COMLEX-USA Level 3: is administered during the first year of post-graduate medical education. Student performance on COMLEX-USA Level 3 is evaluated by the COM as part of its overall curriculum evaluation and improvement plan and published on BUCOM's website as required by COCA. BUCOM graduates are expected to participate in the reporting of accurate data to assure compliance with accreditation standards.

REQUESTS FOR TRANSCRIPTS

A transcript is a copy of the academic record of all courses for which a student has registered. All transcript requests must be made through the National Student Clearinghouse at www.nationalstudentclearinghouse.com. There is a fee for each official transcript. Official transcripts bearing the Baptist University seal and signature of the Registrar can be sent to an employing agency or another educational institution. Unofficial copies of transcripts are only available to current students through the student web portal. Students may receive official copies of transcripts if requested; however, not all educational institutions will consider receipt of these transcripts as official. The Registrar's Office cannot issue transcripts from other colleges or institutions. No transcript will be issued for a student who has not met his/her financial obligation to Baptist University.

CLASSIFICATION OF STUDENTS

Students at BUCOM are enrolled as full-time students. Part-time attendance is not available.

WITHDRAWAL

As the BUCOM pre-clinical curriculum runs longitudinally over a two year period, students are not able to formally withdraw from individual classes because classes are offered only once a year. Any student considering withdrawal must meet with the Senior Associate Dean for Academic Affairs for academic advising. During the clinical years, requests for withdrawal from a rotation must be discussed with and approved by the Senior Associate Dean for Clinical Affairs during a formal academic advising meeting.

ATTENDANCE

Students are expected to be punctual and attend all learning experiences, both classroom and clinical. The student has professional accountability for meeting this expectation. Financial Aid eligibility may be affected by nonattendance in all scheduled courses.

Course-specific standards related to attendance are explained in each course syllabus in keeping with the standards and policies of BUCOM/BHSU. Attendance may be included as a factor in calculating a student's final grade.

Regardless of the reason(s) for absence, the student is responsible for all work covered by the instructor during the absence, including timely submission of assignments. The instructor has the discretion to allow students to make up missed work in circumstances of reasonable absence.

Faculty are expected to participate in student attendance verification for financial aid purposes.

PRECLINICAL YEARS (OMS-1 AND OMS-2)

Socialization into the medical profession is an important aspect of medical education. This is learned through interactions with peers, faculty and staff beginning early in the educational process. As such, students are strongly encouraged to attend all live educational sessions in person unless class is pre-recorded or offered remotely through an online platform (e.g., Teams™ or Zoom™). Due to the number of mandatory learning activities during the pre-clinical years, students are strongly encouraged to live within a 20-mile radius of the BUCOM facility.

Students should generally plan to be available between the hours of 8AM and 6PM Monday through Friday. The attendance policy for each course is specified in the course syllabus. Questions should be addressed to that specific course director. Students are expected to take all integrated course assessments and laboratory practical as scheduled. When BUCOM is officially closed for holidays or specified breaks, students are not expected to be on campus. In situations of inclement weather, if Baptist Health Sciences University is closed, BUCOM is also closed for pre-clinical activities. If students know of an upcoming significant life event that may impact their training, they are encouraged to discuss this well in advance with the Assistant Dean of OMS 1 and 2 or the Senior Associate Dean for Academic Affairs to see if any arrangement is possible. As the first two years offer limited flexibility in terms of repeating or making up courses, substantial life events may necessitate taking a leave of absence and returning the following year. Excused absence includes, but is not limited, to:

- Personal illness or healthcare appointment that cannot be scheduled at another time; doctor's note is required for any mandatory learning activity/event missed;
- Serious illness in immediate family member (parent, sibling, child, grandparent);
- Death in immediate family (parent, sibling, child, grandparent, aunt, uncle, first-cousin); or
- Invited research presentation for student's original research.

Students should notify the involved course director and include the Assistant Dean for OMS 1 and 2 on the communication if they are absent from a mandatory learning event. If the absence is determined to be excused, the student is responsible for arranging make-up work through the course director. Make-up work must be completed and turned in as specified by the course director, but no later than 2 weeks following the absence. If make-up work is not completed by that time, the student will receive a zero on the assignment. In the case that work cannot be made up for an excused absence, the student's

final grade will be tallied without including the points for that assignment. It is the student's responsibility to check back with the course director at the end of the term to ensure that the denominator recalculation is correctly done. Students are expected to attend all exams or lab practicals at the time they are scheduled. In the rare case that a student must miss an assessment due to an emergency, an email should be sent to the Assistant Dean for OMS 1 and 2 and cc: to the Senior Associate Dean for Academic Affairs. This should be followed up with a phone call to discuss the emergency and plans for making up the assessment.

CLINICAL YEARS (OMS-3 AND OMS-4)

Students on clinical rotations work as assigned by the course director. Students are generally expected to be available Monday through Friday 7AM-7PM unless the rotation involves specified shifts. In this case, students are responsible to be present and actively participating during all assigned shifts. Students should discuss any weekend, call, or holiday assignments with the course director at the start of the rotation. As many inpatient clinical services run 24/7, students should not automatically assume they are off for any holiday or have the same schedule as the pre-clinical students. This should be discussed with the course director. In situations of inclement weather, students should contact their course director for instructions regarding work. Students will adhere to the BUCOM duty hours policy while on clinical rotations. During the fourth year, students may be given a specified number of days for official residency interviews. Students are responsible for clearing any planned absence with the rotation director as soon as they are invited for that interview. Last minute requests may not be able to be honored.

Students should try to schedule their rotations in consideration of significant life events (e.g., wedding). If students have a significant life event, they are encouraged to discuss this with the appropriate third- or fourth-year assistant dean well in advance. Reasons for excused absence are listed above. Requests for time away for interviews must be cleared with the specific course director of that rotation using the appropriate request form. Students are expected to attend all standardized testing for end of clerkship exams (COMAT) as scheduled. In the rare circumstance that an emergency precludes a student taking an exam, the student must email the appropriate third or fourth year dean and include the Senior Associate Dean for Clinical Affairs on the communication. The email should also be followed up by a phone call to discuss the specifics of the emergency. The exam must be made up as soon as practically possible.

PRESENTATION OF RESEARCH

Students may have the opportunity to present their original research as a paper or oral presentation at a local, national, or international meeting. The student must be listed as a formal presenter in the official conference program and not just attending the conference. Requests to attend a meeting to present a student's original research should be made no later than ninety (90) days prior to the conference. A formal written request should be sent to the Assistant Dean of OMS 1 and 2 for the preclinical years or the Assistant Dean for Years 3 and 4 in the clinical years. The Senior Associate Deans (Academic and Clinical) will be kept informed through reports from their respective assistant deans. Students are excused for one day to present their research. Depending on the location of the conference, one day may be granted for travel to the venue with a second day permitted for travel back from the conference. The number of days granted will be determined by BUCOM once a formal request to attend the meeting is submitted. The student is responsible for working with any course director whose activities may be missed regarding make-up work. Make-up activities must be completed following the course director's instructions, but no later than 2 weeks following the event.

Requests to attend a meeting to present a student's original research should be made no later than ninety (90) days prior to the conference. A formal written request should be sent to the Assistant Dean of OMS 1 and 2 for the preclinical years or the Assistant Deans in the third and fourth year. Students are excused for one day to present their research. Depending on the location of the conference, one day may be permitted for travel to and one day allowed for travel back from the conference. This will be determined by BUCOM once the original request to attend the meeting is submitted. The student is responsible for working with any course director whose activities may be missed regarding make-up work. Make up assignments must be completed no later than 2 weeks following the missed event.

ACADEMIC INTEGRITY

Academic integrity is a commitment, even in the face of adversity, to the five basic principles: Honesty, Trust, Fairness, Respect, and Responsibility. Academic integrity is defined as implicit and explicit behaviors that exemplify honesty and truthfulness when presenting one's academic work. Academic integrity is further defined as constructive and ethical behaviors that are reflected in one's academic work. A student is expected to demonstrate academic integrity, respect for others and civility to remain in good standing with the University. BUCOM/BHSU recognizes that lack of academic integrity may include, but is not limited to, cheating, plagiarism, collusion, falsifying data, personation, and ghosting.

The faculty member is responsible for maintaining an environment that is conducive to learning. When academic integrity is not upheld, the learning environment is disrupted. Faculty members have the authority to determine grading penalties for lack of academic integrity in their own courses; penalties and consequences pertaining to the final course grade will be outlined in the course section of the syllabus. Faculty members are responsible for reporting all incidents associated with academic integrity to the Senior Associate Dean for Academic Affairs (OMS-1 and OMS-2) or Senior Associate Dean for Clinical Affairs (OMS-3 and OMS-4).

Students witnessing a lack of academic integrity are responsible for reporting all incidents to the appropriate faculty member in adherence with the BUCOM Honor Code. Students demonstrating a lack of academic integrity in any classroom, clinical work, or program progression requirements are subject to disciplinary action up to and including dismissal from the University. All students are expected to uphold the Honor Code of both BUCOM and BHSU.

BHSU HONOR CODE

"In support of the Christian mission of Baptist University, I commit myself to honesty and integrity. I will not cheat, lie or commit plagiarism, and I will hold others accountable to these standards."

All students are expected to uphold the Honor Code of Baptist University and will be required to electronically accept the Honor Code Pledge during the online registration agreement.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS- DOCTOR OF OSTEOPATHIC MEDICINE

The Student Progress Committee (SPC) is charged by the Dean of BUCOM with monitoring student outcomes and making recommendations regarding individual student performance throughout their education at BUCOM. Minimum standards for student promotion to the subsequent year of the curriculum and requirements for graduation are set by the College. No student may be promoted to the next year of the curriculum or certified for graduation without meeting all of the minimum standards.

Exceptions are considered only in extreme circumstances, after recommendation by the SPC, and acceptance in writing by the Dean of BUCOM. An SPC recommendation that a student remediate a portion of the curriculum or repeat a year (recycle) will be made only when all three of the following criteria are met:

1. The SPC identifies a specific circumstance(s) as having had a likely adverse impact on student academic performance;
2. The SPC feels that the specific circumstance is highly remediable in a reasonable amount of time (i.e., less than six (6) months);
3. The SPC expects, based on reasonable certainty, that resolution of the situation will allow subsequent satisfactory performance at BUCOM.

All single degree BUCOM students must complete all elements of the Doctor of Osteopathic Medicine (DO) curriculum within 150% of the standard allotted time (six years from the date of matriculation). Student failing to meet this requirement will be academically dismissed. The Student Progress Committee (SPC) will consider exceptions to this policy in cases where: 1) The National Board of Osteopathic Medical Examiners (NBOME) is unable to administer COMLEX-USA Level 1 and Level 2CE within the required timeframe; 2) The COM is unable to deliver the curriculum within the required timeframe; or 3) The student is granted a leave of absence which prevents them from completing the curriculum within the specified timeframe.

Students must maintain satisfactory academic progress to receive federal financial aid. BUCOM's policies mirror those of the Baptist Health Sciences University (BHSU) Financial Aid Department's standards for satisfactory academic progress. Students not making satisfactory academic process in BUCOM are not eligible for federal financial aid.

Minimum standards- First Year

Each student must obtain a passing grade in each course (i.e., "C" or higher). For any student not meeting this criterion, the SPC will consider all available information regarding student academic performance to date for any course(s) failure. Recommendations may include:

1. Repeat all or part of first year through the remediation pathway;
2. Academic dismissal from the College.

Each student must achieve a grade point average (GPA) of 2.25 on a 4.0 scale. If a student fails to achieve an overall GPA of 2.25 by the end of the first year, the SPC, after considering all available data, may make one of the following recommendations at the end of the first year:

1. Repeat all or part of the first year through the remediation pathway;
2. Academic dismissal from the College.

Minimum standards- Second Year

Each student must obtain a passing grade in each course (e.g., "C" or higher). The SPC will consider all available information regarding student academic performance to date for any course(s) failure.

Recommendations may include:

1. Repeat all or part of second-year through the remediation pathway;
2. Academic dismissal from the BUCOM.

Each student must achieve a grade point average (GPA) of 2.25 on a 4.0 scale. If a student fails to achieve an overall GPA of 2.25 by the end of the second year, the SPC, after considering all available

data, may make one of the following recommendations at the end of the second year

1. Repeat all or part of the second year through the remediation pathway;
2. Academic dismissal from the BUCOM.

Each student must take and pass the COMLEX-USA Step 1 at the national standard to be officially promoted to the clinical portion of the curriculum. Any student failing to submit a passing score on their first COMLEX-USA Step 1 will not be scheduled for third year rotations until a passing score is obtained. Students who receive a non-passing score will follow the process delineated in COMLEX-USA, COMSAE and COMAT Testing.

Minimum standards- Third Year

Each student must obtain a passing grade in each core clerkship (e.g., "C" or higher). In rotations that use the COMAT subject exam, each student must obtain the passing standard on the exam. Any student who fails the COMAT subject exam on a clerkship will receive a "NR" on the transcript until the exam is retaken and passed. Failure of the retaken exam or not taking the exam by the designated deadline will result in a grade of "F" for that rotation. The SPC, after consideration of all available information including academic performance may make one of the following recommendations for a student who earns an "F" in any clerkship during the junior year:

1. Repeat the clerkship where the "F" was earned and earn a grade of "C" or higher;
2. Repeat the third year; OR
3. Academic dismissal from the BUCOM.

Any student who earns "NR"s for two or more rotations will be required to appear before the SPC and be then removed from rotations until the "NR"s are remediated.

Minimum standards- Fourth Year

Each student must obtain a passing grade ("C" or higher) in each rotation, including any selective or elective. For any rotation where a student earns an "F", the SPC, after considering all available information including academic performance, may make one of the following recommendations:

1. Repeat the rotation in which the "F" was earned and earn a grade of "C" or higher;
2. Academic dismissal from BUCOM.

Each student must obtain a passing score at the national standard on the COMLEX-USA Step 2 exam. Students who receive a non-passing score will follow the process delineated in COMLEX-USA, COMSAE and COMAT Testing policy.

GRADUATION REQUIREMENTS

Graduation requirements for the Doctor of Osteopathic Medicine (D.O.) degree at BUCOM requires that the student:

1. Satisfactorily completes all curricular and rotation requirements at a COCA-accredited college of osteopathic medicine, including completion of the last two years of education at BUCOM.
2. Completes all academic requirements in no more than six years from the date of matriculation.
3. Complies with all the curricular, legal, and financial requirements of the university.
4. Passed the National Board of Osteopathic Medical Examiners' COMLEX-USA Levels 1 and 2 examinations.
5. Demonstrates ethical, personal, and professional characteristics deemed necessary for success in osteopathic medicine based on the evaluation of the BUCOM faculty and administration.
6. Demonstrates suitability for the practice of osteopathic medicine based on conduct, ethical and

professional behavior, demonstrations of medical knowledge and skills, displaying responsibility for patient care, and exhibiting integrity in the conduct of clinical and academic activities as recognized and endorsed by the BUCOM Faculty Council and Board of Directors.

Degrees are not awarded solely upon the completion of a prescribed number of courses, credits, or passing specified examinations. BUCOM faculty must additionally endorse that the student has attained sufficient maturity of thought, ethics, and professional proficiency to effectively serve the public as an osteopathic physician. Matriculation and enrollment, per se, do not guarantee graduation without satisfactorily meeting curricular and degree requirements. While in rare cases students may be permitted to walk in the graduation ceremony, a diploma will not be issued until all degree and financial requirements are fulfilled. Students must complete all degree requirements by April 1 to be allowed to participate in the May Commencement activities of that same calendar year.

FAMILY INVOLVEMENT IN HOODING CEREMONY

The BUCOM graduation hooding ceremony is a crowning achievement for our graduates. Students are hooded by representatives of the BUCOM faculty and administration. As medicine is a vocation that often spans generations of families, the ceremony is enhanced when immediate family members who are physicians are able to welcome their graduate into the medical profession. Eligible family members are invited and encouraged to participate in this special ceremony with their graduate. Graduates must complete a BUCOM Hooding Request Form to request this opportunity well in advance of graduation. The physician family member is responsible for arranging and paying for rental of regalia if needed. Family members eligible to participate include:

- Physicians who hold a D.O. or M.D. medical degree
- Immediate physician family member to include a grandparent, parent, sibling, spouse, or child

SECTION 6: EDUCATIONAL AND LEARNING OBJECTIVES

Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is committed to delivering a curriculum that educates and assesses students in each of its' nine (9) Programmatic Level Educational Objectives (PLOs), including the seven (7) American Osteopathic Association (AOA) core competencies. Through the curriculum map, BUCOM will define event, session, course, and program year learning objectives and map them to these overarching PLOs. Mapping allows a granular look at whether all topics needed to prepare students to successfully enter graduate medical education are covered in the BUCOM curriculum. BUCOM plans to use the AAMC Curriculum Inventory for the curriculum mapping process (<https://www.aamc.org/about-us/mission-areas/medical-education/curriculum-inventory>).

The BUCOM curriculum is proficiency-based, where each student must satisfactorily pass a variety of assessments, including but not limited to, computerized integrated assessment, objective standardized clinical encounters (OSCEs), laboratory practicals, and nationally normed testing (COMLEX-USA 1 and 2). Faculty-developed assessments allow students to demonstrate proficiency with knowledge and skills learned to date. Students are required to maintain academic performance across courses and training years to ensure they are advancing appropriately to ultimately receive the DO degree. Students will be required to complete key assessments pertaining to each competency demonstrating acquired knowledge and skills in each area.

Each curricular area identifies proficiencies that are taught and assessed across both academic year and the overall program to ensure a comprehensive educational experience for each graduate. The curricular map is maintained and updated as curricular outcomes are assessed. Course content is modified as part of the quality assessment/ improvement process.

Once the BUCOM curriculum map is fully built out, it will link all event, session, course, rotation and year learning objectives back to the Programmatic Level Educational Objectives (PLOs) listed below:

BUCOM PROGRAMMATIC LEVEL EDUCATIONAL OBJECTIVES

1. **OSTEOPATHIC PHILOSOPHY/OSTEOPATHIC MANIPULATIVE MEDICINE:** Demonstrate and correctly apply appropriate osteopathic manipulative treatment to patients. Evaluate the medical evidence regarding the use of osteopathic manipulative medicine. Endorse the process of continuous learning and incorporate principles of OMM and osteopathic philosophy into one's continued professional practice.
2. **MEDICAL KNOWLEDGE:** Demonstrate and correctly apply knowledge of accepted community and evidence-based standards in clinical medicine; Remain abreast of new scientific developments and incorporate them into practice through conscientious life-long learning.
3. **PATIENT CARE:** Demonstrate the ability to effectively treat patients using a biopsychosocial approach that incorporates osteopathic philosophy, patient-centered care, preventive medicine/health promotion, and behavioral health.
4. **INTERPERSONAL AND COMMUNICATION SKILLS:** Demonstrate interpersonal and communication skills to successfully engage and develop professional relationships with patients, families, and colleagues; Work effectively with other health professionals as a member of or leader of a health care

team.

5. **PROFESSIONALISM:** Promote advocacy of patient welfare, adhere to ethical principles, responsibly collaborate with other health care providers, endorse continuous learning, and maintain sensitivity to the needs of patients from varied and diverse populations; Maintain awareness of personal physical, mental, and spiritual health to safely serve patients.

6. **PRACTICE-BASED LEARNING AND IMPROVEMENT:** Demonstrate facility in applying evidence-based medical principles to practice; describe how to critically evaluate the medical literature and incorporate it into a continuous learning plan.

7. **SYSTEMS-BASED PRACTICE:** Demonstrate knowledge of how various health care systems, professional societies, and care delivery systems influence resource utilization and access to care.

8. **CULTURAL AND SPIRITUAL AWARENESS:** Demonstrate an awareness of the scope of culture and the elements that form and define it; Demonstrate familiarity with basic religious and cultural beliefs that impact patients' understanding of their illness and the efficacy of proposed treatments; Participate in local, regional or international service projects that embrace the threefold mission of Baptist Memorial Health Care: healing, preaching and teaching.

9. **PERSONAL WELLNESS AND RESILIENCE:** Participate in structured educational programming about health, wellness, physical fitness and nutrition to increase personal wellness and resilience; Participate in educational opportunities to learn holistic approaches to ensure personal wellness; effectively counsel patients and peers about wellness strategies.

AOA CORE COMPETENCIES

OSTEOPATHIC PHILOSOPHY AND MANIPULATIVE MEDICINE

This course focuses on the cognitive and psychomotor skills needed to obtain competence in specific osteopathic manipulative medicine (OMM) techniques. Instruction consists of both didactic, large and small group presentations, and team-based learning as well as regular laboratory time during which skills discussed in class are practiced and applied. Osteopathic philosophy and incorporation of holistic practices. Material presented is closely intertwined with what is introduced in the sequenced Principles of Clinical Medicine (PCM), Physician Core Competency and Anatomy I and II courses. In the fall, learners work on basic OMM techniques for the back, arms and legs to coincide with the dissections of the back, neck and extremities. The principles of structure and function, the clinical osteopathic examination, the diagnosis and treatment of somatic dysfunction, viscerosomatic, and somatovisceral dysfunction are integrated throughout the curriculum through this coordination. Knowledge and skills are assessed through integrated written examinations during years one and two, observation and evaluation of performance by faculty during laboratory sessions, and structured evaluations of diagnostic and treatment knowledge and skills over the sequential OMM courses. Clinical competence in OMM is evaluated by faculty at core rotation sites during years three and four in addition to performance in hands-on labs, symposia, and evaluations at the end of each core rotation. Assessment in the pre-clinical years occurs through written assessment and standardized patient encounters. Passage of COMLEX 1 and 2 further supports mastery of this competency.

MEDICAL KNOWLEDGE

Medical knowledge is assessed in each pre-clinical course. Topics for inclusion are compiled based on AACOMAS objectives, recommendations of the curriculum committee, and curricular mapping to guarantee adequate coverage of topics and minimization of redundancies and overlap. Written integrated assessment, team-based learning IRAT/GRATs, small group discussions, and performance during Standardized Patient encounter oral and written presentations. Overall, pre-clinical medical knowledge is directly assessed by COMLEX 1 performance. Medical knowledge on the clerkships and fourth year rotations is based on assigned case modules, performance on rounds and in patient care, and through national, standardized exams like the COMAS assessment and COMLEX 2. 360-degree evaluations will also be provided for clinical students to be able to self-assess their strengths and weaknesses.

PATIENT CARE

Patient care in the first two years is presented in multiple formats, including through learning the history and physical exam, examining and performing OMM on Standardized Patients, in laboratory setting and anatomy where the cadaver is the first patient, and through preceptor encounters. Students have the opportunity for annual international mission trips. Written and oral presentations during Standardized Patient exams will be used to assess clinical decision making and patient care acumen. Case studies and assessments will be used to assess choices. Clinical rotation patient care knowledge will be assessed during practical examinations in clinical and osteopathic skills laboratories, through end-of-rotation examinations with core clinical rotations, performance on the various stages of COMLEX and/or USMLE and through direct faculty interaction. Students also complete formal case write-ups and peer education requirements and oral presentations during clinical rotations.

INTERPERSONAL AND COMMUNICATION SKILLS

The pre-clinical curriculum offers a wide variety of training venues for enhancing both interpersonal and communication skills. Both PCC and PCM train students as how to obtain a patient-centered history and physical and improve both verbal and non-verbal communication. Learners are trained through Standardized Patient encounters on how to best manage emotionally raw patients as well as give unexpected news. Small and large group discussions, case studies, and team-based learning sessions also focus on the critical importance of communications.

Students hone interpersonal skills in small and large group discussion, team-based learning and service learning inter-professional events which delve into how social determinants of health impact patients' and society's wellbeing.

In the clinical years of the curriculum, students' interpersonal communication skills are assessed through direct feedback from faculty, residents and staff as well as patients. Communication strategies learned in the pre-clinical curriculum will be reinforced using didactics, role-play and simulation. Students will have annual opportunities for international service based learning to explore other cultures, languages, and societies.

PROFESSIONALISM

Professionalism and ethics are presented during Patient Centered Medicine Courses, during small group educational sessions that are a component of the curriculum, as a component of clinical laboratories, simulation and Standardized Patient encounters.

While the competency is evaluated through written examinations including Standardized Patient and simulation scenario's, it is evaluated more importantly through the action of the student in active learning environments such as small groups and team-based learning events, by their compliance with the policies and procedures of the institution, the students' involvement in COM and University activities and organizations and professional organizations and associations.

Further assessment is made through the students' contributions for the benefit of other students, demonstrations of their leadership, their actions and interactions with other professionals, students, staff, and faculty all are important assessments of the student's competency in this domain. Each student is observed by the faculty and evaluated by their peers during clinical laboratory, simulation, small group, team-based learning, and outreach experiences beginning in year 1 and continuing into the core clinical rotations. OSCEs, and/or other standardized patient encounters, are conducted utilizing standardized patients and low and high-fidelity simulation which are recorded for both formative and subjective evaluation as well as self-improvement on the part of the student.

Instruction regarding professionalism and ethics is provided by clinical faculty and other educators during OMS-3 and OMS-4 clinical rotations. The competency is further assessed by COMLEX Level 2-PE, during the summative high stakes Standardized Patient exams/Clinical Skills checkoffs at the end of the second year. All of these above-mentioned learning and assessment events contribute to the instruction and assessment of professionalism.

PRACTICE BASED LEARNING AND IMPROVEMENT

BUCOM students benefit from a longitudinal research curriculum that promotes critical decision making and knowledge application. Students learn about the basics of research infrastructure, data analysis, and exploration of the literature. Small group, case-based, and case studies in the PCM and PCC curriculum and written examinations measure practice based learning and quality improvement. Students are introduced to health systems and US insurance policies during their longitudinal PCC courses and through their experiences in the 3rd and 4th years.

During the OMS-3 and OMS-4 years, clinical rotations provide exposure to outcome-based, evidence-based practice. Students rotate both in hospital and outpatient settings. Quality of care reviews, patient safety programs, patient registries, and standards of care requirements are introduced. Feedback is provided through student evaluations, case presentations, and documentation during clinical rotations. Electronic assessment tools and calculators for clinical decision-making are reviewed. The COMSAE subject exams will be used to evaluate student performance, along with COMLEX II.

SYSTEMS-BASED PRACTICE

Students learn about both US and global health in a variety of ways. PCM and PCC emphasize how individuals engage the health system, insurance and policies that influence how we receive healthcare,

and how global healthcare impact health. Students have the opportunity to participate in inter-professional service based learning through international mission trips, which are offered annually at BHSU. Small and large group discussion, team-based learning, inter-professional service learning, and simulation are leveraged to help teach system-based practice to pre-clinical learners. The research curriculum also explores options for information retrieval and literature searches using on-line resources such as the Cochrane Database, Triptych, MEDLINE, and other evidence-based references.

SECTION 7: ORGANIZATION OF CURRICULUM

Baptist Health Sciences University College of Osteopathic Medicine (BUCOM) is committed to delivering a robust, vertically- and horizontally-integrated curriculum that fully prepares students to enter graduate medical education. Pre-clinical years (OMS-1 and -2) are mostly spent on the BUCOM campus. Multiple learning modalities are employed, discussed in the Teaching Methods section below. Our nine Programmatic Level Educational Objectives are introduced and spiraled through the curriculum. New skills build on prior knowledge. Students participate in longitudinal threads for point-of-care ultrasound, nutrition/exercise as medication, inter-professional and service-learning events. Computer-based integrated course exams assess learning during the pre-clinical coursework. Laboratory practical exams, objective standardized clinical encounters (OSCE), simulation, team-based learning group performance, and participation may also be used for formative and/or summative assessment. Time for independent study is built into the OMS-1 and -2 curriculum to assure adequate time for reflection. Self-directed learning events are incorporated into several of the longitudinal courses. Using a standardized process, students are provided narrative feedback from faculty, peers, and standardized patients to evaluate non-cognitive skills. Students must complete the Comprehensive Osteopathic Medicine Self-Assessment Examination (COMSAE) and pass the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA Step 1) to enter third year training.

The first two years of the BUCOM curriculum are arranged as semesters (fall and spring) followed by a summer term after OMS-1. The fall OMS-1 semester begins in August and runs through mid-December (19-20 weeks). The spring semester starts in early January and runs through May (20 weeks). The summer term between the OMS-1 and OMS-2 years can be used for research projects, remediation, service learning, military training obligations, or mission trips. OMS-2 begins in early to mid-August and runs through mid-December (19-20 weeks). Spring OM- 2 begins in early January and runs through the end of April (19-20 weeks). Students then have dedicated study time to prepare for COMLEX USA-1, which should be taken in early June. The pre-clinical years at BUCOM are completed in residence. It is recommended that students live within a 20-mile radius of the school.

OMS-3 clerkships begin in August with a 2-week orientation and continue through July of the following year. OMS-4 elective and selectives begin in August and run through mid-May. In-person participation is mandatory for all clinical rotations. Graduation is planned for mid-May, allowing a 6-week transition period for graduates to move to residency training.

CURRICULAR ORGANIZATION BY LEARNING YEAR

The pre-clinical years (OMS-1 and -2) are arranged in a longitudinal format that scaffolds new learning onto what is already mastered. Horizontal and vertical curricular integration is emphasized. The basic sciences portion of the first year curriculum is presented as integrated topical areas. The fall OMS-1 semester covers biochemistry, genetics, physiology, and microbiology. It focuses on normal function and

homeostasis, giving students a comprehensive review of healthy function. The spring integrated sciences course covers immunology, pathology/histology, and pharmacology. Students begin learning about organ systems and thus can better apply knowledge about disease states. Organ systems begin in the spring OMS-1 semester. Anatomy runs the entire OMS-1 year, aligning and integrating this subject and what is being covered in both Osteopathic Manipulative Medicine (OMM) and Principles of Clinical Medicine (PCM). OMS-1 OMM and anatomy alignment permit an entire semester being devoted to spine, upper and lower extremities and how anatomy juxtaposes with OMM principles. The remainder of the OMS-1 and -2 courses run longitudinally, with newer knowledge building on what is previously known. OMM, PCM, Physician Core Competencies (PCC), Research, and Special Topics all run concurrently each semester OMS-1 and -2. Course descriptions for the OMS-1 and -2 classes are found below. Clinical year OMS-3 runs using a traditional clerkship model. OMS 4 uses a combination of student chosen electives and selectives.

PRE-CLINICAL TRAINING (OMS-1)

Fall Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice I	OME 701	3
Principles of Clinical Medicine I	OME 703	3
Physician Core Competencies I	OME 705	1
Research Principles I	OME 707	1
Special Topics I	OME 709	2
Anatomy I	OME 711	4
Integrated Sciences I	OME 713	8
TOTAL CREDIT HOURS		22

Spring Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice II	OME 702	2
Principles of Clinical Medicine II	OME 704	3
Physician Core Competencies II	OME 706	1
Research Principles II	OME 708	1
Special Topics II	OME 710	2
Anatomy II	OME 712	4
Integrated Sciences II	OME 714	2
Organ Systems I	OME 716	9
TOTAL CREDIT HOURS		24

PRE-CLINICAL TRAINING (OMS-2)

Fall Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice III	OME 751	2
Principles of Clinical Medicine III	OME 753	3
Physician Core Competencies III	OME 755	1
Research Principles III	OME 757	2
Special Topics III	OME 759	2
Organ Systems II	OME 765	14
TOTAL CREDIT HOURS		24

Spring Semester		
Course	Course Number	Credit Hours
Osteopathic Principles & Practice IV	OME 752	2
Principles of Clinical Medicine IV	OME 754	3
Physician Core Competencies IV	OME 756	1
Research Principles IV	OME 758	2
Special Topics IV	OME 760	2
Organ Systems III	OME 766	14
TOTAL CREDIT HOURS		24

CLINICAL (OMS-3)

Clerkship/Rotation	Course Number	Credit Hours	Core	Elective/Selective
Introduction to Clinical Rotations	OME 800	2		
Osteopathic Neuromusculoskeletal Medicine I	OME 801	2	X	
Community Based Family Medicine	OME 810	4	X	
Emergency Medicine	OME 811	4	X	
General Surgery	OME 812	4	X	
Internal Medicine I	OME 813	4	X	
Internal Medicine II	OME 814	4	X	
OB/GYN/Women's Health	OME 815	4	X	
Pediatrics	OME 816	4	X	
Psychiatry/Behavioral Health	OME 817	4	X	
Underserved Care	OME 818	4	X	
Med-Surg Selective	OME 820	2		X
TOTAL CREDIT HOURS		42		

CLINICAL (OMS-4)

Clerkship/Rotation	Course Number	Credit Hours	Core	Elective/Selective
Osteopathic Neuromusculoskeletal Medicine II (ONMM)	OME 851	2	X	
Geriatrics	OME 860	4	X	
Med-Surg Selective	OME 870	4		X
Medicine Selective	OME 871	4		X
Primary Care Selective	OME 872	4		X
Surgical Selective	OME 873	4		X
Elective I	OME 880	4		X
Elective II	OME 881	4		X
Elective III	OME 882	4		X
Elective IV	OME 883	4		X
TOTAL CREDIT HOURS		38		
TOTAL CREDIT HOURS FOR DEGREE REQUIREMENT				174

SECTION 8: COURSE DESCRIPTIONS**OME 701 Osteopathic Principles & Practice I (3)**

Introduction to the principles and practices unique to osteopathic medicine. Exploration of the contextual framework and basic skills necessary for providing osteopathic patient care. Critical evaluation of osteopathic history and philosophy and initial formation of professional identity as an osteopathic physician. Osteopathic examination and techniques of the back and extremities are applied. 2 credit hours theory and 1 credit hour laboratory

OME 702 Osteopathic Principles & Practice II (2)

Exploration of osteopathic principles and practices with required application to various clinical topics. Investigate osteopathic concepts of mind-body-spirit principles. 1 credit hours theory and 1 credit hour laboratory

OME 703 Principles of Clinical Medicine I (3)

Exploration of foundational skills and knowledge pertinent to becoming an osteopathic physician: learn to perform a comprehensive history; deliver patient-centered care; and develop effective verbal and non-verbal communication. Integration of routine osteopathic physical examination skills of the musculoskeletal system. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Formative standardized patient encounters (SPED) are incorporated into this course monthly, on average, to assess student knowledge and skills development. The term ends with a summative standardized patient encounter to assess readiness to move to the spring OMS-1 term.

OME 704 Principles of Clinical Medicine II (3)

Integration of routine osteopathic physical examination skills to include vital signs and general appearance, HEENT, neurologic special sensory, peripheral vascular, cardiopulmonary, and abdominal organ exams leading to mastery of a comprehensive physical examination. Integration of patient-centered communication and interviewing skills. Clinical decision-making introduced and tied to standardized patient cases. Guided inclusion of OPP (Osteopathic Principles and Practices) and OMT (Osteopathic Manipulative Techniques) in the evaluation and treatment plans will be part of Simulation technology used in selected scenarios to teach auscultation skills. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Formative standardized patient encounters (SPED) are incorporated into this course monthly, on average, to assess student knowledge and skills development. The term ends with a summative standardized patient encounter and Objective Structured Clinical Examinations (OSCEs) to assess readiness to move to the OMS-2 year.

OME 705 Physician Core Competencies I (1)

Development of the professional identity as an osteopathic physician. Instruction regarding appropriate patient / physician boundaries, boundary violations, ethics, professionalism, and self-care. Introduction to social determinants of health.

Learners will work effectively with other students as a member or leader of a learning team, including group interactions with other health care professions in order to learn the importance of teamwork and inter professional collaboration. Introduction to the concept of self-directed learning. Modules will be included in the course to address burnout and fatigue mitigation.

1 credit hour theory

OME 706 Physician Core Competencies II (1)

Learners will participate in further exploration of topics relating to professional well-being, cultural competence, and motivational interviewing. Learners will be introduced to the health consequences of smoking and the importance of smoking prevention and cessation. Learners will understand proper attention to disability and will develop skills for working with challenging patients. Learners will interact with individuals with cardiovascular, pulmonary, or gastrointestinal conditions in order to develop empathy and compassion.

1 credit hour theory (1 contact hour)

OME 707 Research Principles I (1)

Introduction to the scientific method, research study design, scholarly activity requirements, and basic human subjects' protection in research. Completion of assigned modules for the Belmont Report and CITI training. Exploration of potential research mentors and initial research project ideas.

OME 708 Research Principles II (1)

Introduction to basic biostatistical principles and evaluation of scientific literature. Integration of Journal clubs pertinent to topics in the organ systems and Osteopathic Manipulative Medicine courses. Students work with their research mentors on developing plans for a research proposal or other scholarly activity

OME 709 Special Topics I (2)

Introduction to the Nutrition and Exercise as Medicine modules and completion of assigned modules during the term. Emphasis placed on vitamins and minerals to integrate with topics offered in the Integrated Science course. Introduction to the BUCOM longitudinal ultrasound track, basic ultrasound physics, ALARA principle, and basic musculoskeletal scanning. Implementation of self-directed learning

projects.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 710 Special Topics II (2)

Modules from Nutrition and Exercise as Medicine are completed. Basic tenets of nutrition and the impact of GI dysfunction on nutritional status. Evaluation of the impact of food and diet, including micro and macronutrients, on health and disease prevention. Discussion of therapeutic diets and nutrition for specific disorders as well as tube feeding, IV alimentation, application of Osteopathic philosophy, OMT, medical and surgical interventions. Specific ultrasound principles involving imaging the vasculature, heart, lung, and abdomen and with structured imaging time taught. Inter-professional contact with students from the Sonography program for after-hours imaging practice. Self-directed learning projects may be used.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 711 Anatomy I (4)

Exploration of gross and developmental anatomy of the musculoskeletal system of the back and extremities. Studies include anatomical features of the back, spine, shoulder, hip, and upper and lower extremities. Laboratory cadaveric dissection, radiological and three-dimensional imaging, and models are all employed requiring the application of knowledge in anatomical sciences to solve clinical problems.

3 credit hours theory; 1 credit hour laboratory

OME 712 Anatomy II (4)

Exploration of gross anatomy, developmental anatomy, and special sensory organs. Anatomical coverage of HEENT, special sensory organs, cardiopulmonary, gastrointestinal and genitourinary areas. Laboratory cadaveric dissection, radiological and three-dimensional imaging, and models used. Application of the knowledge of anatomical sciences to solving clinical problems.

3 credit hours theory; 1 credit hour laboratory

OME 713 Integrated Sciences I (8)

Integration of foundational science principles in biochemistry, genetics, histology, microbiology, physiology, pharmacology, and general pathology. Considers processes of normal function, homeostasis, and basis for disease. Application of knowledge will be assessed using active learning during lectures, team-based learning, peer-instruction, and integrated assessments.

8 credit hours theory

OME 714 Integrated Sciences II (2)

Integration of topics learned in OME 713 and other fall OMS-1 courses with immunology, pathology/histology, pharmacology, microbiology, and organ systems. The instructional process moves from healthy homeostasis to both health and disease states. Introduction to the principles of trauma, inflammatory disorders, infections, and cancers as they relate to the immune system. Topical studies in immune responses to infections, immune deficiencies, hypersensitivity, tumor, transplantation rejection or others.

2 credit hours theory

OME 716 Organ Systems I (9)

This is the first of three clinical courses arranged in organ systems blocks. Each organ system segment integrates developmental anatomy, immunology, microbiology, pathophysiology, pathology,

pharmacology, physiology, infectious diseases and oncology to introduce both health and disease processes. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented illustrates the importance of basic science principles:

- **HEENT:** Review of processes involving vision, hearing, olfaction, taste, speech, and cranial nerves. This coincides with instruction about the exam of the head, eyes, ears, nose, throat (HEENT) and neck in the Principles of Clinical Medicine (PCM) course, mastering osteopathic maneuvers in the OMM course, and in anatomy. Topics may include anatomy, developmental anatomy, histology, microbiology, physiology, and contemporary therapeutic approaches. Introduction to the structure and organization of the integrated organ systems courses during this first segment.
- **Cardiovascular:** Concepts related to the cardiovascular system in health and disease. Students analyze environmental and socio-cultural aspects of the system influencing the normal function. Topics may include anatomy, histology, and developmental anatomy, microbiology, physiology, pharmacology, pathology and contemporary therapeutic approaches. Integration of basic and clinical sciences in the context of Osteopathic philosophy with clinical scenarios.
- **Respiratory System:** Concepts related to the respiratory system in health and disease. Analysis of environmental and socio-cultural impacts influencing the normal function. Topics may include anatomy, histology, microbiology, pharmacology, physiology, pathology, or contemporary therapeutic approaches. Students integrate basic and clinical sciences in the context of Osteopathic philosophy with clinical scenarios. Offers an inter-professional community-based service-learning event scheduled with other BHSU healthcare programs around tobacco cessation.
- **GI System:** Structure and function of the gastrointestinal (GI) and hepatobiliary systems examined in both health and disease. Topics may include anatomy, histology, microbiology, pharmacology, physiology, pathology, or contemporary therapeutic approaches. Basic tenets of nutrition and the impact of GI dysfunction on nutritional status discussed. Evaluation of the impact of food and diet, including micro and macronutrients, on health and disease prevention. Topics may include therapeutic diets and nutrition for specific disorders as well as tube feeding, IV alimentation, osteopathic, medical and surgical interventions.

OME 751 Osteopathic Principles & Practice III (2)

Expansion of osteopathic principles and practices needed for advanced application to the renal, reproductive, endocrine and hematologic systems. Instruction on new osteopathic exams and techniques.

1 credit hour theory and 1 credit hour lab

OME 752 Osteopathic Principles & Practice IV (2)

Continuation of osteopathic principles and practices as they apply to various clinical topics and patient populations. The focus of this semester is consolidation of physical exam skills and somatic dysfunction diagnosis in a primary care setting to ensure preparation for clinical rotations.

1 credit hour theory and 1 credit hour laboratory

OME 753 Principles of Clinical Medicine III (3)

Introduction of clinical skills focusing on the targeted history and physical examination. Incorporation of examination skills and viscerosomatic findings related to the renal, endocrine, genitourinary, and

hematologic systems into the physical examination sequence. Breast, pelvic and male genitourinary exams taught using task trainers as well as Clinical Breast and Genitourinary Teaching Associates. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Standardized patient encounters (SPED) are incorporated into this course monthly, on average, to assess student knowledge and skills development, based on the targeted examination format. The term ends with a summative standardized patient encounter to assess readiness to move to the spring OMS-2 term.

OME 754 Principles of Clinical Medicine IV (3)

Demonstration of targeted history and physical examination skills, oral presentation of findings, appropriate documentation of findings, clinical decision-making, and application of Osteopathic Manipulative Techniques. Small group and interactive techniques involving standardized patients, peer-to-peer instruction and role-play are used as the main learning methods. Continuation of standardized patient encounters monthly to assess student knowledge and skills development.

OME 755 Physician Core Competencies III (1)

Application of the physician competency of inter-professional collaboration and communication skills for effective exchange of information and collaboration with patients, their families, and health professionals. Introduction to public health, medical jurisprudence and population/global health.

OME 756 Physician Core Competencies IV (1)

Introduction to end-of-life care and bio-ethics. Introduction to health systems science (HSS) focusing on the principles, methods and practice of improving quality, outcomes and costs of health care delivery for patients and populations within systems of medical care. Covers topics such as leadership, root-cause analysis, working in teams, care coordination, care transitions, the social and economic determinants of health, error disclosure and using health information technology, electronic health records, and insurance.

OME 757 Research Principles III (2)

Expands upon previously learned research principles, biostatistics, and evidence-based medicine. Continued work with mentor(s) on research project or other scholarly activity.

OME 758 Research Principles IV (2)

Cumulative review of biostatistics, evidence-based medicine, clinical-decision making, and research design in preparation for COMLEX USA Level-1 examination. Continued work with research mentors to hone the project plan for working towards disseminating individual research/scholarly activity. The course culminates in a proposal presentation.

OME 759 Special Topics III (2)

Correlation of Nutrition and Exercise Medicine modules with the organ systems. Application of ultrasound techniques for organ systems. Hands-on ultrasound scanning opportunities.
2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 760 Special Topics IV (2)

Completion of Nutrition and Exercise as Medicine modules that related to neuroscience, skin, rheumatologic conditions or behavioral health. Continued ultrasound skills practice using didactic

instruction and hands-on scanning opportunities.

2 credit hours theory or 1 credit hour ultrasound laboratory/ 1 credit hour theory

OME 765 Organ Systems II (14)

The second of three clinical courses arranged in organ systems blocks. Each system incorporates developmental anatomy, biochemistry, immunology, microbiology, pathophysiology, pathology, pharmacology, physiology, infectious diseases and oncology in an integrated fashion. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented to illustrate the importance of basic principles:

- **Renal:** Integration of anatomy and physiology of the renal and urinary system. Assess and interpret biochemical markers, signs, symptoms and viscerosomatic findings of renal and hematopoietic pathologies. Design comprehensive pharmacologic, non-pharmacologic and manual medicine treatment plans and develop an understanding of the ethical, legal, and social aspects related to disease treatment, including dialysis and transplant. Case studies, team-based learning and other active learning modalities employed through organ system blocks.
- **Reproductive:** Integration of core biomedical sciences in the identification, differentiation, diagnosis, and management of the normal and abnormal states of the reproductive system. Exploration of musculoskeletal contribution to conditions of pregnancy, the role of hormones and their impact during pregnancy, organ development, organ function, and metabolism. Discussions relevant to historical and current medical and surgical topics with this system.
- **Endocrine:** Identification, differentiation, diagnosis, and management of the normal and abnormal states of the endocrine system. Exploration of the role of hormones and their impact on organ development, organ function, and on metabolism, including discussions relevant to historical and current medical and surgical interventions for localized and systemic diseases for these systems.
- **Hematology:** Application of learning from prior organ systems courses. Focus on normal and abnormal blood and leukemoid cell production, transplantation, and other related topics including disease processes involving this system.

OME 766 Organ Systems III (14)

The third of three clinical courses arranged as organ systems blocks. Each system covers developmental anatomy, histology, anatomy, immunology, microbiology, pathophysiology, pathology, physiology, pharmacology, infectious diseases and oncology in an integrated manner. The course focuses on the most common diseases and those that best illuminate basic principles. Clinical management presented to illustrate the importance of basic science principles:

- **Neuroscience:** Exploration of anatomy and physiology of the nervous system in both health and disease, correctly performing the neurologic examination, and integrating osteopathic findings, imaging techniques, and biochemical markers to objectively assess the nervous system. Identification of signs, symptoms, and consequences of nervous system pathologies resulting from trauma, ischemia, stroke, infection, toxins, autoimmune, and epigenetic and genetic conditions. Participation in inter-professional case-based learning session with inter-professional learners from other colleges at Baptist Health Sciences University.
- **Behavioral:** Introduction to an overview of mental health issues, including developmental disorders, adaptive and maladaptive behaviors, mood disorders, stress-induced behavior, fear and anxiety disorders, substance abuse, somatoform disorders, and psychoses. Examination of ethical, legal, and social aspects related to neuroscience and behavioral pathologies.

- Rheumatology/dermatology Investigation of normal and abnormal structure and function of the integumentary, musculoskeletal, and motor systems. Emphasis on the cellular, tissue, and organ system level, as well as states of disease and dysfunction.
- Systems Integration: Integration and application of biomedical and clinical concepts previously presented throughout the first two years of the undergraduate osteopathic medical curriculum. Mastery of foundational biomedical and clinical concepts assessed. Completion of the Comprehensive Osteopathic Medical Self-Assessment Examination Phase 1 (COMSAE phase 1) to assess readiness to sit COMLEX-USA Level 1 examination. Development of a personalized study plan in preparation for the COMLEX-USA Level 1 examination, required prior to beginning BUCOM's clinical curriculum (OMS-3). Summative assessment of comprehensive and targeted examination skills, interviewing and communication skills, and osteopathic clinical skills.

OME 800 Introduction to Clinical Rotations (2)

This two-week course is designed to familiarize the student with necessary information and skills to be successful on clinical rotations during the third and fourth years of the curriculum. All students will complete certification in BLS and ACLS. Students are instructed in standard operating procedures common to inpatient services as well as outpatient clinics. Expectations for professional appearance and conduct is reviewed. Training is conducted relative to HIPAA regulations and requirements, health and safety policies and procedures, availability of healthcare and mental health resources at rotation sites, infection control, blood and airborne exposure protocols, and preparing for the residency match including letters of recommendation. Additional training is conducted utilizing simulation and task trainers in common procedures. Standards and expectations concerning evaluations and grading are reviewed.

OME 801 Osteopathic Neuromusculoskeletal Medicine I (2)

The Osteopathic Neuromusculoskeletal Medicine I (ONMM) rotation is a composed of a 2-week course of study that will introduce you to the multifaceted care of patients commonly seen in ONMM practice. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in an ONMM practice: indications, disease processes, and the technical components of ONMM procedures, including the benefits and alternatives to ONMM approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in conferences and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the ONMM service.

During this required Osteopathic Neuromusculoskeletal Medicine (ONMM) I clerkship rotation, students will utilize their patient centered primary clinical skills and osteopathic Neuromusculoskeletal structural examination skills to assess patients for the medical diagnosis of somatic dysfunction. Under directly supervised encounters from the BUCOM faculty, the student will accurately demonstrate the appropriate osteopathic manipulative treatment (OMT) technique(s), as indicated, in clinical and educational settings.

OME 810 Community Based Family Medicine (4)

The Family Medicine rotation is a composed of a 4-week course of study that will introduce you to the wide variety of patients encountered by Family Physicians. This rotation will incorporate an introductory knowledge of patients and medical conditions commonly encountered in general practice: cradle to

grave care including infants, children, adults, geriatrics and maternity care. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, and participation in didactic conferences.

OME 811 Emergency Medicine (4)

The Emergency Medicine rotation is composed of a 4-week course of study that will introduce you to the multifaceted care of patients commonly seen in the emergency department. This rotation will incorporate an introductory knowledge of surgical, medical, and mental health conditions commonly encountered in an emergency medicine practice: triage of patients, evaluation, diagnosis, and indications for treatment of a wide variety of medical, surgical, and mental health problems, and incorporate technical components of common emergency department procedures, including the benefits and alternatives to aggressive approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the emergency medicine service. Students will engage in evaluation and treatment of patients and the application of osteopathic principles and practices to speed healing, decrease complications, and advance recovery. In the emergency department, learners will have the opportunity to practice some common emergency procedures, learn emergency department protocols and formulate appropriate disposition linked to continuity of care beyond the emergency department visit.

OME 812 General Surgery (4)

The Surgery rotation is composed of a 4-week course of study that will introduce you to the multifaceted care of patients commonly seen in surgical practice. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in a general surgery practice: indications, surgical disease processes, and the technical components of surgical procedures, including the benefits and alternatives to surgical approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

During this clinical course, students will engage in the care of patients presenting with a variety of clinical problems routinely seen on the surgical service. Students will engage in preoperative evaluation and treatment, intraoperative, and postoperative management of the patient and the application of osteopathic principles and practices to speed healing, decrease complications and advance recovery. In the operating room, learners will have the opportunity to practice aseptic technique, learn operating room protocols and common surgical instruments, and assist in surgery.

OME 813 Internal Medicine I (4)

During this four-week rotation, students will participate in the care of adult patients in inpatient settings. Students will work with internal medicine physicians to provide comprehensive acute and chronic medical care to adult patients. Students will expand history and physical diagnosis skills, gain an understanding of the indications and applications of differing diagnostic techniques, develop the ability

to prioritize patient problems and treatments, generate a differential diagnosis, and implement patient management strategies for the patients on the inpatient service.

OME 814 Internal Medicine II (4)

This four-week rotation gives students additional education and training in clinical internal medicine and internal medicine subspecialties. Students will work alongside physicians who provide inpatient and/or outpatient medical care for adult patients. Emphasis is placed on determining normal from abnormal history and physical findings, using diagnostic tests, logical selection and defense of differentials, accurate reporting of data, beginning development of management plans, health education of patients and families, and referrals.

OME 815 OB/GYN/Women's Health (4)

This four-week rotation provides students with clinical experiences caring for women in all stages of life from adolescence to menopause. Students will participate in the care of patients with a variety of obstetrical and gynecologic conditions in inpatient and outpatient settings under the supervision of OBGYN physicians. Students will advance their knowledge and skills in the care of women including wellness, preventive and pregnancy care.

OME 816 Pediatrics (4)

The four-week rotation provides third-year medical students with knowledge and experience in ambulatory pediatrics and some hospital and newborn nursery pediatric educational experiences. Students will develop knowledge and skills related to normal and abnormal growth and development of infants, children and adolescents. Students will apply their knowledge of the pathophysiologic basis of disease to common illnesses and disorders of children and adolescents.

OME 817 Psychiatry/Behavioral Health (4)

This four-week rotation is designed for students to learn and practice interviewing, diagnostic, and interpersonal skills necessary for working with patients who present with mental health concerns. Under supervision, students will learn to perform psychiatric evaluation, mental status examination, identification of psychiatric symptoms, and differential diagnoses. The student will also learn how psychiatric illness may be present in patients with co-morbid medical disorders, how to manage psychiatric emergencies, and make informed medical and treatment decisions.

OME 818 Underserved Care (4)

This four-week rotation serves to introduce the student to the healthcare needs that are unique to the underserved population in rural, urban, and suburban settings. It will demonstrate the critical role the primary care physician plays in the care provided to the underserved population, and will provide learning opportunities that allow students to understand the concepts of social determinants of health, health equity, and health equality and their impact on health outcomes. Often, achieving health equity requires reaching beyond the clinic and into communities. Learning opportunities will challenge the student to begin to examine their own implicit biases it relates to patient care. It will teach a primary care approach to the evaluation and management of a variety of disease presentations (acute, chronic disease, wellness/prevention) in the office setting for the underserved population. It will also provide

instruction on the following essential skills: history taking, physical exam skills, management planning, and clinical reasoning.

OME 820 Med-Surg Selective (2)

This two-week selective is performed in a medical or surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific responsibilities.

OME 851 Osteopathic Neuromusculoskeletal Medicine II (2)

The Osteopathic Neuromusculoskeletal Medicine II (ONMM) rotation is a composed of a 2-week course of study that will introduce students to the multifaceted care of patients commonly seen in ONMM practice and will occur in the 4th year after successful completion of ONMM I. This rotation will incorporate an introductory knowledge of medical conditions commonly encountered in an ONMM practice: indications, disease processes, and the technical components of ONMM procedures, including the benefits and alternatives to ONMM approaches. During the rotation, students are expected to perform educational presentations as assigned by the preceptor up to and including morning report presentations, case studies and clinical presentations, participation in pathology conferences, mortality and morbidity conferences, and grand rounds.

OME 860 Geriatrics (4)

This four-week rotation gives students additional education and training in geriatrics. Students will work alongside physicians who provide inpatient and/or outpatient medical care for geriatric patients. Students will determine normal from abnormal history and physical findings, use diagnostic tests, logical selection and defense of differentials, accurately report data, begin developing management plans, participate in health education of patients and families, and learn when and how to make appropriate referrals. Special emphasis is placed on the anatomy and physiology of the normal aging process and pathological processes that commonly affect the geriatric population. End-of-life issues are covered and applied to patients as appropriate.

OME 870 Med-Surg Selective (4)

This four-week selective is performed in a medical or surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific responsibilities.

OME 871 Medicine Selective (4)

This four-week selective is performed in a medical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 872 Primary Care Selective (4)

This four-week selective is performed in a primary care specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 873 Surgical Selective (4)

This four-week selective is performed in a surgical specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and see patients in an outpatient setting, etc. at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.

OME 880/881/882/883 Elective (4 each)

This four-week elective is performed in a specialty of the student's choosing. During selective and elective clerkship rotations, students will work with physicians in all areas of practice. Students will pre-round, attend rounds, and work with patients in an outpatient setting, etc., at the discretion of the preceptor. Students will also observe and participate in patient care at the discretion of the preceptor. It is anticipated that students will interact with all healthcare personnel appropriate to the care of patients the student encounters and learn from each of them about their specific areas of practice.