



# **ACADEMIC CATALOG**

## **2018-2019 Academic Year**

Vol. 6, Issue 2  
08/30/2018

## Contents

<b>COLLEGE INFORMATION</b> .....	3
<b>ACADEMIC CALENDAR: 2018-2019</b> .....	4
<b>HISTORY OF ACOM</b> .....	5
<b>ACCREDITATION AND LICENSURE</b> .....	6
<b>MISSION, VISION AND CORE VALUES</b> .....	8
<b>POLICY AND STATEMENT OF NON-DISCRIMINATION</b> .....	10
<b>ACADEMIC PROGRAM: OSTEOPATHIC MEDICINE</b> .....	12
Osteopathic Medical School: Pre-Clinical (OMS I & II) .....	14
Osteopathic Medical School: Clinical (OMS III & IV) .....	22
<b>COMLEX EXAMS</b> .....	29
<b>POST-CLERKSHIP EXAMS</b> .....	30
<b>RECRUITMENT AND ADMISSIONS</b> .....	32
Admissions Requirements .....	33
Deferral, Withdrawal and Leave of Absence .....	40
<b>MATRICULATION</b> .....	45
<b>TUITION AND FEES</b> .....	48
<b>HEALTH/TECHNICAL STANDARDS AND ACCOMODATIONS</b> .....	51
<b>CAMPUS LIFE</b> .....	62
<b>ACOM PERSONNEL</b> .....	63

## COLLEGE INFORMATION

### GENERAL INFO

Alabama College of Osteopathic Medicine  
445 Health Sciences Boulevard  
Dothan, AL 36303

Website: <http://www.acom.edu>

Toll Free: (855) 364-ACOM (2266)  
Phone: (334) 699-2266  
Fax: (334) 699-2268  
Email: [info@acom.edu](mailto:info@acom.edu)

### ADMISSIONS

Director of Admissions  
Phone: (334) 699-2266  
Email: [admissions@acom.edu](mailto:admissions@acom.edu)

### STUDENT RECORDS

Registrar & Director of Student Tracking  
Phone: (334) 699-2266  
Email: [registrar@acom.edu](mailto:registrar@acom.edu)

### FINANCIAL AID

Director of Financial Aid  
Phone: (334) 699-2266  
Email: [financialaid@acom.edu](mailto:financialaid@acom.edu)

### STUDENT ACCOUNTS

Bursar  
Phone: (334) 699-2266  
Email: [studentaccounts@acom.edu](mailto:studentaccounts@acom.edu)

## ACADEMIC CALENDAR: 2018-2019

<b>2018 Fall Term: July 2, 2018 – Dec. 30, 2018</b>	
Off-Cycle & Standard OMS IV Rotations Begin	July 2, 2018
Independence Day*	July 4, 2018
Census Date (OMS IV)	July 6, 2018
Student Orientation (OMS I)	July 23-25, 2018
Classes Begin (OMS I)	July 23, 2018
Classes & Standard Rotations Begin (OMS II & III)	July 30, 2018
Census Date (OMS I, II, & III)	Aug. 3, 2018
Labor Day*	Sept. 3, 2018
Constitution Day	Sept. 17, 2018 (observed)
White Coat Ceremony	Sept. 23, 2018
Clerkship Fair Day*	Nov. 2, 2018
Thanksgiving Break*	Nov. 21-25, 2018
Classes and Standard Rotations End	Dec. 16, 2018
Winter Break Begins	Dec. 17, 2018
Off-Cycle Rotations End	Dec. 30, 2018
<b>2019 Spring Term: Dec. 31, 2018 – June 30, 2019</b>	
Standard Rotations Begin (OMS III & IV)	Dec. 31, 2018
Census Date (OMS III & IV)	Jan. 4, 2019
Winter Break Ends	Jan. 6, 2019
Classes Begin (OMS I & II)	Jan. 7, 2019
Census Date (OMS I & II)	Jan. 11, 2019
Martin Luther King, Jr. Day*	Jan. 21, 2019
Spring Break*	Mar. 25, 2019 – March 31, 2019
Hospital Day	Apr. 5, 2019 (tentative)
Standard Rotations End (OMS IV)	Apr. 28, 2019
Off-Cycle Rotations Begin	Apr. 29, 2019
DO Day on Capitol Hill	TBD
Memorial Day*	May 27, 2019
Graduation Ceremony and Conferral	June 1, 2019
Classes End (OMS I & II)	June 2, 2019
Off-Cycle and Standard OMS III Rotations End	June 30, 2019
<i>*No classes in session</i>	<i>Dates are subject to change.</i>
<i>Note: Rotations may be scheduled during breaks with prior approval from the Associate Dean of Clinical Sciences. Each rotation must begin and end within a single term.</i>	

## HISTORY OF ACOM

The In the early 1990s, leaders in Alabama identified the need for more primary care physicians in the state, and in 2005, after years of coordinating activities to accomplish this goal, formed the Alabama Medical Education Consortium (AMEC), a 501(c) organization to help increase the production of these physicians across the state through the osteopathic medical education system. AMEC conducted a feasibility study which demonstrated that more than 60 percent of osteopathic medical students chose primary care careers as compared to 20 percent of allopathic medical students.

Over the next five years, AMEC built an extensive osteopathic teaching network in Alabama to provide third and fourth year training to medical students and created a Physician Pipeline to recruit Alabama students for enrollment in out-of-state osteopathic colleges. This required developing partnerships with 10 out-of-state colleges of osteopathic medicine, 26 state colleges and all state community colleges. In partnership with out-of-state Colleges of Osteopathic Medicine, AMEC established an educational infrastructure that represented substantial clinical resources to provide clerkship rotations for Alabama students, as well as students from other states, enrolled in their programs.

After careful research and examination, AMEC and the Houston County Health Care Authority, the operator of Southeast Alabama Medical Center (SAMC), determined that it would be feasible for the state to develop its own college of osteopathic medicine to address the shortage of primary care physicians in the state. Thus, the Alabama College of Osteopathic Medicine (ACOM), a non-profit, private institution, was established in May 2010.

ACOM received its Private School licensure from the Alabama Department of Postsecondary Education in December 2011, and provisional accreditation with the ability to recruit students from the Commission on Osteopathic College Accreditation on July 1, 2012. ACOM was built as a free-standing facility in Dothan, Alabama. Construction was completed in May 2013, and the college celebrated its historic grand opening on July 29, 2013. ACOM's inaugural class began classes on August 5, 2013, and graduated in May 2017.

## ACCREDITATION AND LICENSURE

### Accreditation

The Alabama College of Osteopathic Medicine is incorporated under the laws of the state of Alabama as a nonprofit, 501(3)c corporation. The governing body is the Board of Directors, which holds title to the properties of the College and establishes bylaws for its operation. Responsibility for administration and day-to-day operations is delegated to the President and through the President to the Dean/Senior Vice President of ACOM as the Chief Academic Officer.

The Alabama College of Osteopathic Medicine was granted full accreditation status as of April 24, 2017 by the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA). Enrolled or prospective students wishing to review the documents describing ACOM's accreditation should submit their requests in writing to the Associate Dean of Students.

“The AOA Commission on Osteopathic College Accreditation (COCA) serves the public by establishing, maintaining and applying accreditation standards and procedures to ensure that academic quality and continuous quality improvement delivered by the colleges of osteopathic medicine (COMs) reflect the evolving practice of osteopathic medicine. The scope of the COCA encompasses the accreditation of the COMs.” The accreditation standards are available at <https://osteopathic.org/accreditation/standards/> or by using the following contact information:

Director, Division of Predoctoral Education	Phone: (800) 621-1773
American Osteopathic Association	(312) 202-8097
142 East Ontario Street	Fax: (312) 202 8397
Chicago, IL 60611	Email: <a href="mailto:predoc@osteopathic.org">predoc@osteopathic.org</a>

### Licensure

The Alabama College of Osteopathic Medicine is an incorporated, non-profit, private institution under the authority of the Houston County Health Care Authority and the Alabama Department of Postsecondary Education, the licensing agency for private, higher-education programs in the state. ACOM will award the Doctor of Osteopathic Medicine degree by virtue of satisfying accreditation requirements by the Commission on Osteopathic College Accreditation and licensure obligations by the State of Alabama to operate a private institution of higher education. Enrolled or prospective students wishing to review the documents describing ACOM's licensure should submit their requests in writing to the Associate Dean of Students.

### Accreditation Complaints Process

Students wishing to file a complaint related to the accreditation standards and procedures should make these complaints in writing to the Associate Dean of Students who will forward the complaint to the Dean. If the complaint is not satisfied through ACOM, students may contact COCA at the address above.



### State Complaints Process

Students wishing to file a complaint related to licensure or other issues should make these complaints in writing to the Associate Dean of Students who will forward the complaint to the Dean. If the complaint is not satisfied through ACOM, students may report the complaint to the state authorizing agency online at <https://www.accs.cc/index.cfm/school-licensure/complaints/>.

### VA Complaints Process

Any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government web site at <https://www.benefits.va.gov/gibill>.

## MISSION, VISION AND CORE VALUES

### **Mission**

The Alabama College of Osteopathic Medicine will provide quality, learner-centered osteopathic education, research and service, while promoting graduate medical education, with emphasis on patient-centered, team-based primary care to serve the medically underserved areas of Alabama, the Tri-State area and the nation.

### **Vision**

The Alabama College of Osteopathic Medicine will be regionally and nationally recognized for significantly impacting the physician workforce needs and access to quality medical services.

### **CORE VALUES**

## InSPIRED

Integrity, Service, Passion, Innovation, Respect, Excellence, Diversity

### **Philosophy of Osteopathic Medicine**

Osteopathic medicine stresses a comprehensive approach to the maintenance of health. The roots of osteopathic medical education lie in the emphasis it places on the musculoskeletal system. The interrelationship between this and other body systems are basic to health maintenance and the prevention of disease. Founded by Andrew Taylor Still, M.D. (1828-1917), osteopathic medicine utilizes four fundamental principles which enable the osteopathic physician to look at health and disease in a unique manner:

- The body is a unit; the person is a unity of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based on the above three principles.

### **Osteopathic Pledge of Commitment**

I pledge to:

- Provide compassionate, quality care to my patients;
- Partner with them to promote health;
- Display integrity and professionalism throughout my career;
- Advance the philosophy, practice, and science of osteopathic medicine;
- Continue life-long learning;
- Support my profession with loyalty in action, word and deed; and
- Live each day as an example of what an osteopathic physician should be.



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

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

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

## POLICY AND STATEMENT OF NON-DISCRIMINATION

**The Alabama College of Osteopathic Medicine does not discriminate on the basis of age, race, color, sex, gender, gender identity, sexual orientation, religion or creed, national or ethnic origin, or disability in its programs, activities, hiring, or the admission of students.**

**This policy applies in recruitment and admission of students, employment of faculty and staff, and scholarship and loan programs. This policy is also followed in the operation of all other programs, activities and services of the College.**

### **Diversity Policy**

The Alabama College of Osteopathic Medicine recognizes, values, and affirms that diversity contributes richness to the college and enhances the quality of education. Students, faculty, staff, and administrators are valued for their diversity. ACOM is committed to providing an academic and employment environment in which students and employees are treated with courtesy, respect, and dignity. It is the policy of ACOM that no student or employee shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by ACOM.

Those persons who believe they are experiencing discrimination should review the procedures for grievances found in this publication.

### **Student Body Diversity**

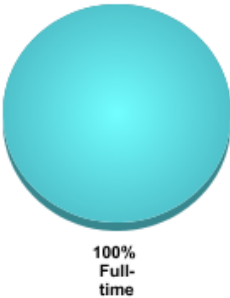
ACOM is required by HEA Sec. 485 (a)(1)(Q) to publish information about student body diversity. Specifically, the College is required to publish the percentage of enrolled, full-time students for (1) male students; (2) female students; (3) self-identified members of a major racial or ethnic group, and (4) Federal Pell Grant recipients.

In accordance with the requirements of the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) 2017-2018 Data Collection Schedule, ACOM reported the college's enrollment statistics. As of the date of publication of this document, the NCES site has not been updated and still reflects the enrollment statistics reported as part of the 2016-2017 Data Collection Schedule. The statistics shown below represent the College's total student enrollment by gender and race/ethnicity as of the date of submission of the IPEDS 2016 Fall Enrollment Survey.

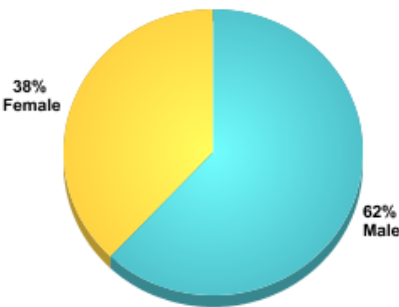
The College did not offer programs at or below the baccalaureate level in 2017-2018. Therefore, no ACOM students received Federal Pell Grants, and no Federal Pell Grant recipients were reported in the College's IPEDS Student Financial Aid Survey.

The information collected by NCES is available to enrolled and prospective students on the NCES College Navigator website at <http://nces.ed.gov/collegenavigator/?s=AL&id=483975#enrolmt>.

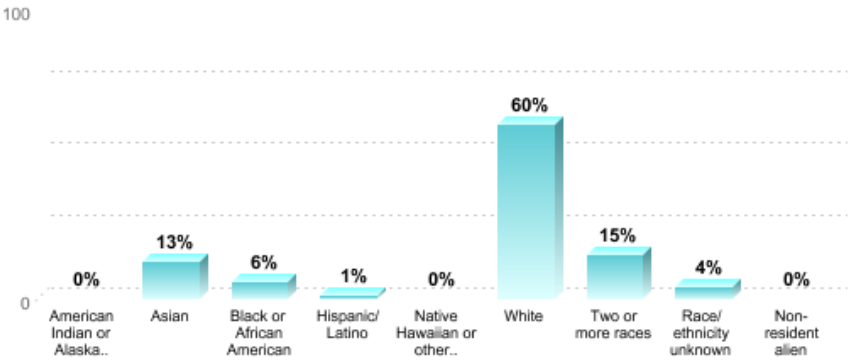
ATTENDANCE STATUS



STUDENT GENDER



STUDENT RACE/ETHNICITY



## ACADEMIC PROGRAM: OSTEOPATHIC MEDICINE

### Program Description

In the **Osteopathic Medicine Program**, ACOM students receive a comprehensive medical education leading to the degree of **Doctor of Osteopathic Medicine (D.O.)**. The program consists of 171 credit hours of instruction and is designed to be completed in four years. ACOM students spend their first two years studying an integrated curriculum that includes basic medical sciences, clinical sciences, osteopathic principles and practice, and primary clinical skills. ACOM students receive access to the latest technologies such as patient simulators and simulated patient encounters that incorporate didactic study in physical exam skills, communication skills, cultural competency, spirituality in medicine, medical law, and ethics.

ACOM students will participate in third and fourth year clinical clerkships in one of several regions of the state of Alabama and surrounding states where clinical teaching sites have been established as core clerkship experiences in a variety of medical specialties. With an emphasis on primary care and underserved areas of medicine, ACOM students will gain invaluable experience in a diverse array of clinical settings.

ACOM students will compete nationally for prestigious residency programs in primary care areas, as well as specialties such as surgery, cardiology, psychiatry, emergency medicine, dermatology, and radiology. In addition, ACOM will participate in the establishment of ACGME accredited residency programs in Alabama and the surrounding regions.

### Student Tracking and Promotion

ACOM students must accomplish specified milestones to academically progress through the curriculum. The Registrar/Director of Student Tracking monitors and tracks the progress of each student at ACOM. ACOM's Student Progress Committee (SPC) makes a recommendation to the Dean at the end of each academic year to promote each student to the next academic level. (See below table for the minimum requirements to complete each level.)

OMS Level	Requirements for Completion
OMS I	<ul style="list-style-type: none"><li>• Complete and Pass all required OMS I coursework</li><li>• Complete all required OMS I assessments and evaluations.</li></ul>
OMS II	<ul style="list-style-type: none"><li>• Complete and Pass all required OMS II Coursework</li><li>• Complete all required OMS II assessments and evaluations.</li><li>• Complete and Pass COMLEX 1</li></ul>
OMS III	<ul style="list-style-type: none"><li>• Complete and Pass all required OMS III clerkships</li><li>• Complete all required OMS III assessments and evaluations.</li></ul>
OMS IV	<ul style="list-style-type: none"><li>• Complete and Pass all required OMS IV clerkships</li><li>• Complete all required OMS IV assessments and evaluations.</li><li>• Complete and Pass COMLEX 2-CE</li><li>• Complete and Pass COMLEX 2-PE</li></ul>

ACOM Graduate	<i>Complete the DO degree within 150% of the standard time to achieve the single degree (six years). (If a student is on formal leave and not paying tuition, the time is neutral and not counted toward the time to achieve the degree.)</i>
---------------	---

### **Graduation Requirements**

A medical student who has fulfilled all the program requirements may be granted the degree Doctor of Osteopathic Medicine provided the medical student:

- Has complied with all the curricular, legal and financial requirements of ACOM;
- Has successfully completed all coursework requirements in no more than six years;
- Attends the ceremony in person;
- Has taken and passed COMLEX Level 1, Level 2-CE, and Level 2-PE administered by the National Board of Osteopathic Medical Examiners (NBOME);
- Has demonstrated the ethical, personal and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.

Students whose graduation date is delayed will be allowed to walk across the stage with their matriculating class as long as they will be able to finish their clerkships by the conclusion of that academic year. To walk across the stage they must have passed COMLEX Level 1 and both parts of COMLEX Level 2.

## **Calculation of Credit Hours**

Calculation of credit hours is based on the following formula: One semester credit hour is defined as fifteen (15) clock hours of lecture and a minimum of thirty (30) clock hours of out-of-class work, thirty (30) clock hours of laboratory and a minimum of fifteen (15) clock hours of out-of-class work, or forty-five (45) hours of clinical/externship, or an equivalent amount of student work in a different instructional model.

Preclinical		
Level	Term	Credit Hours
<b>OMS-I</b>	FALL	21
	SPRING	23
<b>OMS-II</b>	FALL	20
	SPRING	21
<b>Preclinical Credit Hours</b>		<b>85</b>
Clinical		
Level	Term	Credit Hours
<b>OMS-III</b>	FALL	21
	SPRING	25
<b>OMS-IV</b>	FALL	24
	SPRING	16
<b>Clinical Credit Hours</b>		<b>86</b>
<b>Total Credit Hours</b>		<b>171</b>

\*Table shows standard 4-year enrollment pattern

\*Curricular and credit hour requirements are subject to change

## **Curriculum Overview**

The Alabama College of Osteopathic Medicine curriculum is a hybrid model utilizing discipline- and system-based delivery. Initially, the curriculum will present core concept knowledge in the traditional discipline-based manner, which includes a full first semester of basic foundational sciences and anatomy with cadaver dissection. Additional pre-clinical instruction is delivered in a systems-based format concentrating on clinical integration with a patient-centered focus. This curriculum delivery model is complemented by longitudinal instruction in osteopathic principles and practice, high-fidelity patient simulation, primary clinical skills and early standardized patient encounters. This blended model continually reinforces the application of learned knowledge into a clinical framework for long-term retention. The clinical clerkship training will be delivered throughout the State of Alabama and surrounding region at community-based hospitals and clinics utilizing a network of physicians with more than 10 years of osteopathic clinical training experience.

### **Osteopathic Medical School: Pre-Clinical (OMS I & II)**

The first and second years of osteopathic medical education will introduce the student to the fundamental scientific concepts as these apply to the study of medicine. Exposure to clinical



medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

An understanding of the etiology, pathophysiology, diagnosis, and treatments of disease is fundamental to the development of a complete osteopathic primary care physician. Therefore, the basic or preclinical as well as the clinical science components of the ACOM Course/Systems Curricula are organized into Integrated Basic Science Courses and Organ Systems. The Courses and Organ Systems are presented to and integrated for the student in classroom, TBL and/or small group instruction/discussion, and independent study.

<b>OMS I – FALL</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
701	Anatomical Sciences	8
711	Molecular Medicine	7
731	Osteopathic Principles & Practice I	2
741	Primary Clinical Skills I	2
781	Foundations of Modern Healthcare I	2
<b>Total Credit Hours</b>		<b>21</b>
<b>OMS I – SPRING</b>		
<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
720	Neuroanatomy/Behavioral Neuroscience	8
724	Musculoskeletal	4
751	Hematology/Lymph	4
768	Dermal	2
782	Foundations of Modern Healthcare II	1
732	Osteopathic Principles & Practice II	2
742	Primary Clinical Skills II	2
<b>Total Credit Hours</b>		<b>23</b>

## **OMS I: Fall Course Descriptions**

**DO SYS 701 Anatomical Sciences** - Medical Gross Anatomy is the study of the body's structure. The subject of anatomy is not only crucial for surgeons, but it is also important for a clinician who performs emergency procedures; carries out a physical examination; performs an invasive procedure; examines radiological imaging; refers a patient to another doctor; or explains a procedure to a patient. These undertakings are common to all disciplines of medicine. The course is organized by the four major body regions: back and upper limb; lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory prosections and dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological and surface (palpatory) anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams.

**DO SYS 711 Molecular Medicine** - The basic sciences are the foundation on which evidence-based medical education and practice are built. This course provides a path for the student to gain an extensive knowledge base in biochemistry, immunology, and medical genetics as well as an introduction to basic concepts of pharmacology, physiology, and pathology. The fully integrated curriculum addresses themes common to all these basic sciences, focusing on their impact on medical principles and practices.

**DO SYS 731 Osteopathic Principles & Practice I** - Osteopathic physicians are trained and responsible for conducting the diagnostic evaluation and providing rational treatment of somatic dysfunction found in a broad range of patients, across the entire spectrum of diseases. The practice of Osteopathic principles and manipulation will be utilized throughout your career as a physician and allow you the opportunity to not only manage your patient, but often provide lasting cure with a valuable tool that perfectly completes the practice of medicine. This course will offer students opportunities to develop personal philosophies and skills as an osteopathic physician. OPP I is organized with the expectation of immediate skill development allowing the ability to diagnose and treat a wide variety of ailments. Integration of didactic information from other clinical courses into a uniquely osteopathic framework will be included.

**DO SYS 741 Primary Clinical Skills I** - Primary Clinical Skills I is an introductory course to the history and physical examination that prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the first course in a two-year continuum, Primary Clinical Skills I serves as the foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

**DO SYS 781 Foundations of Modern Healthcare I** - The aim of the course is to explore the contemporary foundational elements of providing healthcare in the 21st century while preparing students to address the needs of the general and underserved population. The course presents an introduction to evidence-based medicine and topics related to the humanistic dimension of the medical profession and patient care.

The course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine placing an emphasis on professionalism, medical ethics, information mastery, clinical reasoning, self-care, wellness, patient engagement, interprofessional collaboration, mindfulness, emotional intelligence, career in medicine, healthcare systems, end-of-life care, spiritual and cultural diversity, medical jurisprudence, copyright/plagiarism, and integrative medicine.

OMS I: Spring Course Descriptions

**DO SYS 720 Behavioral Neuroscience/Neuroanatomy** - The Behavioral Neuroscience course is an interdepartmental course that emphasizes the interdisciplinary study of the human nervous

system as it applies to clinical medicine. This course consists of the integration of three components.

The first component is **Neuroanatomy** is the first component of the course, where the basic anatomical structures and relationships of the central nervous system are stressed. The course covers general principles of development, connectivity, vascular supply of brain and spinal cord, and the control over the peripheral nervous system. Review of selected degenerative or traumatic lesions emphasizes anatomical/clinical relevance of the material. Laboratory participation is an integral part of the learning environment.

The second component is **Medical Neuroscience**, which introduces the student to the form, function, and dysfunction of the nervous system. This information is presented in the context of the clinical situation, and when feasible emphasizing major disease processes a physician is likely to encounter. Pharmacologic aspects of neurologic disease will be emphasized. Correlation with current neuroradiology testing and Neuropathology is also included.

The third component is **Behavioral Neuroscience**, which is a broad-based examination of the biological, developmental, environmental and social/cultural aspects of cognition, emotions and behavior. Psychopathology is presented by learning about psychiatric assessment and interviewing and the classification of mental disorders. Additionally, the etiology, diagnosis, prognosis and treatment modalities (psychotropic medications and psychotherapies) of psychiatric conditions are reviewed.

**DO SYS 724 Musculoskeletal** - The purpose of this course is to provide the student with an interdisciplinary understanding of the musculoskeletal system to facilitate evaluation, diagnosis, and treatment in a primary care setting. Students will review and enhance their knowledge of anatomy, biomechanics, physiology, biochemistry, immunology, pathology, and pharmacology as well as Osteopathic Principles and Practice (OPP) to develop a comprehensive mastery of relevant clinical concepts and mechanisms. Familiarity with material from previous coursework will be assumed and expected. Clinical topics to be covered include orthopedic surgery, sports medicine, podiatry, radiology, infectious disease, rheumatology, and Osteopathic Manipulative Medicine. Methods of examining the musculoskeletal system will be introduced and taught concurrently in the PCS and OPP courses.

**DO SYS 751 Hematology & Lymph** - Hematology & Lymph is an integrated systems course that focuses on blood components including cells, proteins, fluids and other organs and tissues that play roles in oxygen delivery, immune reactions, and clotting. Consideration will be given to both normal processes and to disease states. In addition, oncological aspects will be discussed for WBC-related and other neoplasms. Finally, relevant microbiologic organisms/processes will be discussed including HIV.

**DO SYS 768 Dermal** - The goal of this course is to provide students with fundamental medical knowledge of the dermal system. The course content will enable students to develop the knowledge and skills necessary for accurate description, effective diagnosis, and efficient treatment of dermatologic problems.

**DO SYS 732 Osteopathic Principles and Practice II** - Osteopathic physicians are trained and responsible for conducting the diagnostic evaluation and providing rational treatment of somatic dysfunction found in a broad range of patients, across the entire spectrum of diseases. The practice of Osteopathic principles and manipulation will be utilized throughout your career as a physician and allow you the opportunity to not only manage your patient, but often provide lasting cure with a valuable tool that perfectly completes the practice of medicine. This course will offer students opportunities to develop personal philosophies and skills as an osteopathic physician. OPP II is organized with the expectation of immediate skill development allowing the ability to diagnose and treat a wide variety of ailments. Integration of didactic information from other clinical courses into a uniquely osteopathic framework will be included.

**DO SYS 742 Primary Clinical Skills II** - Primary Clinical Skills II is the second of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in PCSI. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the second course in a two-year continuum, Primary Clinical Skills II continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

**DO SYS 782 Foundations of Modern Healthcare II** - Foundations of Modern Healthcare II is the second of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. This course prepares students to effectively gather and organize clinical medical literature in an accurate, thorough, and professional manner. As the second course in a two-year continuum, Foundations of Modern Healthcare II continues to serve as a foundation by providing a systematic framework of professionalism, ethics, and careers in medicine. In this semester, students will also provide foundation in epidemiology, biostatistics, informatics, research methods, and evidence-based medicine. Students will demonstrate mastery of material through a journal club and TBL sessions.

## OMS II ACADEMIC PLAN

OMS II – FALL		
Course #	Course Name	Credit Hours
753	Cardiovascular	6
757	Respiratory	5
755	Renal	3
733	Osteopathic Principles & Practice III	2
743	Primary Clinical Skills III	2
783	Foundations of Modern Healthcare III	2
Total Credit Hours		20
OMS II – SPRING		
Course #	Course Name	Credit Hours
761	Endocrine/Reproductive	8
764	Gastrointestinal	4
732	Osteopathic Principles & Practice IV	2
742	Primary Clinical Skills IV	2
784	Foundations of Modern Healthcare IV	1
732	Clinical Integration Capstone	4
Total Credit Hours		21

### OMS II: Fall Course Descriptions

**DO SYS 753 Cardiovascular** - The Cardiovascular Systems course is an interdepartmental course that emphasizes the interdisciplinary study of the human cardiovascular system as it applies to clinical medicine. This course consists of the integration of multiple components. One component is cardiac structure and function, where the basic anatomic structures and development, normal function and control, and vascular supply into and out of the heart are addressed. Pathological states and related clinical outcomes emphasize the major cardiac disease processes a physician is likely to encounter, and EKG interpretation in health and disease is also a major emphasis. Evaluation of the patient and relevant differential diagnoses will be included. Another component is vascular structure and function, which builds on cardiac function and stresses the means by which delivery of oxygen, nutrients, waste products, hormones, and related materials are achieved. As with cardiac structure, this information is presented in the context of the clinical situation, and when feasible emphasizing major disease processes a physician is likely to encounter. Pharmacologic aspects of cardiovascular disease will be emphasized.

**DO SYS 755 Renal** - Identify the minimum essential knowledge of the renal system with which every medical student trained as an undifferentiated osteopathic physician must have at the time of graduation from medical school. This course provides a clear path for the osteopathic student to gain knowledge in renal: anatomy, microbiology, physiology, pharmacology, pathology and osteopathic principles with the goal of bridging molecular and clinical medicine.

**DO SYS 757 Respiratory** – The Respiratory System integrates foundational basic science information with common clinical pulmonary and ENT disease diagnosis and management principles for both the adult and pediatric populations.

**DO SYS 783 Foundations of Modern Healthcare III** - Foundations of Modern Healthcare III is the third of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. This course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine. This course will also provide students with knowledge regarding cognitive clinical reasoning, health care terminology, COMLEX preparation, Journal Club, healthcare systems, hospice, home health, and palliative care, complementary and alternative medicine, medical jurisprudence, health care disparity, child abuse and neglect, patient engagement, patient safety, medical licensure, physicians as leaders, the 6 Aims of Healthcare Improvement, global health, population-based care, rural health, health promotion and disease prevention, occupational/environmental medicine, prescription writing, consultations, health care literacy, and health care disparity.

In doing so, the course objectives convey the respective core competencies outlined in the Institutional Learning Objectives and Graduate Characteristics.

**DO SYS 733 Osteopathic Principles & Practice III** - This course is a continuation of DO SYS 731 & 732, further expanding and developing the osteopathic philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

**DO SYS 743 Primary Clinical Skills III** - Primary Clinical Skills III is the third of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the third course in a two-year continuum, Primary Clinical Skills III continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

## **OMS II: Spring Course Descriptions**

### **DO SYS 761 Endocrine / Reproductive**

**Endocrine:** This course explores the anatomy of the hormone secreting glands, the biochemical description of a hormone, how hormones are studied and measured, and the physiology of homeostasis. Pathologies of the endocrine system and the pharmacology of endocrine drugs are presented. Clinical manifestations of endocrine disorders of various ages are presented, with



emphasis on identification, diagnosis, and treatment. The course also considers the evaluation and management of endocrine emergencies.

**Reproductive:** The aim of this course is to familiarize the student with the development, function, and pathology of the male and female reproductive systems. The topics will cover areas of embryology, anatomy, physiology, biochemistry, pharmacology, histology, microbiology, endocrinology and pathology as they pertain to the reproductive system. Students will also be introduced to and gain an understanding of clinical obstetrics and gynecology through the presentation of clinically oriented cases using a multisystem approach.

**DO SYS 764 Gastrointestinal** - Gastrointestinal integrates foundational basic science information with common clinical gastrointestinal and hepatic disease diagnosis and management principles for both the adult and pediatric populations.

**DO SYS 784 Foundations of Modern Healthcare IV** - The aim of the course is to explore the contemporary foundational elements of providing healthcare in the 21st century while preparing students to address the needs of the general and underserved population. The course presents an introduction to evidence-based medicine and topics related to the humanistic dimension of the medical profession and patient care.

Foundations of Modern Healthcare IV is the fourth of four courses in the Foundations of Modern Healthcare series. This course compliments and expands on the knowledge and skills acquired in the preceding course. The course provides foundation in evidence-based medicine and aspects of humanities that are relevant to the practice of osteopathic medicine. As the fourth course in a two-year continuum, Foundations of Modern Healthcare IV continues to serve as a foundation by providing a systematic framework on professionalism, ethics, and careers in medicine. This course will also provide students with knowledge regarding HIPAA training, Hospice experience, SIM experience, medical jurisprudence, COMLEX preparation, biostatistics, epidemiology, informatics, and Journal Club.

**DO SYS 734 Osteopathic Principles & Practice IV** - This course is a continuation of DO SYS 731 & 732 & 733, further expanding and developing the osteopathic philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

**DO SYS 744 Primary Clinical Skills IV** - Primary Clinical Skills IV is the fourth of four courses in the Primary Clinical Skills series. This course compliments and expands on the knowledge and skills acquired in the preceding courses. This course prepares students to effectively gather and organize clinical information in an accurate, thorough, professional and compassionate manner. As the fourth course in a two-year continuum, Primary Clinical Skills IV continues to serve as a foundation by providing a systematic framework for the acquisition and integration of basic medical knowledge and skills in a clinical context. This course will promote an understanding of patient-centered care while incorporating osteopathic principles and practice progressing to practice-based and systems-based professional learning. This course is designed to provide students with ample opportunity to practice these newly acquired skills in the Simulation

Center, skills labs, and TBL setting as well as through the use of standardized patients in a supervised setting.

**DO SYS 791 Clinical Integration Capstone** – This course is a customized COMLEX and USMLE review program designed to assist medical students in preparation for Boards and Clerkship training. The physiological application of medical knowledge to clinical medicine is essential in order to achieve a commanding understanding of Medicine. The course will integrate major system physiology, pathophysiology, clinical manifestations and treatment. In addition, the basic sciences will be reviewed with emphasis on clinical presentations and abnormalities.

### Osteopathic Medical School: Clinical (OMS III & IV)

ACOM entrusts its various clinical training sites, Site Directors, and Supervising Physicians to train students for excellence in clinical practice. The preceptors and clinical training sites will implement the curriculum in a manner that balances the learning needs of the students and the educational resources available at the site. To enhance learning, preceptors and sites are encouraged to use a variety of teaching techniques, including observation, monitored participation, video and audio recordings, computers, readings, individual discussions, and presentations by students, faculty, and others. Specific curricular expectations are outlined in the curriculum syllabus for each of the required clerkships.

The clinical years (3<sup>rd</sup> and 4<sup>th</sup>) will consist of clinic, hospital, and office-based training. All faculty are approved by ACOM based on interest and dedication to teaching as well as the evaluation of the Curricula Vitae (CV) and background checks. The clinical curricula reflect the mission of the college through planning and evaluation in the Academic Planning and Evaluation Committee for Curriculum (APECC) and the input and review of the Dean's Cabinet.

Entry into any third-year course requires successful completion of the entire course of study of the second year, achievement of a passing score on COMLEX 1, and certification of good standing by the Associate Dean of Student Services and Institutional Effectiveness. During the third year, the student will be assigned to a core site. Each site will coordinate with clinics and hospitals within a 50-mile radius with sufficient resources to provide the third-year core curricular plan. The core experience within the site will consist of the following REQUIRED clerkships: one month of Behavioral Medicine, two months of Internal Medicine, one month of General Surgery, one month of Obstetrics/Gynecology, one month of Pediatrics, one month of Family Medicine, and one month of Hospice & Palliative Care. One of these core required clerkships must be done at an FQHC, which will include additional FQHC-related didactic assignments. The remainder of the year is designated for selectives and electives. During the entire third year and concurrent with required core, selective, and elective clerkships, students will complete an Applying Osteopathic Principles & Practice within Careers in Medicine course.

The fourth-year curriculum is intended to build on the foundational experience provided in the third year. The only required clerkship is Emergency Medicine. Fourth year experiences are in settings where more demands for independence can be expected of the senior medical student. Electives will allow students to travel to locations for clerkships in their chosen specialty in

preparation for application to residency programs. One OMS-IV elective must be a General Internal Medicine rotation.

At each core site, there will be a **Medical Education Director** (formerly known as Core Site Director) and **Core Site Coordinator**. The Medical Education Director manages the core site and its operation, as well as directing interaction with the College regarding student performance. The Core Site Coordinator manages the day-to-day activities of students, such as preceptor assignment, evaluations, lectures, and post-clerkship exams. The Core Site Coordinator will contact the student before core clerkships begin regarding student expectations, housing, orientation activities, and other pertinent information.

### **Classification of Clinical Clerkships**

Clinical clerkships are classified as required core, selective or elective:

- a. **Required Core Clerkships:** Required core clerkships are assigned by the Division of Clinical Resources and cannot be changed by the student.
- b. **Selective Clerkships:** Students will complete one Required Residency Selective clerkship during the third year. **This selective must be performed in an affiliated residency program's inpatient hospital service.** The preceptor for a selective clerkship **may** be a member of the ACOM Clinical Faculty or adjunct faculty, or a faculty member of an affiliated medical school.
- c. **Elective Clerkships:** Students will have the opportunity to complete many elective clerkships in the third and fourth years. Electives can be in any specialty and at any medical facility. Preceptors for elective clerkships may be any licensed, practicing physician approved by the Division of Clinical Sciences and is not required to be a member of the ACOM Clinical Faculty. Students are encouraged to schedule elective clerkships in a variety of clinical practice areas for broad-based clinical exposure. Students may not complete more than two elective clerkships with the same supervising physician over the combination of the third and fourth year.

### OMS III Academic Plan

- Core Hospital Clerkships: Clerkships are completed during the OMS-III year.
- Students have the option to complete selective clerkships at locations other than at ACOM core sites provided the clerkships are approved by the Division of Clinical Sciences 60 days in advance.

OMS-III		
Clerkship Course #	Clerkship Name	Credit Hours
DO CLIN 801	Core: Behavioral Medicine	4
DO CLIN 802	Core: Internal Medicine I	4
DO CLIN 803	Core: Internal Medicine II	4
DO CLIN 804	Core: Obstetrics/Gynecology	4
DO CLIN 805	Core: General Surgery	4
DO CLIN 806	Core: Pediatrics	4
DO CLIN 807	Core: Family Medicine	4
DO CLIN 808	Core: Hospice & Palliative Care	4
DO CLIN 800	Required Residency Selective	4
DO CLIN 892a	Applying OPP within Careers in Medicine I	1
DO CLIN 892b	Applying OPP within Careers in Medicine II	1
DO CLIN 840-899	*Electives	8
Total Credit Hours		46

\*Electives shall not be in the same specialty for more than four months in fourth year. Students may not precept with the same physician for more than two months for the combination of the third and fourth years.

**\*\*REQUIREMENT: One Core Clerkship must be completed at a Federally Qualified Health Center (FQHC).**

**OMS-III Elective Choices: (Course numbers DO CLIN 840-899 will be assigned)**

DO CLIN 840	General Internal Medicine
DO CLIN 841	Gastroenterology
DO CLIN 842	Cardiology
DO CLIN 843	Nephrology
DO CLIN 844	Pulmonology
DO CLIN 845	Hematology/Oncology
DO CLIN 846	Rheumatology
DO CLIN 847	Neurology
DO CLIN 848	Allergy/Immunology
DO CLIN 849	Critical Care Medicine
DO CLIN 850	Infectious Diseases
DO CLIN 851	Adolescent Medicine
DO CLIN 852	Emergency Medicine
DO CLIN 853	Endocrinology
DO CLIN 854	Pediatrics
DO CLIN 855	OB/GYN
DO CLIN 857	Sports Medicine
DO CLIN 858	Neonatology
DO CLIN 861	General Surgery
DO CLIN 862	Neurosurgery
DO CLIN 863	Otolaryngology
DO CLIN 864	Anesthesiology
DO CLIN 865	Vascular Surgery
DO CLIN 866	Orthopedics
DO CLIN 868	Ophthalmology
DO CLIN 869	Urology
DO CLIN 870	Urogynecology
DO CLIN 871	Oncology Surgery

DO CLIN 872	Plastic Surgery
DO CLIN 873	Radiology
DO CLIN 874	Dermatology
DO CLIN 875	Women's Health
DO CLIN 876	Behavioral Health
DO CLIN 877	Family Medicine
DO CLIN 878	OPP Elective
DO CLIN 879	Geriatrics
DO CLIN 880	PM&R
DO CLIN 881	Occupational Medicine
DO CLIN 882	International Medicine
DO CLIN 883	Addiction Medicine
DO CLIN 884	Pathology
DO CLIN 856	Adv. Acad. & Prof. Skills
DO CLIN 887	Radiation Oncology
DO CLIN 888	Preventive Medicine
DO CLIN 889	Colorectal Surgery
DO CLIN 890	Cardiothoracic Surgery
DO CLIN 891	Gynecological Surgery
DO CLIN 893	Clinical Integration
DO CLIN 894	Adv. Clinical Skills Training
DO CLIN 895	Hospice & Palliative Care
DO CLIN 896	Research
DO CLIN 897	OPP Elective II
DO CLIN 898	Clinical Reasoning
DO CLIN 899	OPP Elective III
DO CLIN 886	Sim Principles & Practice

**OMS III Clinical Clerkship Descriptions**

**DO CLIN 800 Required Residency Selective** - Four weeks of training imbedded within a residency program's hospital service. The student will observe how the healthcare system responds to patient needs within an academic residency training environment, which will lead to a foundational understanding of medical training within a residency program. This experience is designed to improve the student's competitiveness for residency placement.

**DO CLIN 801 Behavioral Medicine** - Four weeks focusing on the evaluation, intervention, and management of the psychiatric patient. Emphasis is placed on the medical student learning the triage and community integration of treatment models, treating the patient in the setting close to home rather than the inpatient psychiatric hospital. This month will offer the integration of the

psychiatric treatment model with the goal of community treatment and placement for the mentally ill patient.

**DO CLIN 802) Internal Medicine I** - Four weeks of training in clinic and hospital settings leading to a foundational understanding of general medical problems in the adult male and female patients. This precedes and represents a requirement for Internal Medicine II.

**DO CLIN 803 Internal Medicine II** - Four weeks of training with the same objectives as IM I. Increases the consolidation of educational goals by providing continuity of environment and faculty found in IM I.

**DO CLIN 804 Obstetrics/Gynecology** - Four weeks of training in the inpatient or outpatient setting to obtain acceptable competency for a medical student in the care of medical and surgical issues related to the female genitourinary system. This will include the evaluation and care of the pregnant patient for prenatal, delivery and post-natal period.

**DO CLIN 805 General Surgery** - Four weeks of training in the hospital setting under the supervision of a hospital-based general surgeon(s). This will include the evaluation, surgical intervention, consultation, and follow-up of the adult male and female population.

**DO CLIN 806 Pediatrics** - Four weeks of clinical training in the outpatient and/or inpatient setting. The student will learn to take an appropriate history for male and female patients from birth to adulthood. Emphasis will be placed on preventive health management for evaluation of growth milestones, as well as immunization strategies. Identification of the acutely ill patient will be integrated into the experience.

**DO CLIN 807 Family Medicine** - Four weeks of training with a family physician, students will work with a family physician in order to gain a more complete perspective of the uniqueness of family medicine and further their learning of clinical knowledge and skill sets necessary to practice medicine in a variety of outpatient and inpatient settings.

**DO CLIN 808 Hospice & Palliative Care** - Four weeks of training designed to provide students with a comprehensive experience in both “End-of-Life” Care and the most current modalities of symptom control / management. Students will experience being a part of a treatment team caring for individual patients and families anticipating and managing a spectrum of issues in anticipation of life’s end. This will include experience in dealing with social, psychological, and spiritual distress in terminally ill patients. The palliative care components will include: management of pain, anxiety, insomnia, nausea & vomiting, anorexia, constipation, pruritus, cough, dyspnea, and delirium. Students are also invited and encouraged to reflect upon end-of-life issues for themselves and their families and achieve increasing comfort in their discourse.

**DO CLIN 892a & b Applying Osteopathic Principles & Practice within Careers in Medicine I & II** - This course will help students develop their osteopathic skills in a variety of medical specialties while navigating the complex process of choosing a specialty and preparing for the next phase of their medical education. During all OMS-III clerkship rotations, students will work to incorporate osteopathic principles and structural diagnosis and treatment techniques



into a holistic approach to patient care in all hospital and outpatient areas. They will use these experiences as they choose a medical specialty and prepare for the residency match process. Regular assignments will help students refine their interviewing, documentation, and osteopathic manipulation skills. This course will help students maintain a competitive advantage to ensure match success.

**DO CLIN 840-899 Electives** - Electives may be completed in any discipline, with any licensed practicing physician approved by the Division of Clinical Sciences and are not required to be completed with a member of the ACOM clinical faculty. For more information about electives with specialized didactics, please refer to the “Additional Options for Elective Clerkship Rotations” section.

**Required FQHC Clerkship Designation** -Training in a Federally Qualified Health Center (FQHC) provides an opportunity for students to rotate one-on-one with a physician that provides care at nonprofit, community-owned and operated centers that are governed by volunteer consumer boards (comprised of at least 51% users of the health center). These boards serve as the voice of the community and assure that the needs of their community are being met by their health center. As such, an FQHC is frequently the sole option of care to patients that are working poor, uninsured, low-income elderly, and other medically underserved due to geographic, cultural, and other barriers to accessing health care and preventive services. Students at the end of this rotation will be better equipped to treat patients challenged by difficult socioeconomic circumstances, possess a better understanding of their role in various health care settings, and recognize the value of ancillary health care professionals to help meet patient care needs.

## OMS-IV ACADEMIC PLAN

OMS-IV students will complete a four-week Emergency Medicine clerkship at their core site or other approved site. Students must also take a General Internal Medicine elective during the OMS-IV year.

OMS-IV		
Clerkship Course #	Clerkship Name	Credit Hours
DO CLIN 903	Required Emergency Medicine	4
DO CLIN 940-999	*Electives	36
Total Credit Hours		40

\*Electives shall not be in the same specialty for more than four months in fourth year. Students may not precept with the same physician for more than two months for the combination of the third and fourth years.

## OMS IV Clerkship Rotation – Description

**DO CLIN 903 Emergency Medicine** - Four weeks of training with a prerequisite of successful completion of the entire third year of training prior to entry. Students will be educated in the

initial evaluation and stabilization of the acutely ill or traumatized patient. Education of the triage process at the entry into the Emergency Department is included in the experience.

**DO CLIN 940-999 Electives** - Electives may be completed in any discipline, with any licensed practicing physician approved by the Division of Clinical Sciences and are not required to be completed with a member of the ACOM clinical faculty.

**OMS-IV Elective Choices: (Course numbers DO CLIN 940-999 will be assigned)**

Electives shall not be in the same specialty for more than four months in 4<sup>th</sup> year. Electives shall not be with the same physician for more than two months for the combination of the 3<sup>rd</sup> and 4<sup>th</sup> years.

DO CLIN 940	General Internal Medicine
DO CLIN 941	Gastroenterology
DO CLIN 942	Cardiology
DO CLIN 943	Nephrology
DO CLIN 944	Pulmonology
DO CLIN 945	Hematology/Oncology
DO CLIN 946	Rheumatology
DO CLIN 947	Neurology
DO CLIN 948	Allergy/Immunology
DO CLIN 949	Critical Care Medicine
DO CLIN 950	Infectious Diseases
DO CLIN 951	Adolescent Medicine
DO CLIN 952	Emergency Medicine
DO CLIN 953	Endocrinology
DO CLIN 954	Pediatrics
DO CLIN 955	OB/GYN
DO CLIN 957	Sports Medicine
DO CLIN 958	Neonatology
DO CLIN 959	Pre-Internship: Medicine
DO CLIN 960	Pre-Internship: Surgery
DO CLIN 961	General Surgery
DO CLIN 962	Neurosurgery
DO CLIN 963	Otolaryngology
DO CLIN 964	Anesthesiology
DO CLIN 965	Vascular Surgery
DO CLIN 966	Orthopedics
DO CLIN 968	Ophthalmology
DO CLIN 969	Urology

DO CLIN 970	Urogynecology
DO CLIN 971	Oncology Surgery
DO CLIN 972	Plastic Surgery
DO CLIN 973	Radiology
DO CLIN 974	Dermatology
DO CLIN 975	Women's Health
DO CLIN 976	Behavioral Health
DO CLIN 977	Family Medicine
DO CLIN 978	OPP
DO CLIN 979	Geriatrics
DO CLIN 980	PM&R
DO CLIN 981	Occupational Medicine
DO CLIN 982	International Medicine
DO CLIN 983	Addiction Medicine
DO CLIN 984	Pathology
DO CLIN 986	Trauma Surgery
DO CLIN 987	Radiation Oncology
DO CLIN 988	Preventive Medicine
DO CLIN 989	Colorectal Surgery
DO CLIN 990	Cardiothoracic Surgery
DO CLIN 991	Gynecological Surgery
DO CLIN 993	Clinical Integration
DO CLIN 995	Clinical Reasoning
DO CLIN 996	Research
DO CLIN 998	Hospice & Palliative Care
DO CLIN 999	Adv. Clinical Skills Training
DO CLIN 956	Adv. Acad. & Prof. Skills
DO CLIN 992	Advanced Sim & Design

## COMPLEX EXAMS

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

Students must take and pass COMLEX USA Level 1, COMLEX USA Level 2-CE and COMLEX USA Level 2-PE to meet graduation requirements for ACOM. Examination completion date requirements will be provided to the students. Multiple attempts on each exam are allowed; however, please note that many state licensure boards may have limits on the number of exams taken in issuing medical licenses.

### ***PREPARATION FOR COMLEX***

ACOM uses the COMSAE Self-Assessment exams produced by the NBOME to track the progress of students in their test-taking abilities and overall comprehension of the curriculum. At the end of the second year of curriculum, the Clinical Integration Course is offered as a preparation course for Boards and OMS III Clerkship training. The COMSAE Level 1, exam D and E, are used as a final assessment of the course. A score of 400 must be attained before a passing grade will be assigned. The 480 score is also required for eligibility to take the COMLEX Level 1. If a student does not score 480 during the Clinical Integration Course, they must stay at ACOM for additional time during the month of June until the 480 score is reached.

### ***COMLEX Level 1***

Students are required to take COMLEX USA Level I as soon as possible following completion of the second year and they must take it no later than June 30<sup>th</sup> (Date TBD each year). This date changes each year based on the score report dates published by the NBOME. Students are not allowed to start clerkships until they have achieved a passing score on COMLEX Level I exam.

Students who do not pass the COMLEX Level 1 with a score of 400 or greater must report to the Associate Dean of Student Services within five days. The Associate Dean will work with the student to develop an individualized plan before re-scheduling the exam. ACOM utilizes a Clinical Reasoning Course taught by ACOM faculty as a preparation course for the retake of the COMLEX Level 1. Students may enroll in this course during Block 1 of the Clerkship training schedule. The course will count for one OMS III elective clerkship (4 credit hours). Students will retake the COMLEX soon after this course is complete. The student will not be allowed to enroll in additional clerkship training until they receive a passing score. Students may opt to enroll in an approved immersion course in lieu of the Clinical Reasoning Course. If a student fails the COMLEX Level 1 more than 3 times, the student will be referred to SPC for further advice on their academic plan.

### ***COMLEX Level 2-CE***

Students must take a pass COMLEX Level 2 CE (Cognitive Evaluation) as a requirement for graduation. Passing scores must be documented no later than March 1 of the year graduating in order to be eligible for graduation. Initial attempts at Level 2 exams must be scheduled by July 1 of the year preceding graduation. It is advised for students to take the exam before November of their OMS IV training. Students must have passed all required COMATs, including OPP, before they can take their COMLEX Level 2 CE.

Students who do not pass COMLEX Level 2 CE must contact the Associate Dean of Student Services within five days. The Associate Dean will work with the student to develop an individualized plan before re-scheduling the exam. Students may be advised to take an approved immersion course to aid their preparation for retaking the COMLEX Level 2 CE exam.

### ***COMLEX Level 2-PE***

Students must take and pass COMLEX Level 2 PE (Performance Evaluation) as a requirement for graduation. Passing scores must be documented no later than March 1 of the year graduating in order to be eligible for graduation. Initial attempts at Level 2 exams must be scheduled by July 1 of the year preceding graduation. It is advised for students to take the exam before November of their OMS IV training and Step 2 Performance Evaluation (PE) is required for graduation. Students should not schedule their COMLEX 2 PE exam before April 1 of their OMS III year. Passing scores must be documented no later than March 1 of the year graduating. Initial attempts at Step 2 exams must be scheduled by July 1 of the year preceding graduation.

Students who do not pass COMLEX Level 2 PE must contact the Associate Dean of Student Services within five days. The Associate Dean will work with the Division of Clinical Sciences to schedule a 2-week Clinical Skills elective at ACOM before allowing the student to reschedule the exam.

## **POST-CLERKSHIP EXAMS**

### ***OMS-III COMAT Exams***

OMS-III students completing core clerkship rotations in Behavioral Medicine, Internal Medicine II, OB/GYN, General Surgery, Pediatrics and Family Medicine will take the COMAT (Comprehensive Osteopathic Medical Achievement Tests) subject examination provided by the National Board of Osteopathic Examiners (NBOME). There are no post-clerkship exams for IM I, selective or elective clerkships. Before beginning clerkships, students will receive instructions from the Division of Clinical Resources on how to download the NBOME browser and run a system check on their computers in order to access COMAT exams.

A mandatory OPP COMAT will be administered by the end of the 3<sup>rd</sup> year. . Students have the option to take the Emergency Medicine COMAT any time prior to taking the COMLEX 2 CE exam by following the instructions below.

COMAT exams are administered online on the last day of the clerkship in accordance with NBOME guidelines. The exams are proctored by the Clinical Site Coordinator or their designee at each core site. Students will receive instructions from the Site Coordinator regarding the time and place to report for the exam. COMAT exams must be taken on the day that they are scheduled. Please note: students must inform both their Site Coordinator and the Clinical Sciences Coordinator regarding when they would like to take the OPP exam and the Emergency Medicine exam at least two (2) weeks prior to the anticipated exam date.

All required COMATs must be passed, including OPP, before students take their COMLEX Level 2-CE. Students who fail two (2) or more COMATs more than once may be automatically enrolled in an Elective Clinical Reasoning course, which will take place at ACOM.

COMAT examination structure, content outlines and practice exams for each subject can be found at <http://www.nbome.org/comat>.

COMBANK 2 has been purchased for your use in preparing for each COMAT. It is strongly recommended that you mine COMBANK by discipline for practice questions, which will greatly help you prepare for each COMAT.

### ***OMS-IV Post-Clerkship Exams***

There are no post-clerkship exams for core Emergency Medicine or elective clerkships.

## RECRUITMENT AND ADMISSIONS

### Recruitment

The Director of Admissions will coordinate recruitment efforts and serve as the primary contact for students making application to ACOM. Recruitment efforts will be driven by the mission and vision of ACOM:

#### *Mission of ACOM*

The Alabama College of Osteopathic Medicine will provide quality, learner-centered osteopathic education, research and service, while promoting graduate medical education, with emphasis on patient-centered, team-based primary care to serve the medically underserved areas of Alabama, the Tri-State region and the nation.

#### *Vision of ACOM*

The Alabama College of Osteopathic Medicine will be regionally and nationally recognized for significantly impacting the physician workforce needs and access to quality medical services.

The ACOM recruitment program has three goals:

1. To recruit students from the state of Alabama and surrounding regions who are committed to serving these rural and medically underserved areas. ACOM will maintain close relationships with undergraduate institutions and premedical advisors in Alabama and the surrounding region. ACOM will attend and host meetings for premedical advisors and faculty who work with premedical students. Through affiliation agreements with the community college system of Alabama, ACOM will work closely with these institutions to promote the osteopathic profession. ACOM will also establish high school recruitment efforts through onsite visits and invitations to visit the ACOM campus.
2. To create a diverse student body. ACOM believes that a diverse student body is important for the development of all future physicians. Recruitment efforts focus on underrepresented minorities by maintaining close ties with premedical advisors and clubs whose focus is on minority student education. In addition, ACOM representatives will also attend conferences and career fairs with an emphasis on minority students.
3. To increase the visibility of ACOM primarily in the Southeast region of the United States.

ACOM is committed to promoting osteopathic medicine through education, healthcare access, research, and community service in, but not limited to, the Houston County service area, the state of Alabama, and the Southeast region of the United States. Our recruiting efforts will help demonstrate the potential impact of ACOM and the osteopathic medical profession in these areas.



A combination of osteopathic medicine awareness conferences and recruitment visits to universities, community colleges, and high schools by ACOM admissions personnel, faculty and administrators will best serve the goal of identifying students who best fit the mission of ACOM.

## Admissions Requirements

### Citizenship

An applicant must be a U.S. citizen or permanent resident.

### Academic Credits

**Required:** A high school diploma or its recognized equivalent and completion of a baccalaureate degree from a college or university accredited by an agency formally recognized by the United States Department of Education.\*

\* Students with 75% of coursework completed towards a baccalaureate degree may be considered under special circumstances and must be approved by the dean.

### Prerequisite Coursework

Required:	2 BIOLOGY courses w/ labs*	8 semester hours
	2 GENERAL/INORGANIC CHEMISTRY courses w/ labs*	8 semester hours
	2 ORGANIC CHEMISTRY courses w/ labs*	8 semester hours
	2 PHYSICS courses w/ labs*	8 semester hours
	2 ENGLISH courses	6 semester hours

\*Laboratory credits are required with science courses

\*\*Equivalent coursework may be considered for prerequisite courses through review and approval by the Dean of Student Services.

**Recommended:** Advanced Coursework in the biological sciences is highly recommended in addition to the above prerequisite requirements. Students who, upon entering medical school, have a stronger biological sciences foundation have been shown to be more successful in their transition to medical school studies. Suggested advanced coursework includes, but is not limited to: biochemistry, cell biology, genetics, human anatomy, physiology, immunology, microbiology, neuroscience and behavioral science.

### Medical College Admissions Test (MCAT)

All candidates must submit their most recent Medical College Admission Test (MCAT) scores. Scores reported within four years of the application cycle start date are preferred. Older MCATs may be considered on an individual basis. The MCAT score will serve as one component of the overall assessment of the student.

## Foreign Coursework

Coursework taken at foreign institutions must be evaluated for U.S. equivalence by one of the following evaluation services, and an official copy must be sent from the service directly to AACOMAS. You should also have a copy sent to you for completing the AACOMAS application. Request a course by- course evaluation and list the courses, subject codes, semester hours, and grades on the AACOMAS Academic Record or Professional School Academic Record as per the instructions. Your application will not be complete without an official evaluation. Transfer credit appearing on U.S. institution transcripts, student copies of an evaluation or other foreign evaluations will not be accepted. You should contact one of the following:

### **World Education Services**

P.O. Box 5087  
New York, NY 10274-5087  
(212) 966-6311

[www.wes.org](http://www.wes.org)

Courier Address:

64 Beaver St., #146  
New York, NY 10004

### **Educational Credential Evaluators, Inc.**

P.O. Box 514070  
Milwaukee, WI 53203-3470  
(414) 289-3400

[www.ece.org](http://www.ece.org)

Courier Address:

101 W. Pleasant St., Suite 200  
Milwaukee, WI 53212-3963

### **Josef Silny & Associates, Inc. International Educational Consultants**

7101 SW 102 Avenue  
Miami, FL 33173  
(305) 273-1616

[www.jsilny.com](http://www.jsilny.com)

### **International Education Research Foundation, Inc.**

P.O. Box 3665  
Culver City, CA 90231-3665  
(310) 258-9451

[www.ierf.org](http://www.ierf.org)

### **American Association of Collegiate Registrars and Admissions Officers (AACRAO) Foreign Education Credential Services**

One Dupont Circle, NW, Suite 520  
Washington, DC 20036-1135

(202) 296-3359 | [www.aacrao.org/resources/AACRAO-International/about-edge](http://www.aacrao.org/resources/AACRAO-International/about-edge)

## Transfer Requirements for Admission

AACOM accepts qualified transfer students based upon the procedures outlined below. Transfer applications will be evaluated by the Admissions Committee.

1. Transfer credits are approved only if the student is currently in good standing and is eligible for readmission to the previously attended COM or Liaison Committee on Medical Education (LCME) medical school.
2. Credits may be transferred only from medical schools and colleges accredited either by the AOA COCA or by the LCME.

3. Students requesting a transfer to ACOM from another COM must, at a minimum, complete the last two years at ACOM.
4. When students transfer from an LCME accredited medical school or college to a COM at least two years of instruction must be completed with the COM.
  - a. In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation.
5. The curriculum of the school from which the student is transferring must be equivalent to ACOM curriculum. Decisions about curriculum equivalence between institutions will be decided by the ACOM Curriculum Committee regardless of individual student qualifications.
6. First year curriculums vary from school to school thus it is sometimes not feasible to transfer between the first and second year of medical school. In general, transferring into the third year of medical school is more feasible for the student. Students transferring into the third year must have passed COMLEX Level I.
7. Transfer credits are evaluated by the curriculum committee and appropriate course directors to determine equivalency in ACOM's curriculum. Course numbers will be entered corresponding to the previous institution on the ACOM transcript with the equivalent ACOM course title listed. Grades will be listed and included in ACOM's overall GPA calculation and class rank determination.

### **New Matriculate Transfer of Doctoral Credit Policy**

Requests for transfer of credit for ACOM pre-clinical coursework will be considered on a case-by-case basis from student applicants with previous doctoral-level degree coursework who have been accepted to ACOM as new matriculates. The student must provide the college catalogue, syllabus, and official transcripts from the college/university in which the course was originally credited to provide ACOM faculty sufficient information to decide if the course in question is equivalent to that offered in the Doctor of Osteopathic Curriculum at ACOM. The course descriptions, course content, grade, and course credit hour equivalency will be approved at the following sequential levels:

1. Course Director
2. Associate Dean of appropriate Division
3. Academic Planning & Evaluation Curriculum Committee
4. Dean's Cabinet
5. Dean

For each course under consideration, a "Request for Transfer Credit" form must be completed, with the appropriate signatures, and filed with the Division of Student Services prior to the start of the class. The signed form becomes a part of your academic file at ACOM and serves as a record of your completion of those course requirements. A letter grade will be assigned to the

course under recommendation and approval at all levels and notated as a transfer credit on the transcript. The letter grade will be calculated into the GPA. If approved, the student will not be required to register for the course. Students will be encouraged to use their course time to increase their expertise in the subject matter or serve as assistants/tutors for their classmates.

Application and Admissions Procedures

The Alabama College of Osteopathic Medicine considers all competitive students with an emphasis on those students from Alabama and the surrounding regions who are committed to serving the rural and medically underserved areas of the state and region. Candidates will be evaluated on their academic ability, knowledge of and commitment to the tenets of osteopathic medicine, experience in health care and human services, community service, professionalism, communication skills and personal integrity. To select these students, ACOM uses a rolling admissions process within a competitive and selective admissions framework.

### **Competitive and Selective Admissions**

Within its competitive and selective framework, ACOM uses multiple criteria to select the most qualified candidates from an applicant pool expected to exceed 3,600. ACOM is approved to matriculate 150 students.

### **Rolling Admissions**

ACOM uses a rolling admissions process in which applications are reviewed and student interview decisions are made at regular intervals during the admission cycle. Interviews are conducted, and selection decisions are made until the class is filled. Applicants are notified of the admission status within two weeks after their interview. Candidates should apply early in the admissions cycle to be competitive in this process.

### **ACOM Application Process**

It is our goal at ACOM to make your application process as simple as possible. An overall schedule along with specific steps are outlined below. Please contact the Office of Admissions at [admissions@acom.edu](mailto:admissions@acom.edu) if you have any questions about the process.

### **AACOMAS Application**

To initiate the application process, applicants should apply online via the centralized application service administered by the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Through AACOMAS, students file one electronic application, which is then verified and distributed by AACOMAS to all the osteopathic colleges designated by the student.

The AACOMAS application service is available in early May and applications are released to ACOM in mid-June annually. As part of the AACOMAS application you will need to arrange for your **original transcripts to be sent directly to AACOMAS and have your MCAT scores transmitted electronically from AAMC to AACOMAS. Be advised that AACOMAS has a deadline for receiving MCAT scores.**

AACOMAS can be reached at [www.AACOM.org](http://www.AACOM.org) or AACOMAS, 7700 Old Georgetown Road, Suite 250, Bethesda, MD 20814 | (617) 612-2889.

The fees for using the AACOMAS application are based on the number of colleges you designate to receive your application information.

- The charge for the first college application submitted is \$195.
- Each additional college application submitted at the time of original application is \$45.

For more information regarding fees and Step-by-Step application instructions, please visit [www.aacom.org](http://www.aacom.org).

### **AACOM Supplemental Application**

Upon receipt of your completed AACOMAS application, the Admissions Staff will review it and students who meet our admissions criteria will be asked to submit a supplemental application with supporting materials. Supplemental applications and all required documents must be received by AACOM prior to April 15 to be considered. However, early submission is strongly recommended as interviews begin in August and decisions are made on a rolling basis.

1. Supplemental Application: Applicants must complete and submit the Supplemental Application with supporting materials to the Office of Admissions online or print the PDF version and submit it to the Office of Admissions. A nonrefundable/waiver \$50 processing fee can be paid online with a credit card or, if you mail your application, include a check or money order payable to AACOM. Students approved for a fee waiver by AACOMAS will automatically be eligible for a waiver from AACOM. However, the AACOM fee will need to be paid at the time of the Supplemental submission. When the student waiver status is confirmed by AACOMAS via the list routinely sent to the COMs, a refund will be issued.
2. Letters of Recommendation: Applicants must submit specific letters of recommendation. These letters can now be submitted as part of the AACOMAS application process. In addition, letters can continue to be sent directly to the AACOM Office of Admissions by mail or uploaded into the Interfolio or Virtual Eval systems by the evaluator or university. You will be given a deadline for the receipt of letters. The following letters are required:
  - a. One signed letter from a physician (D.O. preferred or M.D.) that details your exposure to patients and your ability to perform in a medical setting. It can reflect shadowing, volunteer, or work experience.
  - b. **And either of the following:**
    - One signed pre-med advisor or committee letter that includes the names and departments of the committee members OR
    - Two signed academic letters written by college science professors who have instructed you in the required science courses or recommended upper-level science courses. **These letters should be on letterhead with academic credentials in the signature**

**line.** Also, letters should include the course title the evaluator taught. Students should inform faculty of these requirements when requesting letters. We only accept letters from instructors of biology, chemistry or physics. Letters from social science (e.g. psychology, sociology, etc.) or math professors will not count toward this requirement. Also, letters from laboratory and research instructors will not meet the requirement.

- Non-traditional students who have been out of college for more than two years and have not taken recent prerequisite or other classes must have letters from immediate supervisors and a physician.

Letters that do not count toward completion of your admission file include: letters from relatives, spouses, family friends, coaches, personal trainers, veterinarians, dentists, your family physician or pediatrician (unless you have shadowed or worked with the doctor). We prefer the authors are as objective as possible. Letters can be submitted via the same routes previously identified. The mailing address is ACOM Office of Admissions, 445 Health Sciences Blvd., Dothan, Alabama, 36303.

## **Admissions Procedures**

ACOM uses a rolling admissions process and once we receive your completed application from AACOMAS, the Admissions Staff will review it for:

- Transcripts with individual course and overall/science GPA scores
- Medical College Admissions Test (MCAT)
- Personal profile
- Personal Statement

After the AACOMAS application review, students who meet our admissions criteria will be asked to submit a supplemental application along with a \$50.00 non-refundable application fee. Supplemental applications and fee payment can be accessed online and should be completed and returned in a timely manner. Your supplemental application will be reviewed for:

- Sociodemographics
- Professional experiences
- Volunteer experiences
- Honors
- Letters of recommendation

An applicant's completed file, containing the AACOMAS application and required ACOM supplemental application along with supporting materials, will be reviewed using standards set by the Admissions Committee. The Director of Admissions will send invitations to students who qualify for an on-campus interview based on these standards.

Applicants will be evaluated in three major areas, namely:

- a. Academic Accomplishment
- b. Personal characteristics of an osteopathic physician
- c. Propensity for the underserved

ACOM recognizes that it is often difficult to be assured that students possess certain of these characteristics, however, the admissions process will strive to identify these characteristics to the extent possible.

**Interviews are conducted from August until the class is filled.** Applicants selected for an on-campus interview will be contacted by telephone and/or email to schedule the interview. The applicant will be given pertinent information about the schedule of events for the interview day.

The on-campus, personal interview is a critical component in making decisions about who will be admitted to the ACOM. The primary purpose of the interview is to assess an applicant's interpersonal skills and how they relate to others as well as more about their motivation for the profession. The interview also allows us to learn additional information about interest and experiences of applicants and perhaps to get a sense of the likelihood that they would accept a seat if offered. It is also designed to provide the student with an overview of the ACOM, including a chance to meet faculty, staff and students and to learn more about the academic programs, clinical rotations, student services and student life.

Select applicants are invited to visit the campus for a formal interview with faculty. After the personal interview, the Admissions Committee reviews the applicant's file along with interview results. All applicants are notified within two weeks of their admission status as an ACOM student: 1) Acceptance, 2) Waitlist, or 3) Rejection.

Matriculation is conditional until all official transcripts are received from schools attended. Transcripts must be on file prior to matriculation. It is expected that all prerequisite courses, course work listed on the AACOMAS application, and a baccalaureate degree will be completed by July 1 of the matriculation year at ACOM.

*Note: Discovery after admission or matriculation of intentional misrepresentation or omission of any information used in the application process or omission of information relative to scholastic records or test records will subject the student to dismissal. Matriculation will be denied to applicants who have failed to maintain a good record of scholastic performance and/or personal conduct between the time of their acceptance and their matriculation at the College. The College reserves the right to deny admission to any applicant for any reason it deems sufficient.*

Alabama College of Osteopathic Medicine applicants are encouraged to begin the application process a year prior to their anticipated matriculation. The following represents a monthly guide for application preparation.

**May:** AACOMAS Centralized Application Service opens. Contact all colleges and universities attended and have official transcripts forwarded directly from the educational institution to AACOMAS. Complete application process as soon as possible.

**July:** AACOMAS Application reviews begin using a rolling admissions process. ACOM Invitations to complete the supplemental application are sent to qualified applicants.

**August:** Personal interview schedule begins.

**Feb. 1:** AACOMAS Centralized Application Service deadline. Secondary applications continue to be accepted and processed until all class seats have been filled.

**Feb. 15:** AACOMAS Transcript deadline.

**March:** AACOMAS Centralized Application Service closed. The Wait List will continue to be used until all class seats have been filled.

**April 15:** All supplemental applications and required supporting documents must be received by ACOM to be considered.

## **Deposits**

*Accepted applicants should submit necessary matriculation documents, including a deposit, according to the AACOMAS traffic guideline schedule below.*

- Amount of deposit to hold place in class: \$2,000
- Deposit due: AACOMAS traffic guidelines
- Additional Deposit: N/A
- Applied to tuition? Yes
- Deposit refundable? No
- Those accepted prior to November 15 will have until December 14
- Those accepted between November 15 and January 14 will have 30 days
- Those accepted between January 15 and May 14 will have 14 days
- Those accepted after May 15 may be asked for an immediate deposit
- Latest acceptance date: Until class is filled, up to first week of matriculation
- Maximum time for applicant to accept offer: AACOMAS traffic guidelines
- Requests for deferred entrance considered: Yes

## **Deferral, Withdrawal and Leave of Absence**

### **Deferment Policy**

Accepted students seeking deferment will be considered on a case-by-case basis. A deferment requires extenuating, unexpected personal circumstances. All deferment requests must be received in writing no less than 60 days prior to beginning of orientation. Deferments are not available to applicants accepted from the Wait List.

To be considered, the student must write a letter to the Associate Dean of Student Services explaining the reasons for deferment. Only one request for a one-year deferment will be considered.



Deferment requests should not be made to delay a decision of which medical school to attend. Application to another medical school during the deferment will result in withdrawal of the initial offer of acceptance and loss of the position at the Alabama College of Osteopathic Medicine.

All requirements including the deposit and completion of all matriculation paperwork must be met for a deferment request to be considered.

Deferred Admissions are granted with certain conditions:

- Written confirmation of attendance by March 1 of the year of deferment.
- Ability to perform technical standards will not have changed upon matriculation.
- All statements on your application and all other personal statements provided as part of the application process remain true and valid.
- You will have met all the requirements indicated on your application.

**All documents must be addressed to:**

***Philip Reynolds, PhD***

*Associate Dean of Student Services*

*445 Health Sciences Blvd. Dothan, Alabama 36303*

## **Withdrawal Procedures**

A student who is considering withdrawing from ACOM should first contact the Associate Dean of Student Services to discuss their situation and determine whether alternatives to withdrawal are available.

Prior to withdrawing from the College, the student should schedule and attend exit interviews with Registrar, Bursar, and Financial Aid Office representatives. A student who withdraws from ACOM is solely responsible for determining the impact, if any, of withdrawal upon their academic record, charges, and financial aid.

A student who elects to withdraw must submit to the Registrar's Office a Withdrawal Request Form along with any additional documentation that is requested.

## **Important Information**

1. The official withdrawal date is determined by the Registrar's Office. A student's withdrawal date is the student's last date of attendance at a documented academically related activity.
2. A student who withdraws prior to the completion of one or more courses will receive a grade of "W" or "Withdrawal" for each course in which they are enrolled at the time of withdrawal.
3. A student Direct Loan borrower who is graduating, leaving school, or dropping below half-time enrollment is required to complete exit counseling. Please visit

<https://studentloans.gov> to complete the U.S. Dept. of Education's online Exit Counseling and contact the Office of Financial Aid for more information.

4. If a student withdraws, the student and/or the College may be required to return a portion of any federal financial aid received. If ACOM is required to return unearned aid to any federal Title IV program, the student will be responsible for payment of any balance that becomes due to the College.
5. A student who owes a balance to ACOM may have a hold placed on their account by the Bursar, and the College may withhold all records pertaining to the student's attendance.
6. Refunds of tuition are made in accordance with the Tuition Refund Policy. Please contact the Bursar's Office for more information.

### **Leave of Absence Policy**

A leave of absence (LOA) may be granted from ACOM for one of the following reasons: 1) a medical emergency; 2) a financial emergency; 3) maternity; 4) a call to active military service; 5) pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized teaching facility; or 6) administrative leave of absence. Only the Dean can grant a LOA. Only students who are in good standing with ACOM can be granted a LOA without condition.

A LOA in good academic standing is one in which a student is granted a LOA having no failures at the time the LOA is granted. The student must meet personally with the Associate Dean of Students to discuss the reasons for the leave. The student must then submit a written request for a LOA to the Associate Dean of Student Services who will review the request and make a recommendation to the Dean. The Dean is responsible for approving or not approving a request for a LOA. The student will receive a letter from ACOM outlining any requirements about the student's return to campus. LOAs are granted for up to one year. A student may petition the Associate Dean of Students to extend the leave for an additional year.

A LOA, not in good academic standing, is one in which the LOA is granted to a student who has one or more failures on his or her transcript in any one term including the term in which the request for a LOA is made. A student who is granted a LOA not in good academic standing must meet with the Student Progress Committee before he or she is reinstated. The Committee will recommend to the Dean if the student should be readmitted to continue his or her osteopathic medical studies.

The official start date of the LOA will be the student's last date of attendance at a documented academically related activity.

Prior to beginning a LOA from the College, the student should schedule and attend exit interviews with Registrar, Bursar, and Financial Aid Office representatives. A student who takes a LOA from ACOM is solely responsible for determining the impact, if any, of the LOA upon their academic record, charges, and financial aid.

Students seeking to return from a LOA must ensure that all approved terms and conditions of the leave are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted at least 90 days in advance of the academic year during which the applicant wishes to re-enroll, unless otherwise notified. Students returning from an LOA may be subject to the degree requirements in effect at the time of return.

Students granted a medical LOA must have a licensed physician, approved by the Dean, certify in writing that the student's physical and/or mental health is sufficient to continue in their medical education, before they will be allowed to return to ACOM.

## **READMISSION**

### **Readmission Policy**

Students who are dismissed or withdraw from ACOM, regardless of the reason, must apply for readmission. Applicants will be required to complete all ACOM Application and Admissions Procedures. In addition, applicants must submit a letter to the Director of Admissions which includes the following information:

- Reason for dismissal or withdrawal
- Status/activities/academic and professional pursuits since dismissal or withdrawal
- Reasons to be considered for re-admission

All documents must be submitted at least 90 days in advance of the academic year during which the applicant wishes to re-enroll, unless otherwise notified. The Admissions Committee will review the application for readmission and reserves the right to request additional forms of supporting documentation. All applicants will receive written notification of the Committee's decision via email. Students may be subject to the degree requirements in effect at the time of readmission.

### **Veterans Readmission Policy**

Under the Higher Education Opportunity Act of 2008 (HEOA), institutions are required to readmit an individual who left school or did not accept an offer of admission in order to perform military service with the U.S. Armed Forces. The following sections explain the eligibility and re-admission requirements of this policy.

#### ***ELIGIBILITY***

This policy applies only to U.S. military veterans seeking readmission to the program which they previously attended; it does not apply to individuals seeking admission to a different program at ACOM.

You are eligible for readmission under this provision if, during your leave, you performed or will perform voluntary or involuntary active duty service in the U.S. Armed Forces, including active

duty for training and National Guard or Reserve service under federal (not state) authority, and received a discharge other than dishonorable or bad conduct. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed 5 years.

### ***NOTICE REQUIREMENT***

If you are planning to take leave for military service, you must provide oral or written notice to the Dean of Students as far in advance as is reasonable under the circumstances. Alternatively, at the time of readmission, you may submit an attestation of military service that necessitated your absence from the school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.

You must also provide to the Dean of Students oral or written notice of your intent to return to the school. The notice must be submitted no later than 3 years after the completion of the period of service. If you are recovering from a service-related injury or illness, you must notify the school no later than 2 years after your recovery.

A student who fails to apply for readmission within the designated time limits may not be eligible for readmission.

### ***TUITION AND FEES***

For the first academic year in which the student returns, he or she must be readmitted with the same tuition and fees charges the student was or would have been assessed for the academic year when the student left, unless there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student may be charged the same tuition and fees as other students in the program.

### ***READMISSION REQUIREMENTS***

The school must allow the student to re-enroll in the next class or classes in the same program, with the same enrollment status, number of credits, and academic standing as when he or she was last in attendance at ACOM. Students may be subject to the degree requirements in effect at the time of readmission. The student may also request a later date of admission or, if unusual circumstances require it, the institution may admit the student at a later date. If the school determines that the student is not prepared to resume the program where he or she left off, the school must make reasonable efforts at no extra cost to the student to enable the student to resume and complete the program. Such reasonable efforts include, but are not limited to, providing a refresher course and allowing the student to retake a pretest, as long as they do not place an undue hardship on the school. If reasonable efforts are unsuccessful or the school determines that there are no reasonable efforts that the school can take, the school is not required to readmit the student.

If the program to which the student was admitted is no longer offered, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program.

For more information, please contact the Division of Student Services.

## MATRICULATION

Clinical sites require medical clearance of students, which includes that students are up to date on immunizations and free of infectious diseases. Therefore, clinical sites will be informed of a student's infectious disease status as required by the affiliation agreement signed with the clinical education site. Students should be aware that the information shared with clinical sites include immunization status, any disease status that might affect patient care, and background checks. ACOM seeks to provide the best student experience while also maintaining the consideration of the health of the patient and CDC guidelines.

As many of these immunizations and proof of immunity are required by the clinical training sites and are recommended to work with the public in a health environment, ACOM does not waive these requirements for religious reasons or personal preferences. Students who do not have proof of immunity or are engaged in immunizations to meet proof of immunity, will not be allowed to enroll or participate in any patient care activities, including but not limited to: early clinical experiences, health outreach events, international mission trips, and clinical rotations, until all immunization requirements have been met. Inability to participate in clinical experiences due to noncompliance with ACOM immunization policies may result in failure of a course/rotation, academic probation, promotion board hearing, delay in graduation, or even dismissal from the program.

Required laboratory tests and immunizations may change annually based on recommendations from the Centers for Disease Control (CDC), the United States Prevention Task Force (USPTF), and healthcare facilities. Students will be notified of any change. Health and immunization requirements are updated annually according to national guidelines and the clinical teaching hospital requirements.

### **Requirements Prior to Matriculation**

Applicants for admission to the first-year class must meet the following requirements prior to matriculation.

1. A nonrefundable deposit of two thousand dollars to confirm acceptance, which will be credited against the first semester's tuition and fee charges.
2. Submission of a matriculation agreement along with various College forms by their designated deadline(s).
3. Timely completion of an online profile containing various College forms to include Signed Technical Standards for Admission and Retention agreement to participate in

Osteopathic Manipulative Medicine Laboratories and Clinical Exam Laboratories, an emergency contact form, a medical history form completed by the prospective student, a student handbook acknowledgement form, and valid proof of citizenship (i.e. US birth certificate, certificate of citizenship, valid US passport or permanent resident alien card).

4. Submission of a drug test and a criminal background check with designated vendors. A matriculate with a positive criminal background screen will be reviewed.
5. Submission of official college transcripts from all degree granting institutions. Transcripts must indicate that the student has satisfactorily completed all pre-medical course requirements and satisfied any contingencies as outlined in the acceptance letter. Students who have a reason acceptable to the College for submitting transcripts after the due date (i.e. late accepts or mitigating circumstances) must have their transcripts recorded with the Registrar before the established grace period has ended.
6. Students will be asked to present proof of legal residency status at the time of orientation.

Failure to comply with the above listed requirements will result in denial to matriculate and subsequent withdrawal from ACOM.

### **Specific Requirements**

1. Proof of basic coverage in order to avert financial hardship due to hospital admissions, emergency department care, subspecialty care, or other medical services needed. The renewal date for this requirement will be set for June 1st each year while the student is enrolled at ACOM.
2. Immunization History and Status must be provided to the Associate Dean of Clinical Sciences at Orientation for all vaccinations listed below. Additional requirements for proof of immunity are listed in Technical Standards regarding eligibility for clerkship/clinical training.\*

***\* The affiliated hospitals and clinics who accept our students in clinical programs have their own requirements for proof of immunity over which ACOM has no control. This is not a requirement that can be negotiated by ACOM or by the student.***

- a. Influenza (documentation of a vaccine administered or a declination waiver – renewal date will be set for 1 year from the date of the vaccine).
- b. Measles (Rubeola) (one of the following is required 2 vaccinations OR positive antibody titer. If the titer is negative of equivocal, a second titer will be required following a booster shot. Series in process are acceptable).
- c. Mumps (one of the following is required 2 vaccinations OR positive antibody titer. If the titer is negative of equivocal, a second titer will be required following a booster shot. Series in process are acceptable).

- d. Rubella (one of the following is required 2 vaccinations OR positive antibody titer. If the titer is negative of equivocal, a second titer will be required following a booster shot. Series in process are acceptable).
- e. Varicella – Chicken Pox (one of the following is required 2 vaccinations OR positive antibody titer. If the titer is negative of equivocal, a second titer will be required following a booster shot. Series in process are acceptable).
- f. Hepatitis B (one of the following is required 3 vaccinations OR positive antibody titer. If the titer is negative of equivocal, a second titer will be required following a booster shot. Series in process are acceptable).
- g. Tetanus (Provide documentation of a TDaP booster received within the past 10 years).
- h. Polio (Provide documentation of the completed primary series. There must be a record of at least 3 vaccinations. Titers are acceptable in lieu of vaccinations).
- i. TB Skin Test (One of the following is required: 1 step TB Skin test OR QuantiFERON Gold Blood test Or if positive results, a clear Chest X-Ray).

### **Registration**

Upon completion of all of the matriculation requirements, a prospective student will be deemed ready for registration. No earlier than two weeks before the beginning of each term, the student will be registered by the Registrar according to the student's academic plan. Students who do not wish to be registered for courses at ACOM during a particular term must submit a written request to the Associate Dean of Student Services prior to the first day of the term. Students who are unaccounted for by the census date without prior authorization will be withdrawn from previously registered courses.

### **Medical Instruments**

Required medical instruments can be purchased as a package on-line for an August in-class delivery. The necessary equipment is as follows:

1. Cardiology quality, double lumen stethoscope
2. Diagnostic kit for examining the eyes and ears
3. Sphygmomanometer
4. Reflex hammer
5. Two tuning forks for the hearing and neurological exams
6. Cloth tape measure.

Students interested in purchasing required medical equipment with identified vendor at the negotiated rate must place orders before the designated deadline. Those who already possess some of the required medical instruments may elect to bring them to the equipment distribution day in August. The ACOM faculty will inspect them and if approved, the duplicate equipment from the new package can be returned for a full refund.

## TUITION AND FEES

### 2018-/2019 AY Tuition and Fees

<b>Tuition</b>	
2018/2019 AY Standard Tuition Rate	\$50,285 (\$25,142/Fall; \$25,143/Spring)
2018/2019 AY Extended Time Tuition Rate	\$8,381/Term
<b>One-Time</b>	
ACOM Supplemental Application Fee	\$50.00
Acceptance/Matriculation Fee (Deposit)*	\$2000.00
<i>*The \$2,000 Non-Refundable Acceptance Fee (Deposit) is payable by the future student to hold a seat in the class. It is credited towards tuition.</i>	
<b>Miscellaneous</b>	
Late Payment Fee	\$50 per term
Returned Check Fee	\$25
Objective Structured Clinical Exam Remediation Fee	\$50
ID Badge Replacement Fee	\$10.00
Laptop/Tablet/Electronic Device Replacement Fee	TBD – Depreciated value of device will be determined by IS at the time of loss
<b>Due Dates</b>	
18/FA Term	08/31/2018
19/SP Term	01/31/2019

*Figures are subject to change*

### Tuition Charges

ACOM's Board of Directors approves the College's Standard Tuition Rate on an annual basis. All D.O. students enrolling in ACOM courses provided within an academic year are assessed tuition at the prevailing Standard Tuition Rate. The Standard Tuition Rate is billed to students in two equal, flat-rate installments, at the beginning of fall and spring terms. Students are required to pay a minimum of four years (or eight terms) of tuition at the Standard Tuition Rate. Students who have paid the Standard Tuition Rate for eight terms will be assessed the prevailing Extended Time Rate for enrollment in additional terms required for completion of the D.O. degree.

#### Exceptions

- Students admitted with advanced standing are not required to pay tuition for the portion of the curriculum for which they receive credit upon admission.
- Students enrolling as ACOM Fellows have their minimum tuition payment obligations reduced by one year (or two terms).



## Tuition Payments

Online payments may be submitted via the [ACOM Self-Service portal](#). Note: There is a fee to pay online with a debit or credit card. There is no fee to pay with an electronic check using the bank routing and account number.

Paper checks may be submitted in person to the Bursar's Office located within the Student Services/Institutional Effectiveness Suite on the 3<sup>rd</sup> floor. A locked mail slot is located on the Bursar's door for your convenience. Checks may also be submitted by mail to the address below.

Alabama College of Osteopathic Medicine  
ATTN: Bursar — Pam Deal  
445 Health Sciences Blvd.  
Dothan, AL 36303

## Tuition Payment Plan

Students who wish to pay their tuition in four installments per term should contact the Bursar's Office to opt into the payment plan.

Tuition Payment Plan Due Dates					
18/Fall Term			19/Spring Term		
Payment 1	25%	08/31/2018	Payment 1	25%	01/31/2019
Payment 2	25%	09/30/2018	Payment 2	25%	02/28/2019
Payment 3	25%	10/31/2018	Payment 3	25%	03/31/2019
Payment 4	25%	11/30/2018	Payment 4	25%	04/30/2019

## Late Payment Fee

If a student's balance due is not paid in full by the due date, a late fee of \$50.00 may be assessed.

## Bursar Hold

A Bursar Hold may be placed on the account of a student who owes a past due balance. The hold will prevent the student from registering for the next term, receiving transcripts, viewing grades, or receiving a diploma. Once a past due balance has been paid in full, the hold will be removed.

## Returned Checks

Check and ACH payments are periodically returned by the bank for a variety of reasons. When this occurs, the payee must repay the debt along with a penalty, and the Alabama College of Osteopathic Medicine must take steps to minimize the risk of repeated returned payments.

There will be a \$25.00 fee assessed for any returned check. A bursar hold will be placed onto the student account until the returned check and returned check fee have been paid by the designated due date.

### **Tuition Refund Policy**

A student who cancels, withdraws for personal reasons, is suspended or is dismissed will receive a refund of tuition charged for the term based on the following schedule:

\*Medical documentation may be submitted for consideration.

\*\*Calculation will be based on first date of enrollment for the term.

Withdrawal	Percentage Refunded
During first week of term	100%
During second week of term	75%
During third week of term	50%
After third week of term	0%

### **Veterans Tuition Refund Policy**

Students receiving Veterans Education Benefits who fail to complete the program, withdraw or are dismissed for any reason prior to the completion of the program, will be charged for tuition, fees and other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees and other charges for the full length of the program.

### **FINANCIAL AID**

The administration of financial aid programs at ACOM complements and serves the educational programs of the institution by facilitating student access to medical education. The services provided by the Office of Financial Aid are necessary for the operation of the college and will be provided through a cooperative relationship with other departments within ACOM. The needs of the student will remain paramount in all decisions.

Financial aid policies, application instructions, and other resources are available on the ACOM website, in the Student Financial Aid Guide, and in the Financial Aid Office. Additional information can be obtained by contacting the Office of Financial Aid at (334) 699-2266 or [financialaid@acom.edu](mailto:financialaid@acom.edu).

## HEALTH/TECHNICAL STANDARDS AND ACCOMODATIONS

The Health and Technical Standards described below are signed by each matriculating student, whereby agreeing to the standards set forth. During the course of study at ACOM, students who are not meeting the technical standards described may be asked to have a clinical provider designated or approved by ACOM to evaluate the physical and/or mental status of a student. This evaluation will help to determine if the student has met the technical standards through recovery and/or treatment process. The student may be placed on an administrative leave of absence until such documentation is provided.

### Health and Technical Standards

The Alabama College of Osteopathic Medicine (ACOM) seeks candidates who will be able to serve the needs of society and is committed to graduate skilled and effective Osteopathic physicians. To achieve this goal, the following principles and technical standards will be applied to candidates for admission and continuing students.

#### Principles:

1. Technical Standards refer to criteria that go beyond academic requirements for admission and are essential to meeting the academic requirements of the program.
2. Students, with or without disabilities, applying to and continuing in ACOM will be expected to meet the same standards.
3. Matriculation and continuation in the College assume a certain level of cognitive and technical skill. Medical students with disabilities will be held to the same fundamental standards as their non-disabled peers. Although not all students should be expected to gain the same level of proficiency with all technical skills, some skills are so essential that mastery must be achieved.
4. Every reasonable attempt will be made to facilitate the progress of students where it does not compromise ACOM standards or interfere with the rights of other students and patients.

Applicants for admission to ACOM and continuing students must possess the capability to complete the entire medical curriculum and achieve the degree. All courses in the curriculum must be completed successfully. In order to acquire the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care, candidates for the DO degree must meet requirements in six areas including: Observation; Communication; Motor; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Attributes and General Health.

Entering and continuing students in the College are held to the following technical standards.

1. **OBSERVATION**: Students must have the functional ability to observe demonstrations and experiments in the basic sciences and must have sufficient use of the senses necessary to accurately observe and react to a patient at a distance and close at hand.
2. **COMMUNICATION**: Students must be able to relate reasonably to patients and establish sensitive, professional verbal relationships with patients, colleagues and staff.

They are expected to personally communicate the results of the history and examination to the patient and to their colleagues with accuracy, clarity, efficiency and communicate effectively in oral and written form.

3. **MOTOR:** Students are expected to participate in basic diagnostic and therapeutic maneuvers and procedures, including but not limited to; performing a complete physical examination, provide Osteopathic Manipulation, cardio-pulmonary resuscitation, application of pressure to stop bleeding, and perform the general procedures of a physician.
4. **INTELLECTUAL, CONCEPTUAL, INTEGRATIVE and QUANTITATIVE ABILITIES:** Students must be able to learn to analyze, synthesize, solve problems, and reach reasonable diagnostic and therapeutic judgments. Students are expected to be able to display good judgment in the assessment and treatment of patients. They must be able to learn to respond with prompt and appropriate action in emergency situations.
5. **BEHAVIORAL AND SOCIAL ATTRIBUTES:** Students are expected to be able to accept criticism and respond with appropriate modification of their behavior. Students also are expected to possess the perseverance, diligence, and consistency necessary to complete the medical school curriculum and enter the independent practice of medicine within a reasonable timeframe. They must demonstrate professional and ethical demeanor, exhibit inter-personal skills and exemplary behavior in all dealings with peers, faculty, staff and patients. Compassion, integrity, concern for others, honesty and law abiding ethical behavior are essential for the successful functioning physician.
6. **GENERAL HEALTH:** The candidate must have sufficient physical stamina to perform strenuous workloads for long periods. They should be free of chronic or reoccurring debilitating diseases that would interfere or preclude successful completion of the curriculum. The candidate must be free of communicable infectious disease which could be transmitted to patients in the healthcare setting.

### **Implementation of Health and Technical Standards**

The Admissions Committee will evaluate candidates according to the requirements of the Health and Technical Standards through review of available records, written statements and interviews. Candidates will be provided a copy of the Standards as part of the admission materials.

Applicants who may not meet these standards are encouraged to contact the ACOM Admissions Office for clarification. Accepted students will be required to sign a statement acknowledging receipt of the Standards.

Technological compensation may be made at the discretion of ACOM for some disabilities in certain of these areas, but a candidate or continuing student must meet the essential technical standards in such a way that he or she will be able to perform in a reasonably independent manner. The use of a trained intermediary is not acceptable in many clinical situations as it implies that a candidate's judgment must be mediated by someone else's power of selection and observation.

## **Students with Disabilities**

ACOM does not discriminate, for purpose of admission to ACOM or access to and treatment in ACOM's programs or activities, on the basis of disability. Facilities are accessible to all students and every effort is made to accommodate the needs of the students with disabilities attending ACOM. ACOM will also provide reasonable accommodations to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the Americans with Disabilities Act ("ADA") and/or Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the ACOM Associate Dean of Students. There are occasional quizzes administered in courses and extra time will not be granted for these quizzes for students with disabilities.

The affiliate organizations, such as hospitals, that administer the clinical and practical portion of the ACOM curriculum, expect our students to perform their duties in a timely manner as such ability is a critical and essential part of the ACOM curriculum and of the practice of medicine in general. Therefore, extra time will generally not be granted to students in clinical scenarios including clerkships and the clinical performance exam. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. ACOM will make a determination regarding whether or not to grant an accommodation based on the individual circumstances.

## **Documentation Guidelines**

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

The following guidelines are provided in the interest of assuring that documentation of a disability is complete and supports the student's request for accommodations. ACOM will determine eligibility and appropriate services, case by case, based on the quality, recency and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a disability, the impact on the individual's educational performance, and the need for academic accommodations for the purpose of the ADA and Section 504. (10/05)

### ***A. A Qualified Professional Must Conduct the Evaluation***

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional who has had direct experience with adolescents and adults with disabilities. The accommodations committee will document and approve the provider.

### ***B. Documentation Must be Current***

Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the student's learning environment, and show the student's current level of functioning. If documentation does not address the individual's current level of functioning a reevaluation may be required. Medical students must submit their evaluation and supporting documents thirty days prior to matriculation.

*C. Documentation Must Include a Specific Diagnosis*

The report must include a clear and direct statement that a disability does or does not exist including a rule out of alternative explanations of learning/physical problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

*D. Documentation Must be Comprehensive*

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

*E. Recommendations for Accommodations*

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

*F. Process for Receiving Reasonable Accommodations*

All documentation related to the student's disability and accommodations shall be maintained by the Associate Dean of Students. Upon receipt of the documentation, the Associate Dean of Students will meet with the student, either in person or by telephone, to discuss and make arrangements for accommodations for the upcoming semester. If a problem arises concerning the reasonable accommodations, the student should contact the Associate Dean of Students.

1. The ACOM Associate Dean of Students will forward the information to the Accommodations Committee who will make a determination regarding the request;
2. The Committee will forward their recommendation to Dean's Cabinet for final discussion and decision by the Dean.
3. Appropriate faculty and administrators will develop an accommodations plan to be followed by ACOM faculty and the student.

**Students who fail in the curriculum or who are suspended or dismissed may not claim failure due to disability if they have not previously identified the disability and requested reasonable accommodations in advance of the curricular failure.**

### **Grievance Procedure for Student with Disabilities**

All grievances concerning any aspect of the services or accommodations provided to a student with a disability or related to any issue related to Section 504 and/or the ADA, should be taken to the ACOM accommodations grievance committee submitted through the Associate Dean of Students. Members of the ACOM grievance committee will be appointed by the Dean. The decision of the grievance committee is final.

### **Participation in Osteopathic Principles and Practices (OPP)**

This is a requirement for College admissions consideration and graduation. One important distinction between the training in osteopathic and non-osteopathic medical schools is the time spent developing the palpatory skills used for diagnosis and treatment. Osteopathic physicians understand that palpation means examination with the hands and fingers, touching, feeling, or perceiving by the sense of touch. In other words, palpation is the use of touch to examine the body.

Student doctors are required to fully participate in OPP labs, which include examination and technique demonstration by randomly selected lab partners, which may change multiple times during a lab session. This observation, evaluation and technique demonstration will involve all external body surfaces except the genitalia and breasts. Students are expected to allow the body regions under study to be accessible for palpation and the learning of osteopathic techniques. The body region(s) being examined and/or treated will need to be adequately exposed for observation, palpation and treatment.

The development of manipulative palpatory skills occurs in all 4 years of Alabama College of Osteopathic Medicine's educational experience. Palpatory skills are used in all areas of medical practice and are especially important in the evaluation and treatment of the musculoskeletal system. Development of palpatory skills takes place in the first and second year Osteopathic Principles and Practice (OPP) courses. This requires active participation in all laboratory sessions. During the two years, each student will palpate a variety of people, representing both genders and different body types. This simulates the variety of patients seen in practice. Equally important is the experience of being palpated by other students. The experience of being palpated helps the student to understand how palpation feels from the patient's perspective. It also enables students to give important feedback to their partners to help them develop their palpatory skills. Special instruction is given on consent, professional touch, and respect of privacy. Without physical contact and direct palpation, skills cannot be developed to the degree necessary to successfully graduate.

Besides developing palpatory skills, each student will learn the art and skill of manipulative treatment. Again, active participation is required. Each student will participate in demonstration

of osteopathic techniques by a variety of students of both genders and different body types over the two years. Only by this experience will the student be prepared to treat the variety of patients seen in practice. The osteopathic profession uses a variety of treatment models and each student is required to actively participate in skills development with each model. This involves both demonstrating and being demonstrated upon.

Practice is necessary for the development of psychomotor skills. Reading and observation, although helpful, cannot develop the skills required to do palpatory diagnosis and manipulative treatment.

Professional conduct is expected at all times. There is no tolerance for inappropriate attitudes, comments, touch or clothing.

### **Participation in Laboratory Training Sessions**

Simulation activities and labs include simulated clinical scenarios, simulated task training, standardized patient scenarios/cases, debriefings, and/or discussions. Simulation mannequins are to be used with respect and be treated as if they were live patients. Any participants in simulation activities and labs at ACOM are expected to maintain confidentiality and may be required to sign a confidentiality agreement. Participants are obligated to report any violations of confidentiality to the ACOM Simulation Center faculty and/or staff.

### **Participation in OPP or Primary Clinical Skills (PCS) Lab Affected by Medical Concerns**

Occasionally a student may have an acute or pre-existing health problem (disability), such as a previous surgery, which may affect participation and contraindicate examination and demonstration of a technique of a specific anatomic location. Any student who feels their acute or pre-existing health problem could affect their participation are required to follow the steps outlined in the Students with Disabilities section.

### **OPP and PCS Laboratory Dress Code**

The dress requirement in OPP and PCS skills training sessions is designed to promote learning by providing optimal access to diagnostic observation and palpatory experience. Wearing inappropriate clothing interferes with a partner's experience of learning and demonstrating the various skills taught.

Appropriate attire must be clean and includes:

- Gym shorts which are mid-thigh or longer (no jean shorts, cut-offs, thick-seamed shorts, spandex or short shorts)
- Solid or solid patterned yoga pants without cutouts
- T-shirts - Both sexes will be asked to remove t-shirts while acting as patients while examining thoracic and lumbar spine, ribs and abdomen. These t-shirts are not to be perceived as offensive, political or religious in nature. This may be from student, staff or faculty perspective.



- Sports bras (not wide t-back styles) are to be worn under t-shirts.
- These should allow adequate exposure of the spine and ribs when the t-shirt is removed while maintaining modest breast coverage.
- Student doctors may wear scrubs (or other apparel approved by the course director) over the laboratory attire when not in the role of the patient.
- When in the role of the patient, each student is expected to remove her/his shoes (no shoes are permitted on the tables).
- Hats or head coverings (other than for religious purposes) are not permitted in lab.
- Any allowable head coverings are to be removed when they would obscure the immediate area to be examined or treated (e.g., head, neck, upper back). They may be immediately replaced after that portion of OPP and PCS skills training.
- Each student doctor must be appropriately attired before class begins.

Students who do not wear the required clothing will be asked to leave the lab and return when they are appropriately clothed. The time between leaving lab and change into appropriate clothing will be counted as absence from class if excessive.

Those skill sessions requiring professional dress will be identified and communicated with the student body.

## **Special Environments**

Medical education occurs in a special environment in which all students must participate in order to satisfactorily complete the course of instruction. Classrooms, laboratories, and clinical facilities require physical, chemical, social, and interpersonal environments in which each student must participate in order to accomplish the educational requirements established for all courses. Failure to participate in required academic experiences will result in consideration for dismissal from ACOM.

It is recognized, however, that circumstances may arise concerning chemical exposures that require the student involved to make an informed decision concerning continued participation in the environment in question. These special cases include students who believe they are allergic or sensitive to certain chemicals used in some of the teaching environments, and the pregnant student.

## **Students Who Believe They Are Sensitive to Chemicals**

Students may believe that they are allergic or sensitive to certain chemicals. When students indicate to a staff or faculty that they are allergic or sensitive to certain chemicals in the teaching environment, the following actions will be taken:

1. The student will be directed to the Division of Student Services which will inform the student of the following options:
  - a. The student may wish, at the student's expense, to be medically evaluated. The Division of Student Services will assist in identifying a Board-Certified Allergist and may, upon request from the student, assist

- the student in obtaining an appointment at the earliest possible opportunity.
- b. If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.
2. The student, after being evaluated, will be given three (3) working days in which to make a decision. During this 3-day period, if the student decides not to attend the event where the exposure could occur, the absences will not be counted. The student will, however, be held responsible for the material covered during the absences. After three (3) working days, if the student has not made a decision in writing to the Associate Dean of Student Services, any further absence from courses will be counted against his/her attendance record, which could result in consideration for dismissal from ACOM.

### **The Pregnant Student**

The pregnant student should notify the Division of Student Affairs of her pregnancy, so the appropriate deans can be notified. It is recognized that students may become pregnant prior to or during their course of study at ACOM. This poses special problems concerning exposure to chemical agents in the teaching environment because possible effects of many agents on fetal development are unknown. ACOM does not know and cannot determine the potential risk of the teaching environment to the developing fetus. If the student wishes to continue in the course in question, she submits in writing that she does so of her own volition knowing that the following options exist. If a student advises the professor that she is (or may be) pregnant, the following actions will be taken.

The student will be directed to the Division of Student Services for information to enable her to make an informed decision regarding the following options.

1. Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask
2. Take a Leave of Absence from school and resume coursework the following year after the birth of the baby

### **Eligibility for Clerkship and/or Clinical Experiences**

1. Only ACOM students currently enrolled as OMS-III or OMS-IV students will be allowed on clinical clerkships. To be eligible to begin clinical clerkships, students must successfully complete the entire course of study for year two and have achieved a passing COMLEX 1 score. To be eligible to begin 4<sup>th</sup> year clerkships, students must successfully complete all components of 3<sup>rd</sup> year clerkships. In a special circumstance, such as an incomplete grade, the student may begin 4<sup>th</sup> year clerkships, but a hold will be placed on the student record until all third year requirements are met, which may hinder subsequent enrollment.
2. Students who pass Level I after the term has begun must enroll in a minimum of 4 credit hours (at least one clerkship) in order to meet the enrollment requirements

associated with Federal Student Loan disbursements. For more information, please contact the Office of Financial Aid.

3. Students must have current training in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), OSHA, HIPAA, Universal Precautions and sterile technique. Training in these areas will be provided on campus before the end of year two. Attendance is **mandatory** at sessions pertaining to these topics provided at ACOM **and** at any clinical clerkship site at which they are required.
4. Students are responsible to keep a copy of BLS and ACLS certification cards and present to training sites upon request. It is the responsibility of the student to recertify in these areas before the certification expiration date. Students are encouraged to locate and register for recertification courses three months in advance of the expiration date to ensure that certification is not interrupted. Many core hospitals and other clinical clerkship sites routinely offer recertification classes, often free of charge to students.
5. Students must have personal health insurance and provide proof of insurance to clinical sites when requested.
6. The following documentation is required by most clinical training sites. **Students must provide the Division of Clinical Sciences with these documents by a set deadline of their OMS-II year. \***
7. The following documentation is required by most clinical training sites. **Students must provide the Division of Clinical Sciences with these documents by a set deadline of their OMS-II year. \***
  - a. Required immunizations and titers demonstrating immunity:
    - Immunizations:
      - Hepatitis B series
      - MMR booster
      - Tdap booster
      - Varicella Booster
    - Quantitative Serum Titers to prove immunity:
      - Varicella IgG titer
      - Measles IgG titer
      - Mumps IgG titer
      - Rubella IgG titer
      - Hepatitis B Surface Antibody titer

If documentation of the above immunizations and titers is not current and on file with the Division of Clinical Sciences before clerkships/clinical experiences begin, **the student will not be allowed to begin clinical clerkships or clinical experiences. It is, therefore, important for students to comply with the deadlines for submission of immunization and titer documentation so that discrepancies can be cleared prior to the student's first scheduled clerkship/clinical experience. If a student has an insufficient titer result, the subsequent vaccination and follow-up titer is the responsibility of the student. SAMC Employee Health**

**will work with the student, but the student is responsible for costs incurred.**

- b. Many clerkship sites require an annual influenza vaccination, usually by December 1 of each year. Students are strongly encouraged to obtain the influenza vaccination and keep documentation on hand to provide to clerkship sites upon request.
- c. An annual TB test must be current and on file by April 15 of each year; chest radiography is required every year if the TB test is considered positive.
- d. Updated Castle Branch Background Check: The Castle Branch report submitted for admission to ACOM will **not** meet this requirement. An updated report must be completed and on file with the Division of Clinical Sciences by April 15 of the OMS-II year.
- e. Ten-Panel Drug Screen: The drug screen completed for admission to ACOM will not meet this requirement. An updated drug screen must be completed between February 1<sup>st</sup> and April 1<sup>st</sup> and on file with the Division of Clinical Sciences by April 15 of the OMS-II year.
- f. Students will receive instructions regarding procedures to obtain an updated criminal background check and drug screen.
- g. **Castlebranch.com** will be responsible for tracking and interpreting results for conducted background checks and drug tests, in addition to reports of physical examinations and immunizations submitted by ACOM students.

Some clinical training sites may require documentation in addition to that listed above. Students should pay close attention to clerkship requirements when applying for placement at non-ACOM sites.

Students must adhere to and complete facility-specific orientation and/or training requirements at each clerkship site, even if repetitive of requirements met at ACOM or previous clerkship sites. For example, students may be required to attend HIPAA training at each of their training sites.

***\* The affiliated hospitals and clinics who accept our students in clinical programs have their own requirements for proof of immunity over which ACOM has no control. This is not a requirement that can be negotiated by ACOM or by the student.***

### **Acquired Immunodeficiency Syndrome (AIDS)**

The following guidelines, recommended by the American College Health Association, are based on facts derived from the best currently available medical knowledge about Acquired Immunodeficiency Syndrome. The College reserves the right to revise this statement based on further advanced information on AIDS. Because ACOM is an educational institution, its main response to AIDS will be educational in nature. The ACOM Health and Safety Committee will be responsible for disseminating the latest information on AIDS and AIDS prevention to the campus community. The Health and Safety Committee will serve as the AIDS information and

review committee to evaluate AIDS-related situations on a case- by-case basis and continue to update the AIDS policy as necessary.

1. There is no medical justification for restricting the access of persons with AIDS, AIDS Related Complex (ARC), or a positive HIV antibody test to campus facilities or activities.
2. Most students, faculty, or staff who have AIDS, ARC, or a positive HIV antibody test will not have restricted access to facilities or activities.
3. Consideration of existence of AIDS, ARC, or a positive HIV antibody test will not be part of the initial admission decision to the institution.

Students, faculty, or staff are encouraged to inform campus authorities (i.e. students inform the Associate Dean of Student Services; faculty/staff inform their supervisory Dean) if they have AIDS, ARC, or a positive HIV antibody test so the College can meet the needs of the individual. All medical information will be handled by ACOM authorities in a strictly confidential manner.

1. No specific or detailed information concerning complaints or diagnosis will be provided to faculty, administrators, or parents, without the expressed written permission of the individual. No recording of AIDS-related information will be entered in ACOM records without the individual's consent.
2. An effort will be made by the Health and Safety Committee and other College personnel to provide educational measures whereby the ACOM population at large may learn facts about AIDS and AIDS prevention.
3. While the above guidelines should prove applicable in most AIDS-related cases, ACOM reserves the right to apply or disregard these guidelines on a case-by-case basis.

## CAMPUS LIFE

### **Campus Facilities**

The Alabama College of Osteopathic Medicine is housed in a 110,000-square-foot facility consisting of three floors with state-of-the-art-technology. The first floor is designed with two large auditoriums with seating capacity of 216 students each. An additional classroom with a seating capacity of 80 is also available for break-out sessions or smaller group presentations. The Division of Student Services is also located on the first floor and is designed for interview sessions with incoming applicants, prospective students, and visitors. The second floor incorporates teaching facilities for gross anatomy and osteopathic principles and practice with locker room space for students. In addition, 39 faculty offices encircle 12 observation exam rooms with patient waiting areas, conference rooms, and a faculty lounge. The third floor houses the Dean's Office, President's Office, Division of Clinical Resources, Division of Institutional Effectiveness, Center for Excellence for Academic and Career Support, a 11,000-square-foot Team Based Learning Center, a 4,000-square-foot Center for Research, and 18 small-group conference rooms for students. Additionally, the campus features a 3,000-square-foot, stand-alone Center for Simulation to provide dedicated space for immersive simulation training.

#### *STUDENT LOUNGE*

Incorporated into the first floor plan is a student lounge with audio/visual and recreational equipment for student use. Vending and food services are available.

#### *LEARNING RESOURCE CENTER*

The Learning Resource Center is located on the first floor of the ACOM facility. In addition to 6 study rooms, individual cubicles, and copy and printing capabilities, the Learning Resource Center houses an electronic library with technology support to provide a state-of-the-art medical learning environment for ACOM students.

#### *BISTRO AND GIFT SHOP*

A gift shop is located near the main entrance of the ACOM facility showcasing merchandise bearing the ACOM logo and name for students and visitors, general educational supplies for students, and a bistro serving breakfast and lunch every day.

## ACOM PERSONNEL

### **ADMINISTRATION**

Richard O. Sutton, III, FACHE, President  
Craig J. Lenz, DO, Dean and Senior Vice President  
Melanie Elmore, MBA, Coordinator for ERAS and MSPE  
Dawn Gray, Senior Executive Assistant, Office of the Dean  
Ashley Nelson, Administrative Secretary, Office of the Dean

### **DIVISIONS**

#### **ANATOMICAL SCIENCES, MOLECULAR MEDICINE, RESEARCH & GRADUATE STUDIES**

James D. Foster, PhD, Associate Dean of Anatomical Sciences, Molecular Medicine, Research & Graduate Studies  
Melinda Carter, MD, PhD, Associate Professor of Anatomy  
Mark J. Hernandez, PhD, Associate Professor of Physiology & Pharmacology  
Christina McManus, PhD, Associate Professor of Physiology  
Jonathan R. Brown, PhD, Assistant Professor of Microbiology & Immunology  
Michael Ibiwoye, MD, MPH, PhD, Assistant Professor of Anatomy  
Eric Johnson, PhD, Assistant Professor of Anatomy  
Thomas McNary, PhD, Assistant Professor of Anatomy  
Adam Morrow, PhD, Assistant Professor of Biochemistry  
Rebekah Morrow, PhD, Assistant Professor of Microbiology & Immunology  
Wayne Parker, PharmD, Assistant Professor of Pharmacology  
Chante Richardson, PhD, Assistant Professor of Biochemistry  
Audrey Vasauskas, PhD, Assistant Professor of Physiology  
Krissy Travers, MBA, Coordinator of Willed Body Program & Anatomy and Research Labs  
Teresa Bryan-Watts, MS, MPPA, Faculty Research Compliance & Grants/Projects Manager  
Katelyn Flynn, Executive Assistant to Anatomical Sciences, Molecular Medicine, Research & Graduate Studies  
Krista Ray, Executive Assistant to Anatomical Sciences, Molecular Medicine, Research & Graduate Studies  
Pamela McElroy, Research Lab Manager  
Casey Knight, Anatomy and Research Lab Assistant

#### **CLINICAL RESOURCES**

Wil E. Baker, PhD, Associate Dean of Clinical Resources  
Cheryl Gibson, Director of Clerkship Resources Management  
Lisa Pitman, Regional Coordinator for Northern Region  
Leigh Kincer, Regional Coordinator for Central Region  
Becky Jordan, Regional Coordinator for Southern Region  
Kathy Whitehead, Affiliation Agreement Coordinator  
Jill Blount, Executive Assistant to Clinical Resources

#### **CLINICAL SCIENCES**

Stephen Miller, DO, MPH, FACP, Associate Dean of Clinical Sciences  
S. Dennis Baker, PhD, Assistant Dean of Faculty Enrichment  
Joseph D. Baker, II, DO, Chair of Family Medicine  
Praful Patel, MD, Chair of OB/Gyn, General Surgery & Trauma  
Health Parker, DO, Chair of Pediatrics  
Kevin Hayes, DO, Chair of Osteopathic Principles & Practice  
Sebastian Alston, MD, Professor of Pathology  
Kim Schoeffel, DO, Professor of Pediatrics  
James Lyons, MD, Associate Professor of Pathology & Family Medicine  
John Giannini, MD, Associate Professor of Internal Medicine and Faculty Director of SIM Lab

Tom Tosto, MD, Associate Professor of Internal Medicine  
Jesse Basford, MD, Assistant Professor of Family and Emergency Medicine  
Ronda Carter, MD, Assistant Professor of Family Medicine  
Martin Clemmons, DO, Assistant Professor of Internal Medicine  
Melinda Ledbetter, PA, Instructor of Primary Clinical Skills  
Renee Woodham, LPN, Director of the Clinical Competency Center  
Lisa Ennis, MS, MA, Director of Learning Resources, Professor of Library & Information Sciences  
Nicole Mitchell, MLIS, MA, Information Technology Librarian, Associate Professor of Library & Information Sciences  
Michelle Miller, Senior Library Associate  
Priscilla Mixon, Clerkship System Analyst  
Kimberly Cummings, LPN, Credentialing Coordinator  
Amanda Gant, Clinical Sciences Coordinator  
April Zorn, PES and SIM Activities Manager  
Danielle Ferguson, Coordinator of Simulation & Standardized Patient Program  
Sherry Barfield, Continuing Medical Education (CME) Coordinator  
Katelyn Abraham, Executive Assistant to Clinical Sciences  
Dianne Walker, Simulation Curriculum Coordinator

## **STUDENT SERVICES & INSTITUTIONAL EFFECTIVENESS**

Philip D. Reynolds, PhD, Associate Dean of Student Services & Institutional Effectiveness  
Bob Willis, MS, Executive Director of Enrollment Management  
Audrey Bawcum, Director of Student Life & Alumni Affairs  
Travis O. Cobb, MBA, Director of Financial Aid  
Maria A. Danzie, Director of Assessment & Curriculum Delivery  
Linda Goodson, RN, Director of Admissions and Enrollment  
Fred Helms, EdD, Assistant Dean of Academic and Career Support Services  
Jaishree Patel, PharmD, Director of Career Development  
Sarah Senn, Director of Communications & Marketing  
Ashley Outlaw, Assistant Director of Enrollment Management  
Saimara Soto, Registrar and Director of Student Tracking  
Emmanuel Segui, Institutional Data Analyst  
Yasmine Hill, Assistant Registrar  
Tina Skipper, Financial Aid Administrator  
Deanna Averett, Curriculum and Assessment Coordinator & Database Manager for Systems Based Courses  
Karen Loftin, Accreditation & Program Evaluation Coordinator  
Nicole E. Wallace, Executive Assistant for Student Services  
Payton E. Buckhalt, Administrative Secretary for Student Services  
Jennifer Myhand, Administrative Secretary for Student Services

## **ACCOUNTING / BURSAR**

Melissa Cazenave, Accounting Manager  
Pam Deal, Bursar  
Debra Hurst, Accounts Payable Coordinator

## **FACILITIES**

Jeremy Bess, Facilities Manager  
John Hamm, Facilities Coordinator  
Bart Gilmore, Facilities Coordinator

## **INFORMATION SYSTEMS**

John Abraham, MBA, Director of Information Systems  
Jeffrey Branton, Infrastructure Engineer  
Ralph Utz, Network Systems Analyst



Robert Wileman, Database Systems Analyst  
Michael Kelly, Systems Analyst  
Alex Davis, Systems Analyst  
Brad Jimmerson, Systems Analyst  
Sherri Ham, Simulation Systems Analyst

## **SECURITY**

Walter R. Majors, Security Supervisor

# **Alabama College of Osteopathic Medicine**

**445 Health Sciences Blvd., Dothan, AL 36303**

**Toll Free - 855-364-ACOM (2266)**

**[www.acom.edu](http://www.acom.edu)**

**The Alabama College of Osteopathic Medicine is a tobacco free campus.**



## Notice of Amendment to Publication

**Document Amended:** ACOM Student Handbook, 2018-2019 Academic Year, Vol. 6, Issue 2, 08/30/2018

<b>Amendment 1:</b> Revision of Veterans Readmission Policy <b>Page Number(s):</b> 35 <b>Effective Date:</b> 08/30/2018		
Current Text	Amendment Words inserted or added are <b>in red</b> ; Words removed are struck-out	Rationale
For the first academic year in which the student returns, he or she must be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year when the student left, unless there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student may be charged the same tuition and fees as other students in the program.	For the first academic year in which the student returns, he or she must be readmitted with the same tuition and fee charges the student was or would have been assessed for the academic year when the student left. <b>unless</b> there are sufficient veterans' educational benefits or institutional aid to pay the increased amount of tuition and fees. For subsequent academic years, the student may be charged the same tuition and fees as other students in the program.	The update is being made to comply with an Alabama State Approving Agency directive.

Name of Approving Official <i>Craig J. Lenz, D.O.</i>	Title <i>Dean / Chief Academic Officer</i>
Signature 	Date <i>October 17, 2018</i>