

# BURRELL COLLEGE *of* HEALTH SCIENCES

## COLLEGE CATALOG

**2026-2027**

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

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

***John L. Hummer***  
***President***  
**(Signature on File)**

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## A MESSAGE FROM THE PRESIDENT

Welcome to the Burrell College of Health Sciences. As an institution committed to shaping the future of healthcare, we pride ourselves on fostering a learning environment that blends academic excellence with a deep sense of social responsibility. We invite you to learn more about our purpose, our people, and the impact we strive to make in the communities we serve. If our mission resonates with you, we hope you'll consider becoming part of the future of Burrell College of Health Sciences.

To understand Burrell is to understand our mission. It begins with the words *"Para la gente y el futuro"* — "For the people and the future." These words are deeply embedded in our foundation and continue to guide us as we work to improve health outcomes in underserved communities.

The future is bright for our graduates, and we are proud to contribute to training the next generation of healthcare professionals and improving the overall quality of care.

As you consider the next step in your educational journey, we invite you to imagine your future at Burrell College of Health Sciences. Here, you'll find more than a rigorous academic program, you'll join a mission-driven community dedicated to making a difference in the lives of others.

John L. Hummer, MHA  
President and CEO



## BURRELL COLLEGE OF HEALTH SCIENCES ADMINISTRATION

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

### Office of the President

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*Las Cruces (NM) and Melbourne (FL) Campuses*

## ACADEMIC CALENDAR & HOURS OF OPERATION

The College's normal hours of operation are 8:00 am-5:00 pm at both the Las Cruces (NM) Campus and the Melbourne (FL) Campus. OMS I and OMS II students attend class regularly between the hours of 8:00 am and 5:00 pm. Students are generally offered lunch breaks at noon each day and have approximately ten-minute breaks between each scheduled learning session. OMS III and OMS IV students are required to follow the hours of their rotating clerkships.

### Fall Term 2026:

New Student Orientation	Monday, July 13-July 17
White Coat Ceremony for D.O. program students only	Wednesday, July 15 <sup>th</sup> – Las Cruces (NM) Campus Saturday, July 18 <sup>th</sup> – Melbourne (FL) Campus (see College website for details)
First Day of Classes	Monday, July 20
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 26
Last Day to withdraw from classes and receive a 90% tuition refund	Monday, August 3
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, August 24
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, September 29
After 9.5 Weeks, 0% tuition refund	Wednesday, September 30
Labor Day	Monday, September 7
Thanksgiving Break	Monday, November 23 – Friday, November 27
Last Day of Classes	Friday, December 18
Winter Break	Monday, December 21-January 1

### Spring Term 2027:

First Day of Classes	Monday, January 4
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 10
Last Day to withdraw from classes and receive a 90% tuition refund	Sunday, January 17
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 7
Last Day to withdraw from classes and receive a 25% tuition refund	Saturday, March 13
After 9.5 Weeks, 0% tuition refund	Sunday, March 14
Martin Luther King Day	Monday, January 18
Spring Break	Monday, March 22 – Friday, March 26
Spring Holiday	Friday, March 26
Memorial Day	Monday, May 31
Last Day of Classes	Friday, May 28

**Fall Term 2026 (D.O. Program Year Three):**

First Day of Classes	Monday, July 6
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 12
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, July 22
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 16
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 27
After 9.5 Weeks, 0% tuition refund	Monday, September 28
Last Day of Classes	Friday, December 18
Winter Break	Monday, December 21-Friday, January 1

**Spring Term 2026 (D.O. Program Year Three):**

First Day of Classes	Monday, January 4
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 10
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, January 20
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 14
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, March 28
After 9.5 Weeks, 0% tuition refund	Monday, March 29
Last Day of Classes	Friday, June 18

**Fall Term 2025 (D.O. Program Year Four):**

First Day of Classes	Monday, July 6
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 12
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, July 22
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 16
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 27
After 9.5 Weeks, 0% tuition refund	Monday, September 28
Last Day of Classes	Friday, December 18
Winter Break	Monday, December 21-Friday, January 1

**Spring Term 2026 (D.O. Program Year Four):**

First Day of Classes	Monday, January 4
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 10
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, January 15
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, January 31
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, February 28
After 9.5 Weeks, 0% tuition refund	Monday, March 1
Last Day of Classes	Friday, April 23
Commencement	Friday, May 7

**Summer Term 2026 (M.H.S.A. Program)**

First Day of Classes	Monday, May 17
Memorial Day	Monday, May 31
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, May 23
Last Day to withdraw from classes and receive a 90% tuition refund	Tuesday, May 25
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, June 6
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, June 27
After 9.5 Weeks, 0% tuition refund	Monday, June 28
Last Day of Classes	Friday, August 6

## ABOUT THE BURRELL COLLEGE OF HEALTH SCIENCES

### OUR MISSION

The Burrell College of Health Sciences educates a diverse osteopathic physician and healthcare workforce committed to improving the quality and access to healthcare in underserved communities.

¡Para la gente y el futuro! For the people and the future!

### OUR HISTORY

Founded in 2013, the College welcomed its first class of students in 2016 and celebrated its inaugural graduation in 2020. For a detailed history, please visit our website:

<https://burrell.edu/about-bcom/>

### CAMPUS FACILITIES

#### *Las Cruces (NM)*

The College's main building is situated on the campus of New Mexico State University<sup>1</sup>. Within this building, there is a rich environment for teaching and learning with state-of-the-art lecture halls, seminar/breakout rooms, high-fidelity manikin simulation suites, an Osteopathic Manipulative Medicine (OMM) lab, a virtual anatomy/gross dissection lab, and a standardized patient clinic environment with an office, waiting room, and examination rooms. In addition to the technology-rich classroom spaces and labs, the building provides an inviting space for study groups, both large and small, including a coffee shop, two break/meal lounges, and an outdoor, covered patio. Faculty and staff offices are also all located in the main building, as well as the institutional offices such as Enrollment Services (Admissions, Registrar, and Financial Aid), Finance, Human Resources, Information Technology, Pre-Clinical Education, and Executive Administration. A secondary building, the Woody and Gayle Hunt Medical Education Center houses the College's Office of Student Affairs, library, additional study space, and the Office of Clinical Education. The College maintains a BioScience Research Laboratory (BSRL), a fully equipped BSL-2 facility, functions to support faculty driven research activities with supervised research opportunities for students. Major capabilities include bacterial and eukaryotic cell culture, DNA amplification and analysis, spectrophotometry, protein separation and analysis, flow cytometry, imaging-based particle size analysis, gas chromatography/mass spectrometry, and light microscopy. Windows and Mac/OS based workstations are equipped for data and image analysis. Access to the laboratory facility is restricted to authorized faculty and student researchers. The laboratory is operated under the direction of the Office of Research and Sponsored Programs.

#### *Melbourne (FL)*

The College is located on the campus of Florida Institute of Technology (Florida Tech)<sup>2</sup> and utilizes the second and third floor of the Harris Commons Building, as well as instructional space at the Center for Aeronautics and Innovation. The Harris Commons Building houses administrative offices for leadership, faculty and staff, instructional breakout rooms, high-fidelity manikin simulation suites, an Osteopathic Manipulative Medicine lab, and a standardized patient clinic environment, and a virtual anatomy/gross dissection lab. The College utilizes two lecture halls for large group instruction with high resolution monitors to support student learning. The College also utilizes instructional, simulation, and office spaces at Florida Tech's Center for Aeronautics and Innovation. Burrell students also have the ability to participate in faculty led research utilizing various research laboratories across the Florida Tech campus.

<sup>1</sup> While the College is affiliated with New Mexico State University (NMSU) the College is free-standing, separately licensed, and independently operated and not part of NMSU.

<sup>2</sup>While the College is affiliated with Florida Tech, the College is free-standing, separately licensed, and independently operated and not part of Florida Tech.

## **LIBRARY**

The Burrell Library provides access to core medical/healthcare collection materials including electronic databases and journals, print and electronic books, and some media titles. The Library offers a wide range of electronic resources, including e-books and e-journals, and print titles. The Library's systems are configured to seamlessly link scholarly content supported by the college with other publicly available and open access initiatives such as PubMed, PubMed Central, and Google Scholar. Materials requested by students, staff, and faculty that are not accessible within the Library's collections, or freely available through open access, are obtained by Library staff through document delivery providers at no cost to the requestor.

### *Specific Considerations for the D.O. Degree Program*

The D.O. Degree program provides a wide variety of anatomical models, all of which are available for loan. Each Regional Academic Center houses a small library of physical textbooks and other titles for D.O. students to check-out during their clinical rotations; other needed resources and services are available upon request. D.O. degree students at the Las Cruces (NM) campus have access to the New Mexico State University (NMSU) Library, which offers an extensive research collection, including electronic journals and databases available for on-site use. Group study rooms at NMSU's Zuhl Library are also accessible. In addition, D.O. students may use the Doña Ana Community College libraries and the NMSU Corbett Center Student Union for study purposes. At the Melbourne (FL) campus, D.O. students have access to the Evans Library, a center for academic research, digital scholarship, expert support, and quiet study environments.

## **STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES**

The Burrell College of Health Sciences, legally known as Burrell College of Osteopathic Medicine, LLC, is a privately owned institution managed by BCOM Investment Partners, LLC. The College's Board of Trustees, with a majority of independent members, holds full autonomy and authority to oversee the quality of medical education, ensure compliance with regulatory bodies, and manage general administrative functions, including policy development, performance improvement, organizational management, budgeting, and strategic planning. The College's Board of Trustee bylaws can be found at:

<https://burrell.edu/bot-bylaws/>

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

Denise Gonzales, MD  
Chair  
*Presbyterian Medical Group  
Medical Director Adult Medical Specialties*

Mike Seeley  
Vice Chair  
*Health First Foundation  
President*

John L. Hummer, MHA  
Secretary; Ex-Officio, Non-Voting  
*Burrell College of Health Sciences – President*

Ceci Arreola, MBA  
*Rice Management Co. – Portfolio & Asset  
Management*

William T. Baker, DO  
*Family Medicine, COE Chairman*

Alex Davidkhanian, MBA  
*The Rise Fund – Center for Health Education & Access*

Joe Davidson, JD  
*Rice Management Co. – General Counsel*

Steven Hansen, MPA  
*Presbyterian Medical Services - President & CEO*

Ronald E. Long, MBA  
*Rice Management Co. – Endowment Advisor*

Darcie Robran-Marquez, MD  
*Molina Healthcare of NM – Chief Medical Officer*

John Nicklow, PhD  
*Florida Institute of Technology – President*

John Rogers, EdD  
*The Rise Fund – Partner & Education Sector Lead*

Monica Torres, PhD  
*New Mexico State University – Chancellor of NMSU  
System Community Colleges*

Nick Turkal, MD  
*The Rise Fund – Center for Health Education & Access*

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

## NON-DISCRIMINATION POLICY

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

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

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

<https://burrell.edu/policy-b1040/>

*Title IX* of the Education Amendments of 1972, [34 CFR Part §106.31](#), addresses the specific instance of discrimination based upon sex. For a discussion of the College's policies and procedures with regard to *Title IX* please see the *Title IX* page of the Catalog, additional information can also be found on the College's website:

<https://burrell.edu/students/title-ix/>

## ACCREDITATION

The Burrell College of Health Sciences is accredited by the Higher Learning Commission (HLC) as its institutional accreditor, for more information visit the link below:

<https://hlcommission.org/>

The Burrell College of Health Sciences is programmatically accredited by the Commission on Osteopathic College Accreditation (COCA) for its Doctor of Osteopathic Medicine (D.O.) degree program. In 2024, the College was awarded, accreditation by the COCA. For more information visit the link below:

<https://osteopathic.org/accreditation/>

HLC and COCA accreditation extends to both campus locations in Las Cruces (NM) and Melbourne (FL).

## COMPLAINTS REGARDING ACCREDITATION

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

<https://burrell.edu/policy-b2030/>

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

COCA: <https://osteopathic.org/wp-content/uploads/COCA-Complaint-Form.pdf>

HLC: <https://www.hlcommission.org/for-students/file-a-complaint-against-an-institution/>

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

## INSTITUTIONAL LICENSURE

### LAS CRUCES (NM) CAMPUS

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

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

-New Mexico Higher Education Department

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

<https://burrell.edu/policy-b2040/>

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

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

<https://hed.nm.gov/students-parents/student-complaints>

### MELBOURNE (FL) CAMPUS

Burrell College of Health Sciences – Melbourne (FL) Campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines St. Ste. 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888) 224-6684. Students and members of the College community have available to them a process whereby they may file a complaint directly with the Commission regarding the operations of the College. If the College is unable to reach a satisfactory resolution to the grievance, the campus complainant for the Melbourne (FL) campus may contact the Commission at:

325 W. Gaines Street  
Tallahassee, FL 32399  
1-888-224-6684

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

<https://burrell.edu/policy-b2040/>

## **NC-SARA**

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is an agreement among member states, districts and territories that sets national standards for interstate offerings of postsecondary distance education courses and programs. Burrell College of Health Sciences is an NC-SARA approved institution, and the New Mexico Higher Education Department (NMHED) is the SARA Portal Entity for New Mexico. The accreditation status of the New Mexico campus extends to the Melbourne (FL) campus thus is not considered a separate institution for purposes of SARA. Distance Education students attending Burrell who desire to resolve a grievance should follow the established grievance policy and procedures described above. However, if an issue cannot be resolved internally, you may file an NC-SARA complaint with NMHED. For more information, please visit: <https://hed.nm.gov/students-parents/student-complaints>

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

## DEGREES AWARDED AND PROFESSIONAL LICENSURE

The Burrell College of Health Sciences School of Osteopathic Medicine offers a sole degree program for the Doctor of Osteopathic Medicine (D.O.). The degree is awarded to students who successfully complete all requirements for graduation and who have been recommended by the faculty for graduation.

Prior to graduation, the College assists students with career advising, but does not imply nor guarantee employment. Pursuant to federal regulations, Burrell College of Health Sciences is required to have professional license disclosures for prospective and current students.

The Doctor of Osteopathic Medicine degree earned by graduates meets the medical school education requirement for licensure of osteopathic physicians in all states in the United States. The College is accredited by the Commission on Osteopathic College Accreditation. Attainment of the D.O. degree is one component of the state licensure process. All components of the COMLEX-USA® must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements. To find additional information on specific state requirements please see the ***US Licensure Summary*** page on the [AOA State Licensure Page](#). Licensure Disclosures may also be found on the College's website:

<https://burrell.edu/about-bcom/accreditation/>

We encourage all enrolled students and prospective students to contact their applicable State licensure entities to familiarize themselves with the specific professional licensure or certification requirements. For information on how to contact State licensure entities, please visit the U.S. Department of Education State Contacts webpage at: <https://www2.ed.gov/about/contacts/state/index.html?src=contact-us>

## **INSTITUTIONAL DATA AND OUTCOMES**

Information regarding admissions and enrollment data, retention and completion rates, financial aid data, and demographic data of faculty and staff is available on our website at:

<https://burrell.edu/data-and-outcomes/>

### **Doctor of Osteopathic Medicine Degree Data**

The College also publishes its first-time pass rates for the COMLEX-USA® exam for its Doctor of Osteopathic Medicine degree program. The National Board of Osteopathic Medical Examiners (NBOME) administers the Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA®) that consists of three levels: Levels 1, 2-CE (cognitive evaluation), and 3. The purpose of the COMLEX-USA® board examination series is to assess the osteopathic medical knowledge and clinical skills essential for practice as an osteopathic physician. Passage of the Level 1 and Level 2-CE is a requirement for graduation.

## **STUDENT ASSUMPTION OF RISK**

By entering into an agreement with the Burrell College of Health Sciences you are voluntarily consenting to participate in educational activities, including required clinical skills experiences, with an understanding of the inherent risks, both known and unknown, associated with your professional training and the practice of medicine. As a student at the College, you acknowledge and assume responsibility for the inherent risks of adverse health events due to the nature of the general training and the specific clinical patient care environments. These risks may include, but are not limited to, occupational hazards and injuries, the transmission of communicable diseases, bloodborne pathogen exposure, emotional stress, and bodily injury.

## OFFICE OF STUDENT SERVICES

The Office of Student Services encompasses the Offices of Admissions, Financial Aid, the Registrar and Student Affairs. With a focus on efficiency and service excellence, the division provides seamless, timely support to help students achieve their educational goals. Current and prospective students are welcome to contact the office for assistance or general information at any time.

### OFFICE OF ADMISSIONS

The Office of Admissions processes applications for its degree program(s). The Office guides prospective students through a holistic admissions process, evaluating both academic achievements and non-academic experiences to identify candidates aligned with the College's mission to serve underserved communities. The admissions team provides personalized support throughout the application journey, from initial inquiries to enrollment. Please visit our website for additional information:

<https://burrell.edu/prospective-students/>

Admissions information for the Doctor of Osteopathic Medicine program is available in the catalog section outlining the program's requirements and guidelines.

### *Transfer Students*

The College does not accept transfers from other colleges, nor does it provide advance standing for new matriculants. See the College's Transfer Policy:

<https://burrell.edu/policy-b9010/>

### OFFICE OF THE REGISTRAR

#### *Registration*

The Office of the Registrar coordinates services in the areas of course information, course registration, grading, degree progress and audits, certification of enrollment, attendance of students, degrees awarded, and protection and release of academic records.

Due to the College's single degree program for the Doctor of Osteopathic Medicine's curriculum being cohort based and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time (12 credit hours or more) for the entire program unless the student has a change in academic status in accordance with the policies and procedures of the College.

#### *Academic Records*

The College Registrar is the custodian of all official academic records. The Registrar assures that all records are secured and retained as required by regulatory agencies and accreditation. The College's policies regarding record retention and security may be found on our website:

<https://burrell.edu/policy-b2090/>;

<https://burrell.edu/policy-b2050/>;

<https://burrell.edu/policy-b9030/>

#### *Family Educational Rights and Privacy Act (FERPA)*

The *Family Educational Rights and Privacy Act (FERPA)* (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. The College has in place procedures necessary to maintain compliance with FERPA guidelines. Students may release their academic record to a

third party by contacting the Registrar and completing the *Release of Information Request* form. The complete FERPA notice may be found at the Registrar's website at:

<https://burrell.edu/students/office-of-the-registrar/>

### *Grades*

Please refer to the specific degree program's section of this catalog for information related to grades.

### *Transcripts*

Students may produce an unofficial transcript at any time via the Student Information System. An official transcript that includes the seal of the College and a signature by the Registrar may be ordered online or by visiting the Registrar's office. Further information on obtaining a transcript of courses completed may be found on the Registrar's website:

<https://burrell.edu/students/office-of-the-registrar/>

### *Transferability of Credit*

Circumstances may warrant that a student enrolled in the College seeks to transfer to another institution. The acceptance of transfer credits earned from this institution is at the discretion of the receiving school. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

### *Leave of Absence*

Students may request a Leave of Absence from the College if faced with certain circumstances that will prevent them from participating fully in the course of study or will likely impair their ability to successfully complete their coursework.

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

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

<https://burrell.edu/policy-b9090/>

### *Withdrawal from the College*

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

- A student who withdraws voluntarily or due to financial default shall receive the designation "W" for each course in which they are enrolled at the time of withdrawal;
- A student who is withdrawn from the College for academic and/or disciplinary reasons shall receive the designation "AW" denoting an Administrative Withdrawal; and
- A student who is withdrawn from the College will receive the course grades earned for courses completed.

For any voluntary withdrawal, the College will recognize the date of determination as defined by the U.S. Department of Education in its Code of Federal Regulations. Failure to complete any requirements in the

withdrawal process may result in a hold placed on the student's academic record. Withdrawal procedures may be found on our website at:

<https://burrell.edu/students/office-of-the-registrar/>

### **OFFICE OF FINANCIAL AID**

The Office of Financial Aid (OFA) is responsible for the administration of all funds received by the College on behalf of enrolled students. These funds may originate from several sources including lending agencies, private or public scholarship programs, endowments, grants, and gifts. The OFA assures regulatory agencies of the timely and appropriate application and distribution of these funds on behalf of their intended recipient and files all documentation, as needed. The OFA works in coordination with the Office of Student Accounts to assist students in meeting their financial obligations to the College and provides guidance in the management of day-to-day living expenses.

#### *Student Academic Progress*

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

<https://burrell.edu/policy-b9520/>

#### *Financial Assistance*

Burrell's Financial Aid website provides a comprehensive list of organizations that provide financial assistance to students, including information regarding the scholarships:

<https://burrell.edu/students/office-of-financial-aid/>

#### *Federal Student Loans*

Students are eligible for federal financial aid. The U.S. Department of Education is a sponsor of several student loan programs designed to help students lower the overall cost of borrowing money for their education. These programs are authorized under Title IV of the Higher Education Act of 1965 with subsequent amendments. The College is a qualified institution for administration of funds distributed under this program. Students must complete the Free Application for Federal Student Aid (FAFSA) to receive federal student aid. For more information, please see the Financial Aid Manual:

<https://burrell.edu/students/office-of-financial-aid/financial-aid-manual/>

#### *Private Student Loans*

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

- Private loans are awarded to a student with the assumption that the student will attend their program at the College for the entire period for which the assistance is awarded;

- If the student fails to attend, the student has not met the duration of the academic period, the student may no longer be eligible for the full amount of the loan that the student was originally scheduled to receive;
- It is the student's responsibility to maintain contact with their lender, and communicate any changes in enrollment status immediately with their lender, both federal and private;
- It is the student's responsibility to know and understand the terms for their educational student loans (e.g. master promissory note, terms and conditions), and must continue to monitor terms annually.

Students who are recipients of federal funding who, for any reason, obtain a leave of absence and/or are officially withdrawn from the College are subject to a Return of Title IV calculation. Please see the Withdrawals and Return of Title IV Policy at:

<https://burrell.edu/policy-b9511/>

### *Scholarships*

Scholarships are payments made to support a student's education and can be awarded on the basis of academic or other achievements. Opportunities for scholarship and grant funding can be found at:

<https://burrell.edu/students/office-of-financial-aid/scholarship-and-loan-programs/>

There are institutional scholarships available to students. Information about the application process, deadlines, and other information is communicated to the student when the scholarship application and funding are available. For information pertaining to scholarships, please visit the College website:

<https://burrell.edu/students/office-of-financial-aid/scholarship-and-loan-programs/>

### *Veterans Programs*

Burrell College of Health Science campuses are approved by the State's Approving Agency for Veterans Education and Training, a division of the Department of Veterans' Services (NMSAA and FLSAA) for education and training of students eligible to receive VA educational benefits. Please visit the College's website for additional information:

<https://burrell.edu/students/office-of-financial-aid/veteran-programs/>

### *Professional Judgements and a Review of the Cost-of-Attendance*

Periodically, students may need extra funds for expenses necessary for them to complete their education (e.g., day care expenses, clinical experiences, out-of-pocket medical expenses, etc.). When there are situations or extenuating circumstances that impact federal student aid eligibility, federal regulation allows a financial aid administrator the discretion to review a student's financial situation on a case-by-case basis. Review the following information for further details.

- Institutional Policy: [B9540 Professional Judgement](#)
- Financial Aid Manual: [Budget and Professional Adjustments](#)
- Cost of Attendance: <https://burrell.edu/students/budgeting-your-education/>

## **OFFICE OF STUDENT AFFAIRS**

The Office of Student Affairs plays a central role in all aspects of student life, overseeing student activities, student government, clubs, student representative programs, and other non-academic matters. It also addresses academic and non-academic issues that may hinder student progress, with such cases referred directly to the Office. Committed to fostering a supportive and inclusive learning environment, the Office

is guided by the core values of integrity, respect, innovation, excellence, and service. For more information about student services, please visit the College's website:

<https://burrell.edu/students/>

### *Student Health Insurance*

All students enrolled in the Doctor of Osteopathic Medicine or Master of Health Science in Anesthesia degree programs are required to maintain active continuous health insurance coverage. For this purpose, the Office of Student Affairs provides a list of insurance options to students and verifies active coverage at the beginning of each term.

### *Physical and Behavioral Health*

On behalf of its students, the College subscribes to TimelyCare Telehealth, a student assistance program that gives students 24/7 confidential access to a full range of physical and behavioral telehealth services including:

- Medical: Scheduled or on-demand access to treat a wide range of common illnesses like cold and flu, sinus infection, allergies, etc.
- Health Coaching: Scheduled access to address topics like healthy body image/lifestyle, sleep issues, etc.
- TalkNow: 24/7 On-demand access to a mental health professional to talk about anything at any time.
- Scheduled Counseling: Scheduled access to a licensed counselor to get mental health support; 12 per student per academic year.
- Psychiatry: Scheduled access to licensed psychiatrists via a referral process through TimelyCare.

The TimelyCare Telehealth app can be accessed on the Apple App Store and Android Google Play by searching for "TimelyCare" as one word.

### *D.O. Degree Students*

D.O. degree students located at the Las Cruces (NM) Campus have access to physical health services at New Mexico State University (NMSU) Health and Wellness Center. The NMSU Health and Wellness Center is an outpatient ambulatory health care center offering services in acute medical care, women's health, immunizations, and health education. D.O. degree students located at the Melbourne (FL) Campus have access to physical health services at Florida Tech's Holzer Health Center for outpatient needs. Services offered at Regional Academic Centers may be found on the College's website:

<https://burrell.edu/students/health-services/>

### *Veteran Crisis Line*

The Veteran Crisis Line connects Veterans in crisis and their families and friends with qualified responders through a confidential hotline. The crisis hotline is available 24 hours a day, 7 days a week. Send Text to 838255 or Call: 988 and press 1 (Dial and Press 1).

### *Conflict of Interest and Patient Care*

Providers who establish a patient care relationship with a student may not render an academic assessment or promotion of that student at a later date. Faculty with this conflict are required to immediately disclose the conflict to the Office of Human Resources and recuse themselves from rendering an academic assessment or promotion of the student. The College also requires the student

to notify the Office of Student Affairs if they are inadvertently assigned to a provider who has participated in their health care.

More information regarding physical and behavioral health services may be found on the College's website at:

<https://burrell.edu/students/health-services/>

### *Code of Professional Conduct and Honor Code*

Students enrolled in programs at the College are expected to hold themselves and their peers to professional standards of behavior. Upholding the integrity of the academic environment goes beyond honesty and accountability in the performance of coursework; it extends to interpersonal relationships both within and external to the campus community, respect for academic freedom, ethical use of social media, and conduct within the law. This includes compliance with the Safety in Private Spaces Act, [Florida Statute 553.865](#). The College has adopted a general policy that describes the expectations it places upon its students, faculty, and staff in exercising professional conduct. The complete Code of Professional Conduct policy may be found at:

<https://burrell.edu/policy-b5001/>

Students found in violation of the College's Code of Professional Conduct, or the student developed Honor Codes may be subject to involuntary withdrawal from the College. For a complete discussion of procedures related to Honor Code infractions please visit the College's website at:

[https://burrell.edu/students/code\\_ethics/](https://burrell.edu/students/code_ethics/)

### *Substance Free Campus*

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

#### *Standards of Conduct*

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

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

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

<https://burrell.edu/students/office-of-financial-aid/consumer-information/student-consumer-information/>

### *Grievances*

The Burrell College of Health Sciences has established standards to foster a safe and equitable environment conducive to learning and development. Any person may file a grievance, reporting any alleged unauthorized or unjustified act or decision by an individual, which in any way adversely affects the status, rights, or privileges of a member of the College Community. The grievance policy and procedures for filing a grievance can be found on the College's website at:

<https://burrell.edu/policy-b2040/>

### *Title IX*

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

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

The College subscribes and adheres to the principles and requirements of Title IX and maintains such policies as are needed to assure the protection of its students under this statute. Anyone observing actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates under Title IX should notify the Title IX Coordinator. Any allegation of violation under Title IX will be investigated. The reporting individual may file such reports anonymously and without fear of retaliation. Policies of the College with regard to sexual discrimination under Title IX including discussion of procedures attendant to these policies may be found at:

<http://burrell.edu/students/title-ix/>

### *Students with Disabilities*

The College complies with all regulatory statutes and accreditation standards for the purpose of accommodating students with chronic or short-term disabilities. Facilities have been designed to meet code requirements for accessibility. The College will make reasonable accommodation for qualified individuals with known disabilities as required by law. The plan for providing accommodations to students is governed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students wishing to request accommodations through NBOME must do so through their website (<https://www.nbome.org/assessments/test-accommodations/>). The College is not involved in the accommodation approval process with NBME or NBOME. The College's Accommodation Policy can be found at:

<https://burrell.edu/policy-b9100/>

### *Special Environments*

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

<https://burrell.edu/policy-b5021/>

### *Pregnancy and Chemical Exposure*

The College recognizes that certain environments—such as the gross anatomy lab and specific clinical training settings including, but not limited to, radiology—may pose potential health risks to individuals who are pregnant, breastfeeding, or uncertain of their pregnancy status. While not all chemicals or materials used in these settings are uniformly toxic, students in these categories are strongly advised to consult with their healthcare provider before participating in such activities.

Students who are pregnant, breastfeeding, or unsure of their pregnancy status may request reasonable accommodation through the Office of Student Affairs or the designated accommodations coordinator. Requests will be evaluated in accordance with applicable laws, accreditation standards, and programmatic requirements to support student safety while maintaining academic integrity.

Participation in potentially high-risk educational activities, including gross anatomy lab and related clinical experiences, remains at the discretion of the student. By choosing to participate, students acknowledge and accept responsibility for any associated health risks. The College disclaims liability for any health-related outcomes stemming from voluntary participation in these activities.

### *Career Counseling*

The College offers career counseling services to support students in exploring career pathways, preparing for professional opportunities, and achieving their post-graduate goals. Students have access to resources, individualized guidance, and planning tools throughout their academic journey. For more information, visit the College's career counseling webpage:

[burrell.edu/students/career-counseling/overview-resources](http://burrell.edu/students/career-counseling/overview-resources).

### *Academic Support Services*

In order to reach their full academic potential, students may need assistance in areas such as individual assessment, data analysis, time management, study skills, and test-taking skills. The College's Educational Specialists provide students with opportunities in aforementioned areas as well as wellness counseling. Students have daily access to confidential, one-on-one support, by appointment, on a walk-in basis, and outdoor walking meetings, along with intermittent small and/or large group sessions. All sessions are offered both in person and online. Faculty are also available during office hours and on a walk-in basis to provide academic and content support as needed. The College provides peer-tutoring for first- and second-year students. The tutoring program is coordinated by the Educational Specialists and is facilitated by students chosen as tutors. Peer tutoring is designed to assist students who desire reinforcement of content in the various disciplines. For a complete list of services, please see:

<https://burrell.edu/students/educational-specialists/>

## TUITION AND FEES

Tuition and fees for the 2026-2027 academic year are posted on the College's website:

<https://burrell.edu/students/bursars-office/>

Doctor of Osteopathic Medicine Degree Program Tuition and Fees 2026-2027		
	Las Cruces (NM) Campus	Melbourne (FL) Campus
<b>Tuition</b>	\$70,622	\$70,622
<b>Student Fees<sup>1</sup> (non-refundable)</b>	\$1,975	\$3,657
<b>Total Tuition and Fees<sup>2</sup></b>	\$72,597	\$74,279

<sup>1</sup>Student Fees cover costs related to student activities and services, including recreational activities, health and wellness services, student resource services, and access to study space and transportation services on the host campus.

<sup>2</sup>A non-refundable deposit of \$2000 is collected at the time of acceptance to secure a seat in the D.O. degree program and is applied to tuition upon matriculation. Once the deposit is applied to tuition, it is refundable in accordance with the College's Tuition Refund Policy.

**To understand tuition and fees, and other related educational costs including the College's estimated cost-of-attendance, refer to the College's Financial Aid Manual:**

<https://burrell.edu/students/office-of-financial-aid/financial-aid-manual/>

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

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

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

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

*\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/qibill>.*

### **Tuition Refund Policy**

Any student signing an enrollment agreement or making an initial payment toward tuition and fees shall be entitled to a cooling off period of three (3) working days from the date of signing the enrollment agreement or making initial payment, whichever is later. During the cooling off period, the agreement can be withdrawn by the student and all tuition and fees shall be returned. Cancellation after the third (3<sup>rd</sup>) business day, through the first day of classes, results in a refund of tuition and fees. Cancellation can be made in person, by electronic mail, or by certified mail.

A student who cancels, withdraws for personal or medical reasons, or is suspended or dismissed by the College in accordance with College procedures, will receive a refund of tuition and refundable fees within thirty (30) days of any of the forgoing in accordance with the following schedule after the first day of instruction:

<i>Date of student withdrawal as a % of the enrollment period for which the student was obligated</i>	<i>Portion of tuition and refundable fees obligated and paid that are eligible to be retained by the institution</i>	<i>Student percent refund of tuition and refundable fees</i>
First day of classes through the following six calendar days	0%	100%
After seven calendar days; within 10%	10%	90%
After 10%; within 25%	50%	50%
After 25%; within 50%	75%	25%
50% or thereafter	100%	0%

In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received. Due to the College’s cohort-based lockstep curriculum, the College does not maintain an Add/Drop period.

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

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

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

In the event the veteran or other eligible person fails to enter the course, or withdraws, or is discontinued therefrom at any time prior to completion of the approved program length for VA students, the amount charged to the student for tuition, fees, and other charges for the completed portion of the course shall not exceed \$10.00 (only if a registration fee is charged) plus the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length. The completed portion is the total number of days the student was scheduled to attend (from first to last date of attendance) multiplied by the scheduled hours of attendance per day. Refunds will be totally consummated within the forty (40) days after termination.

\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

To see the College’s full Tuition Refund Policy, please visit: <https://burrell.edu/policy-b9510/>

## CAMPUS SAFETY, SECURITY, AND ACCESS

### CAMPUS ACCESS

Students are required to wear their student identification badge at all times while on Burrell campuses and in Burrell facilities. Badge access is necessary to enter any campus facilities.

### WEATHER-RELATED CLOSURES

In the event of adverse weather conditions that result in a delayed opening or cancellation of classes, the College will communicate updates through multiple channels, including email notifications sent to students' Burrell email addresses, text message alerts, and announcements posted on the College website ([www.burrell.edu](http://www.burrell.edu)). Please note that closure decisions may vary by campus. It is the responsibility of each student to monitor official College communications and to follow any instructional guidance provided during a campus closure.

### SAFETY

The College is committed to creating a safe and secure environment. Please see safety and security information, including the College's Annual Safety and Security Report, emergency notification and evacuation plan at:

<https://burrell.edu/campus-safety-and-security/>

### VISITORS ON CAMPUS

The College maintains closed campuses to the public. Students access the building via their personal identification cards. All visitors must comply with the College's Visitor Policy:

<http://burrell.edu/policy-b4014/>

### PARKING

Students are required to display parking passes on their vehicles at all times. All students are required to abide by the parking guidelines at either campus. For more information about obtaining a parking pass, parking guidelines, and maps, please visit the following webpage:

<https://burrell.edu/students/parking/>

# BURRELL COLLEGE *of* HEALTH SCIENCES

SCHOOL *of* OSTEOPATHIC MEDICINE

**DOCTOR OF OSTEOPATHIC MEDICINE DEGREE PROGRAM**

Las Cruces (NM) Campus  
3501 Arrowhead Drive  
Las Cruces, New Mexico  
88001

[www.burrell.edu](http://www.burrell.edu)  
(575) 674-2266

Melbourne (FL) Campus  
3011 S. Babcock St.  
Melbourne, Florida  
32901

### A Message from the Dean

It is my pleasure to serve as the Dean and Chief Academic Officer for the Doctor of Osteopathic Medicine degree program, at the Burrell College of Health Sciences School of Osteopathic Medicine. I serve Burrell with a passion for collaborating with our skilled faculty and staff to ensure our students are educated and trained as future medical professionals, dedicated to improving access and strengthening the healthcare workforce in the communities we serve.

As the College Dean, I focus on using relational leadership and developing skills across teams to provide high quality education for our students and future physicians. I believe in fostering a collaborative environment to help us achieve our shared institutional goals in alignment with the College's mission.

Burrell is at an exciting time with our inaugural class graduating in May 2020 and a recent additional location in Melbourne (FL). I will continue to work diligently with our faculty, staff, and students, focusing on continuous improvement to better serve the needs of our communities.

I encourage you to learn more about Burrell College of Health Sciences and its School of Osteopathic Medicine by exploring our website, and if possible, visiting our beautiful campuses.

William Pieratt, DO, FACP  
Dean and Chief Academic Officer



## Administration

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

### Office of the Dean

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## Osteopathic Tenets

The practice of osteopathic medicine was established by Dr. Andrew Taylor Still in the 1860s. Doctors of Osteopathic Medicine are fully licensed physicians authorized to practice medicine in all fifty states. The practice of osteopathic medicine is founded on the following tenets:

- The body is a unit; the person is a unit 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 upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

## Programmatic Level Educational Objectives

- **Objective I:** Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
- **Objective II:** Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
- **Objective III:** Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
- **Objective IV:** Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
- **Objective V:** Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
- **Objective VI:** Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
- **Objective VII:** Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

## Office of Admissions

### *AACOMAS Application*

All applicants must submit their application through AACOMAS (American Association of Colleges of Osteopathic Medicine Application Service) where prior credit related to admissions requirements, inclusive of transcripts, are evaluated. The College offers no advance standing to students admitted to its Doctor of Osteopathic Medicine program. All prior credit evaluation records shall be maintained by the Office of Admissions for compliance purposes. AACOMAS is available to all accredited osteopathic medical schools through the American Association of Colleges of Osteopathic Medicine (AACOM). Applicants create and file one electronic application, which will be verified, and subsequently distributed to all osteopathic colleges the applicant has designated. For additional information concerning the AACOMAS application, applicants can visit <https://www.aacom.org/> or call (617) 612-2889.

The AACOMAS application for the 2025-2026 application cycle will require applicants to mark their preference of attending the Las Cruces (NM) campus or the Melbourne (FL) campus for consideration.

### *Secondary Application*

Once the College has received an applicant's verified AACOMAS primary application, the Office of Admissions will complete pre-screening to verify the minimum requirements have been met. Applicants meeting the minimum pre-screening requirements will receive an email containing login instructions on completing and submitting the secondary application. Applicants must submit the secondary application with its \$80 nonrefundable processing fee and appropriate supporting materials to progress to additional application review and in order to be considered for an interview.

*Applicants approved for an AACOMAS or AMCAS fee waiver will also be eligible to request a secondary application fee waiver from the College. Other applicants seeking a waiver of the secondary application fee can email the Office of Admissions directly for consideration of their circumstances. It is the applicant's responsibility to submit the AACOMAS or AMCAS fee waiver approval documentation, for the current cycle, or to submit an official fee waiver request to the Office of Admissions, prior to the College's cycle close date.*

Please visit the College's website for information pertaining to admissions processes:

<https://burrell.edu/prospective-students/admissions/>

### *Admission Requirements*

The College is committed to non-discrimination in its admission and matriculation of qualified students. More information regarding the College's nondiscrimination policy can be found on the College's website:

<https://burrell.edu/policy-b1040/>

Regarding disabled (or physically challenged) individuals, the College will not discriminate against such individuals who are otherwise qualified, but the College will expect that minimal technical standards be met by all applicants and students as set forth herein. These standards reflect what has been determined to be reasonable expectations of osteopathic medical students and physicians in performing common and important functions, keeping in mind the safety and welfare of the patients for whom our graduates will care.

### *Minimal Technical Standards*

Doctor of Osteopathic Medicine degree (D.O. degree) program applicants and current students are required to meet the program's Minimal Technical Standards as described below:

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data. To facilitate the attainment of optimum care and safety, students must:

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

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

The College expects its applicants and students to meet the minimum technical standards as outlined below. Every applicant and student is expected to possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a Doctor of Osteopathic Medicine (D.O.) degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The College has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care. The specific technical standards recommended by the College are set forth below.

### **Observation & Visual Integration**

Applicants and students must have sufficient visual capabilities to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences, as well as proper evaluation and treatment integration in order to assess asymmetry, range of motion, and tissue color and texture changes. They must be able to observe a patient accurately at varying distances with the ability to determine size and depth of an object in low light at 0.3cm, and with the ability to discern non-verbal communication.

### **Communication**

Applicants and students should be able to speak, hear and observe patients in order to elicit information, examine patients, and describe changes in mood, activity, and posture, as well as perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients in English. Communication includes not only speech but also reading and writing. Applicants and students must be able to communicate effectively and efficiently in oral and written form with all members of the health care team in English.

### **Motor Function**

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

### **Sensory Skills**

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

**Strength and Mobility**

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

**Intellectual, Conceptual, Integrative and Quantitative Abilities**

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

**Behavioral and Social Attributes**

Applicants and students must possess the emotional health required for full utilization of their intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis and care of patients and the development of mature, sensitive, and effective professional relationships with patients. Applicants and students must be able to tolerate physically taxing workloads and adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admissions and educational processes.

**Participation in Osteopathic Manipulative Medicine Skills Sessions and Clinical Care Encounters**

Active participation in OMM Skills Sessions and Clinical Care Encounters is an admission, matriculation, and graduation requirement. During OMM skills sessions and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation, and treatment. The examination and treatment must be conducted in a respectful and professional manner. While at times, we will be using simulated patients, much of the time students will be expected to practice on each other.

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

The development of palpatory skills and the ability to perform osteopathic treatments are initiated in the first- and second-year sessions. This learning requires active participation in all skills sessions where students palpate and will experience palpation by their peers and instructors of both genders to enhance the development of their own palpatory skills. Each student will palpate a variety of people with different body types to simulate the diversity of patients expected in a practice setting. Good hygiene is important. This includes frequent bathing and hair washing and trimming fingernails so as not to impair palpation or cause discomfort to the person being palpated.

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

### *Minimum Pre-Screening Requirements*

Prior to progressing in the Admissions process, applicants will be pre-screened for the following minimum requirements:

- Current U.S Citizen or U.S Permanent Resident
  - Applicants who are legal, permanent residents of the U.S. will be required to provide a copy of their permanent resident card before progressing in the admission process. If permanent residency status is revoked, abandoned or otherwise lost following matriculation, the College shall not be held responsible nor liable in any way for any claims, damages, losses, expenses or liabilities whatsoever, related to or arising from such student's inability to complete, or any delay in completion of, the Doctor of Osteopathic Medicine degree program.
- Submission of a Medical College Admissions Test (MCAT) score

Applicants who meet the minimum pre-screening requirements will be invited to complete and submit a secondary application. Applicants must submit the secondary application to become eligible for review.

Additional information concerning the additional requirements and application directives may be found below. All application requirements, including outstanding prerequisite coursework, must be met prior to matriculation:

### *Recommended MCAT Score and Science Grade Point Average*

- The minimum recommended cumulative science grade point average (GPA) for applicants is a 3.0 (on a 4.0 scale)\*.
- The minimum recommended Medical College Admission Test (MCAT) score for applicants is 496 with no subsections lower than the 15<sup>th</sup> percentile\*. While MCAT scores will not be considered expired, applicants are advised to have an exam date within the three years prior to matriculation.

Applicants may obtain information about the MCAT through: [www.aamc.org](http://www.aamc.org) or Association of American Medical Colleges:

Medical College Admission Test  
2450 N St., NW  
Washington, DC 20037  
(202) 828-0690  
Email: [mcat@aamc.org](mailto:mcat@aamc.org)

*\*While there are no set minimum requirements for an MCAT score, science GPA, non-science GPA or overall GPA, each will still be reviewed when evaluating an applicant's academic record. Applicants are encouraged to review average scores for matriculating students published each cycle on the College's [website](#). The College will follow the calculated grade point averages submitted in the verified AACOMAS application. For detailed information on how AACOMAS calculates GPAs, please visit the AACOM website.*

### Previous Education and Prerequisite Coursework

- Prior to matriculation, applicants are required to show completion of a baccalaureate degree, or equivalent, from a college or university accredited by an agency recognized by the United States Department of Education. In-progress degrees must be conferred and verified by an official transcript by no later than July 1 of the year of matriculation.
  - Applicants with baccalaureate degrees completed outside the U.S. or Canada must provide evidence of their degree equivalence to at least a U.S. baccalaureate degree. Please see guidelines for submitting foreign coursework evaluations below.
- Applicants are required to complete the following prerequisite coursework with a minimum grade “C” or higher:
  - Biology with lab 8 credit hours (or equivalent\*)
  - General/Inorganic Chemistry with lab 8 credit hours\*\* (or equivalent\*)
  - Organic Chemistry with lab 8 credit hours\*\* (or equivalent\*)
  - Physics with lab 8 credit hours (or equivalent\*)
  - Science elective 3 credit hours\*\*\*
- Applicants are recommended to complete 6 credit hours of English with a minimum grade “C” or higher.

*\*Or equivalent to one year with laboratory component.*

*\*\*Biochemistry hours may count towards fulfilling hour requirements for General/Inorganic Chemistry or Organic Chemistry or the Science Elective.*

*\*\*\*Recommended courses to meet Science Elective prerequisite include advanced courses in behavioral sciences, biochemistry, cell biology, genetics, human anatomy, immunology, molecular biology, neurosciences, physiology.*

*Test credits (e.g., AP, IB) being used for prerequisite coursework must be verified with an official score report, institutional transcript, or other official documentation which can provide the specific course completed and number of credits received.*

### Letters of Recommendation

Applicants to the osteopathic medicine degree program must provide at least two letters of recommendation: Letters from the following sources are strongly recommended:

- A Pre-Health Committee/Composite Letter (can be used to fulfil the requirement for two letters of recommendation)
- A science professor who has taught or advised the applicant within the past three years
- A physician (DO or MD) who is not related to the applicant

Applicants can submit up to ten letters. Additional recommended sources for letters of recommendation include:

- A research advisor
- A premedical or academic advisor
- An individual who has observed the applicant in a volunteer, service, or care setting
- An employment supervisor

Letters should be formatted on letterhead and include credentials. Letters from relatives will not satisfy the requirement. All letters of recommendation should be submitted via AACOMAS.

The requirement below is only specific to applicants that have previously been enrolled in but did not fully complete another medical or health professions program:

- Applicants that previously attended but did not fully complete another medical or health professions program must provide a letter of standing submitted on their behalf directly by the Registrar, Dean, or Program Director of the previous program, outlining their status upon disenrolling and their eligibility to return.

### *Experience Hours*

Applicants are encouraged to not only provide an account of academic merits, but to also provide details on any extracurricular, medical, non-medical, and/or community volunteer experience hours they have accumulated prior to applying.

The College also seeks to admit students who are committed to serving rural and medically underserved areas and who will contribute to the potential impact of the College and the osteopathic medical profession in these areas.

### *Foreign Coursework*

Applicants with transcripts submitted from institutions outside the United States of America (U.S.) or Canada are required to have those transcripts evaluated for U.S. equivalence by one of the services listed below. An official report must be sent from the service directly to AACOMAS. Applicants may also have their evaluation service submit a report directly to the College. The applicant should retain a copy of the report to reference. The report should contain a course-by-course evaluation, including a listing of courses, subject codes, semester hours and grades on the AACOMAS Academic Record or Professional School Academic Record as per the instructions. Unofficial copies of any equivalence evaluation report will not be accepted. More information on submitting foreign transcripts via AACOMAS can be found in the AACOMAS Applicant Help Center.

### *Admissions Process*

The Burrell College of Health Sciences School of Osteopathic Medicine uses a holistically driven admissions process whereby applicants are assessed in several different areas including academic and non-academic characteristics. The admissions policy can be found on our website at:

<https://burrell.edu/policy-b9001/>

Once the College has received an applicant's verified AACOMAS primary application, the Office of Admissions will complete pre-screening to verify the minimum requirements have been met. Applicants meeting the minimum pre-screening requirements will receive an email containing login instructions on how to complete and submit the secondary application. Applicants must submit the supplemental application with its non-refundable processing fee and appropriate supporting materials to progress to additional application review and in order to be considered for an interview. Under special circumstances, the College may use discretion in the evaluation of qualifications of any candidate for admission.

### *Interviews*

If selected for an interview, the applicant will schedule the interview within the College's online portal. Interviews for the 2026-2027 application cycle will be conducted virtually. The College uses a rolling admissions process and conducts interviews throughout the application cycle.

### *Final Decision*

Once the interview process is complete, members of the Medical Student Admission Selection Committee will perform a post-interview review of applicants in accordance with Committee procedures. Those applicants recommended for acceptance will be sent to the Dean for approval. Seat decisions will be delivered by the Office of Admissions throughout the cycle, on a rolling basis.

### *Waitlist*

At the discretion of the Office of Admissions, waitlisted applicants may be presented to the Dean for seat approval throughout the cycle.

### *Admission Appeal*

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

Guidelines for an appeal:

- The appeal must be submitted to the Director of Admissions, who will review the reason for the appeal and all supporting documentation; information and documentation will only be accepted directly from the applicant. If the appeal is not supported, the Director of Admissions will inform the applicant in writing, via email.
- Deadline to appeal: last day of March for the cycle
- If the Director of Admissions deems the appeal to be of merit, the appeal documentation will be presented to the Dean for review. The Dean's decision will be submitted back to the Director of Admissions.

### *Deferral*

Seat-accepted applicants that are able to demonstrate extenuating or unexpected personal circumstances may request a one-year deferral for consideration. Requests for deferral will be considered on a case-by-case basis and are subject to approval by Vice President of Student Services. The College reserves the right to offer a deferral and/or extend a deferral beyond one-year, at the discretion of the Vice President of Student Services.

Guidelines for requesting a deferral:

- The applicant must submit a deferral request in writing, via email, to the Director of Admissions, who will review the reason for the deferral and any supporting documentation.
- The Director of Admissions will inform the applicant via email if the requested deferral is approved or denied.
- The deadline to request deferral is no less than 60 days prior to the beginning of orientation.

*Deferment requests cannot be made to delay a decision in the given acceptance timeframe or to wait for an admission offer from another medical school. An applicant may only request a maximum 1-year deferral. If the deferred applicant does not matriculate the immediate following cycle year, the admission offer will be rescinded. Deferred applicants who did not matriculate during the allotted deferral period must reapply and follow the same admissions process as all other applicants for that cycle year. Applying to another medical school during the deferral period will result in withdrawal of the initial offer of admission, loss of the position at the Burrell College of Health Sciences School of Osteopathic Medicine and forfeit of the full deposit. The College reserves the right to extend a deferral beyond one-year at the discretion of the Vice President of Student Services*

A College offered deferral, approved at the discretion of the Dean, is not subject to the 60-day deadline nor the one-year deferral period.

### *Matriculation Information*

For offered applicants to be eligible for admission, the following need to be satisfied, by deadlines that were provided, along with any/all other pre-matriculation requirements given:

- Pay non-refundable full seat deposit of two thousand dollars (\$2,000), which will be credited against the first semester's tuition and fee charges, by the given seat offer deadline.
- Submission of the electronically signed Admissions and Acceptance Agreement for the D.O. program by the given seat offer deadline.
- Completion of the following forms:
  - Emergency Contact Form
  - Proof of Immunization Form
    - An immunization status report, including all required vaccinations and immunizations, must be submitted. All titers are required to be administered no earlier than six months prior to matriculation:
      - **Diphtheria/ Tetanus/ Pertussis** – TDAP booster dose within last 10 years.
      - **Measles, Mumps and Rubella** – Two doses after 1978 and quantitative titers showing immunity for each disease (Measles, Mumps and Rubella). **A copy of the lab results is required.**
      - **Hepatitis B** – Hep B series completion and quantitative Hep B Surface Antibody Titer (IgG) for confirmation of immunity response. **A copy of the lab results is required.**
      - **Tuberculosis (TB)** – A Tuberculin skin test (PPD – one placement and result) is required within the sixty days prior to the first day of enrollment. Students may obtain either a skin test (TST) or blood test (IGRA) and provide a copy of the result to the College.
        - If the TB testing is positive for either test, an attestation from a qualified licensed health care provider must be provided showing that they have received appropriate follow-up testing/treatment and may participate in unrestricted clinical activities.
    - **Varicella** – Proof of two doses of the Varicella vaccine **and** a positive quantitative Varicella titer (IgG). **A copy of the lab results is required.**
    - **Influenza** – Documentation of the Influenza's vaccine (in season generally September through March).
- Completion of criminal background check and drug screen by the College's designated vendor no earlier than 60 days prior to matriculation.
- Submission of all official college transcripts from all degree granting institutions and all courses that have not been previously verified through AACOMAS. Transcripts must indicate that the applicant has satisfactorily completed all prerequisite course requirements and satisfied any contingencies, including graduation, as outlined in the Admissions and Acceptance Agreement. Applicants who have an officially approved reason acceptable to the College for submitting transcripts after the due date must have their transcripts recorded with the Registrar by the first day of class.
- Proof of basic health insurance coverage in order to avert financial hardship due to hospital admissions, emergency department care, subspecialty care or other medical services needed. The Office of Student Affairs verifies active coverage at the beginning of each academic term.
- Applicants will be asked to present proof of legal U.S. residency status. Applicants who are legal, permanent residents of the U.S. will be required to provide a copy of their permanent resident card prior to progressing in the admission process.

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

## Curriculum

The Doctor of Osteopathic Medicine degree program is a four-year, evidence-based osteopathic medical education program that enables students to acquire the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. The curriculum is applications-based and integrates medical knowledge, clinical skills and osteopathic principles and practice. Course offerings emphasize knowledge acquisition, problem solving through critical analysis and thought, patient-centered focus, professional demeanor, inter-professional collaboration, and guide the student’s development of a holistic approach to clinical practice. All gross anatomy, clinical skills and osteopathic manipulative medicine laboratories are taught onsite and in-person. Didactic content may be delivered synchronously or asynchronously with utilization of the learning management system and lecture capture system. The clinical training curriculum is community-based and conducted in its affiliated hospitals and clinics under the supervision of a faculty in multiple medical specialties. The four-year degree program is 195 credit hours.

### Pre-Clinical Education

The instructional design includes several educational approaches including traditional lectures, blended learning sessions, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team-based learning, case-based learning, and clinical case presentations. Individual student preparation is essential and promotes responsibility, intellectual curiosity, and stimulates critical thinking and problem-solving skills. Evaluations of student performance are based on written exams, skills-based competency assessments, observational techniques, and structured clinical competency assessments.

### OMS I

The systems-based courses required in the first year emphasize basic biomedical science with clinical correlates. Coursework in osteopathic manipulative techniques, clinical practice skills, medical informatics, and ethics are presented concomitantly. (See Figure 1)

Figure 1: Year One Curriculum Layout

NEW STUDENT ORIENTATION	<b>FAMM</b> Foundations of Anatomy and Molecular Medicine 12.0 cr hr	<b>CRS</b> Cardiovascular and Respiratory Systems 9.0 cr hr	WINTER BREAK	<b>RGER</b> Renal-Gastrointestinal-Endocrine and Reproductive Systems 11.5 cr hr	<b>NVFD</b> Nervous System and Foundations of Disease 9.5 cr hr
	<b>OMM-I</b> Osteopathic Manipulative Medicine I 3.0 cr hr			<b>OMM-I (continued)</b>	
	<b>PCP-1</b> Principles of Clinical Practice I 2.0 cr hr			<b>PCP-2</b> Principles of Clinical Practice 2 2.5 cr hr	
	<b>MM-1</b> Mission Medicine I 3.0 cr hr			<b>MM-1(continued)</b>	

### OMS II

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

Figure 2: Year Two Curriculum Layout

<b>GIS 2</b> Gastrointestinal System 4.0 cr hr	<b>CVS 2</b> Cardiovascular System 5.0 cr hr	<b>REN 2</b> Renal System 3.0 cr hr	<b>RESP 2</b> Respiratory Systems 4.0 cr hr	<b>MSK 2</b> Musculoskeletal System 4.5 cr hr	<b>WINTER BREAK</b>	<b>ENR 2</b> Endocrine/Reproductive System 4.5 cr hr	<b>NS 2</b> Nervous System 4.0 cr hr	<b>BMP</b> Behavioral Medicine Psychiatry 2.0 cr hr	<b>IHL</b> Immuno/Heme/Lymph System 4.0 cr hr	<b>POM</b> Pathophysiologic Overview of Medicine 7.0 cr hr
<b>OMM-2</b> Osteopathic Manipulative Medicine 2 3.0 cr hr						<b>POM</b> <b>OMM-2 (continued)</b>				
<b>PCP-3</b> Principles of Clinical Practice 3 2.0 cr hr						<b>PCP-4</b> Principles of Clinical Practice 4 2.0 cr hr				
<b>MM-2</b> Mission Medicine 2 3.0 cr hr						<b>MM-2(continued)</b>				

### Clinical Education

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

#### OMS III

Students entering the third year begin with a two-week non-clinical course or an approved COMLEX-USA® Level 1 board preparation course. All students must sit for the COMLEX-USA® Level 1 examination prior to the start of the *Introduction to Clinical Rotations* course, unless they are approved for a delayed COMLEX-USA® Level 1 test date due to a remediation requirement. The Introduction to Clinical Rotations begins in week three of the third term.

Students who remediated the OM 6265 Pathophysiologic Overview of Medicine (POM) course and did not meet the required score for the remediation exam will be enrolled in the COMLEX-USA® Level 1 Readiness Course in block 2 of the third year. Prior to completion of the COMLEX Readiness course, students must sit for the COMLEX-USA® Level 1 examination in the fourth week of the course. Progression in the clinical curriculum is contingent upon meeting all course and examination requirements.

Students must also complete core clerkship rotations in Year Three that include the following clinical experiences: Family Medicine (2 blocks; 8 weeks), Internal Medicine (2 blocks; 8 weeks), Surgery (2 blocks; 8 weeks), Pediatrics (1 block; 4 weeks), Obstetrics and Gynecology (1 block; 4 weeks), and Psychiatry (1 block; 4 weeks). Additionally, students must complete the longitudinal Osteopathic Manipulative Medicine III course and a longitudinal Clinical Rotation Essentials Course. Students have two blocks designated for an elective clinical experience (8 credit hours). A sample course schedule for Year Three is provided below (See Figure 3). The actual sequence of clerkship rotations will vary for each student.

Figure 3: Year Three Curriculum Layout

<b>Elective</b> Non-Clinical or COMLEX Level 1 Independent Study 2.0 cr hr	<b>ICR</b> Introduction to Clinical Rotations 2.0 cr hr	<b>Elective</b> Elective or COMLEX Level 1 Readiness 4.0 cr hr	<b>FM</b> Family Medicine Clerkship 8.0 cr hr	<b>IM</b> Internal Medicine Clerkship 8.0 cr hr	<b>WINTER BREAK</b>	<b>PEDS</b> Pediatric Clerkship 4.0 cr hr	<b>SURG</b> Surgery Clerkship 8.0 cr hr	<b>OB/GYN</b> Obstetrics/ Gynecology Clerkship 4.0 cr hr	<b>PSYCH</b> Psychiatry Clerkship 4.0 cr hr	<b>ELECTIVE</b> Elective Clerkship 4.0 cr hr
<b>OMM-3</b> Osteopathic Manipulative Medicine 3 2.5 cr hr						<b>OMM-3 (continued)</b>				
<b>CRE</b> Clinical Rotation Essentials 2.0 cr hr						<b>CRE (Continued)</b> Clinical Rotation Essentials				

#### OMS IV

During Year Four of the curriculum, students must complete a minimum of thirty-eight (38) credit hours. Of these required credit hours, twenty-eight (28) must be clinical, including a required Clerkship in Emergency Medicine (1 block; 4 weeks), a required Selective Clerkship in ICU (1 block; 4 weeks), two required Selective Sub-Internship Clerkships (1 block; 4 weeks and 1 block; 2-4 weeks) and up to fourteen (14) weeks of clinical

electives depending on the length of the second Sub-Internship requirement. The remaining ten (10) credit hours are comprised of a longitudinal Osteopathic Manipulative Medicine IV course (2 credit hours), and eight (8) credit hours that may be clinical or non-clinical, depending on the individual student’s schedule. Elective and selective rotations may be completed at locations within or outside of the College’s RAC locations with approval by the Office of Clinical Education based on established procedures and guidelines. One four-week block may be designated as an Independent Study course to prepare for the COMLEX-USA® Level 2-CE board exam. Students must return a passing score for the COMLEX-USA® Level 2 exam by the Friday before Match week. Please see the Student Handbook for additional information. All rotation experiences must be reviewed, approved, and credentialed by the Office of Clinical Education. Students may participate in non-clinical elective(s) only with the approval of the Office of Clinical Education.

A sample course schedule for Year Four is provided below (see Figure 4). The actual rotation sequence will vary for each student.

Figure 4: Year Four Curriculum Layout

Independent Study COMLEX Level 2 4.0 cr gr	EM Emergency Medicine Clerkship 4.0 cr hr	SELECTIVE ICU ICU Clerkship 4.0 cr hr	SELECTIVE SUB-I Sub Internship Rotation 4.0 cr hr	SELECTIVE SUB-I Sub Internship Rotation 4.0 cr hr	WINTER BREAK	ELECTIVE Elective Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr
OMM-4 Osteopathic Manipulative Medicine 4 2.0 cr hr						OMM-4 (continued)				

## Academic Opportunities

### *Research and Distinction in Research*

The College, through the efforts of the Office of Research and Sponsored Programs, supports the advancement of knowledge and the enrichment of student education through research and scholarly activity. Faculty-led scholarly work in four core priority areas is central to the College mission:

- Basic biomedical science;
- Clinical science including research related to osteopathic medicine;
- Population health; and,
- Medical education.

The College supports opportunities for students in the Doctor of Osteopathic Medicine degree program to engage with faculty-supervised research and creative scholarship through summer research experiences, course electives, and extracurricular research activities. Through faculty mentorship and supplemental training, student researchers learn basic experimental methodologies, responsible conduct of research, and are afforded opportunities for dissemination of research findings in professional venues. A Distinction in Research pathway is available for highly motivated students who wish to undertake a longitudinal advanced research experience beginning in year one and extending through year four study. Students who complete the Distinction in Research pathway will be acknowledged at graduation and noted on their final transcript. A student research organization meets regularly throughout the academic year, and the Office of Research regularly invites students to Student Research Town Hall meetings. The annual Medical Student Research Day provides the opportunity for students to present their findings and be recognized for their accomplishments.

### *Distinction in Rural Medicine*

The Distinction in Rural Medicine is offered to qualifying medical students assigned to two of Burrell’s rural Regional Academic Centers (Eastern (NM) RAC and Four Corners (NM) RAC) during their 3rd year of medical school. This track is designed to mentor students who wish to gain a deeper understanding of the

intertwined problems impacting healthcare and quality of life that are encountered by those living in rural underserved communities. The goal of this track is twofold: to empower participating students in understanding how to approach and solve challenges in healthcare delivery for future rural practice or, among underserved populations generally. And, in addition, for participating students to make a meaningful, positive contribution in a rural, underserved community through the completion of all required projects. Students who successfully complete the rural track will receive a Doctor of Osteopathic Medicine degree with a Distinction in Rural Medicine annotation on their academic record. The pursuit of the Distinction in Rural Medicine track will be documented within the Medical Student Performance Evaluation (MSPE) Letter, acknowledged at graduation, and noted on the final transcript.

### **Offices of Academic Affairs, Clinical Education, and Graduate Medical Education**

The Office of Academic Affairs provides administrative oversight of the pre-clinical curriculum for the first and second years of the D.O. degree program. The curriculum employs an integrated, systems-based, application-oriented approach designed to enable students to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. This is accomplished using several educational approaches including traditional lectures, blended learning sessions, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team-based learning, and clinical case presentations. All gross anatomy, clinical skills and osteopathic manipulative medicine laboratories are taught onsite and in-person. Didactic content may be delivered synchronously or asynchronously with utilization of the College's learning management system and lecture capture system. For more information, please visit our website:

<https://burrell.edu/academics/pre-clinical-education-year-1-year-2/>

The Office of Clinical Education oversees and manages the third and fourth years of the medical curriculum. The Office of Clinical Education is dedicated to providing students with quality clinical education services. For their third year, each student is assigned to a Regional Academic Center (RAC). Each RAC is staffed by a Regional Assistant Dean, and Coordinator who serves as the student's primary contact during third year clinical rotations. The clinical training curriculum is community-based in affiliated hospitals and clinics and provides educational experiences under the preceptorship of credentialed, medical educator faculty. Clinical assignments are based on multiple factors including availability of preceptors and the interests and preferences of individual students. Currently there are ten RAC's located in Albuquerque (NM), Brooklyn (NY), Las Cruces (NM), Four Corners (NM), Eastern (NM), El Paso (TX), Tucson (AZ), Space Coast (FL), Southwest (FL), and Palm Beach (FL). For more information, including information on the College's affiliated clinical teaching sites, please visit our website:

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

The Office of Graduate Medical Education facilitates the development of ongoing graduate medical education (GME) and has helped develop new residency programs in family medicine, internal medicine, orthopedic surgery, transitional year internship and osteopathic neuromusculoskeletal medicine. The College continually explores additional GME opportunities:

<https://burrell.edu/academics/gme/>

### **Attendance**

The complete policy regarding attendance may be found at:

<https://burrell.edu/policy-b9110/>

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

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

- **Case-Based Learning Sessions**  
Faculty will present clinical applications of course materials self-studied in advance by the students.
- **Basic Science Laboratories**  
Faculty will lead demonstrations and interactive sessions including cadaveric dissection.
- **Clinical Skills Laboratories**  
Faculty will supervise demonstrations and practical training of history and physical examination skills including osteopathic manipulative medicine and standardized patient practice.
- **Team-Based Learning Sessions**  
Faculty will supervise students working in small groups to solve various common basic science and clinical challenges.
- **Examinations and Quizzes**  
Assessment sessions including cognitive and psychomotor testing.
- **Community-Based Learning Experience**  
Students will be assigned to a variety of community venues to gain insights into medical practice in the community, gain firsthand knowledge of social determinants of health, and practice acquired skills.

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

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

### **Progress and Participation Plan (PPP)**

Students who are required by the Office of Academic Affairs to participate in the PPP are required to attend all mandatory and synchronous lectures as part of their progression requirements. Students must verify their attendance in the learning management system.

### *Attendance for Clinical Courses – Years Three and Four*

Attendance is required at all patient care activities and educational programs. Students are required to participate in all daily activities as described in the Clerkship Manual, the syllabus for each course, and as may be directed by their assigned preceptor(s). Students are required to participate in daily activities as described in the Clerkship Manual, the syllabus for each course, and as directed by their assigned preceptor(s).

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

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

<https://burrell.edu/policy-b9510/>

\*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

### ***Excused Absence***

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

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

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

A request to be excused must be submitted in advance of the activity. When absence from an activity is the result of an unexpected occurrence, students must submit a completed absence request as soon as possible but no later than the first date of return to the College. Submission of a request does not ensure that the request will be approved. The excused absence form for OMS I and OMS II can be found at:

<https://burrell.edu/students/student-forms/>

Any student granted an excused absence is responsible for all materials covered or graded activities missed and must arrange the make-up with the course director or testing center as soon as possible.

Students who are granted an excused absence from any activity during the Introduction to Clinical Rotations course shall be required to remediate that activity to the satisfaction of the course director before beginning clinical rotations. Students are allowed a maximum of two (2) days of excused absence for any third- and fourth-year course, regardless of the reason. Exceptions apply only for residency interviews during the OMS-IV academic year, for which students may request up to four (4) excused days during a four-week rotation period. Exceeding the allotted number of allowable excused absences may result in failure of the course or corrective action. Additionally, any unexcused absence may result in a finding of non-professional conduct. The excused absence form for OMS III and OMS IV can be found at:

<https://burrell.edu/students/student-forms/>

Additional provisions and stipulations regarding excused absences can be found in the Student Handbook.

<https://burrell.edu/student-handbook/>

### **Grades**

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

<b>Recorded Grade</b>	<b>Explanation</b>
P	Pass
S	Satisfactory
F	Fail
H	Honors (Pass/Fail Course)
PX	Pass: Pass/Fail Course Remediated

IP	In Progress
I	Incomplete
AW	Administrative Withdrawal
W	Withdrawal
NC	No Credit

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

All first- and second-year courses are graded as Pass (P) or Fail (F). Final grades are based on attaining designated levels of competency in each graded element of the course as described in each course syllabus. The final overall score determines the grade of Pass/Fail, only the Pass/Fail designation is documented on the transcript. Courses that include the acquisition and demonstration of clinical skills may require students to meet minimum competencies in order to complete the course and receive a passing grade. The course syllabus will have information regarding those requirements and should be reviewed at the beginning of the course.

### **Clinical Courses/Clerkships (Years Three and Four)**

All final course grades for clinical clerkships and courses in Years Three and Four will be graded as Pass (P) or Fail (F). For clerkships designated as *core*, students may earn the grade of Honors (H) in accordance with policy. Final grades are based on attaining designated levels of competency in each graded element of the clerkship as described in each clerkship syllabus.

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

### *Incompletes*

A student may receive a grade of Incomplete (I) if the student's work in a course is incomplete due to special circumstances. A deadline will be established for the student to complete the remaining coursework, at which time, the grade of Incomplete (I) will be replaced. The time frame for completion of the course will generally be before the beginning of the next term. A student who fails to complete all coursework by the deadline will be assigned a failing grade.

### *Course Failure*

Any student receiving a failing grade in a course, clerkship, or on a licensing exam is referred to the Student Performance Committee (SPC). After reviewing the academic record of the student, the committee makes a decision on the student's academic standing (academic probation with option to remediate the failed item, academic suspension, or academic withdrawal). The student may have the right to appeal this decision to the Dean.

### *Grade Appeals*

All exams are reviewed for appropriateness, and exam results are analyzed prior to release of official scores. Students may only appeal an exam (assessment) score or a course grade if the appeal is based upon an error in score reporting or score calculation and may not be based on exam content. Appeal is made by written submission using the online grade appeal form by 5:00PM the next business day of the posting of the official score/grade:

OMS I or OMS II: <https://burrell.edu/students/resources/request-for-grade-review/>

OMS III or OMS IV: <https://burrell.edu/students/resources/request-for-grade-review-clinical/>

The appeal will be routed to the Office Pre-Clinical Education for OMS I and II or to the Office of Clinical Education for OMS III and IV. Appeals submitted more than one (1) business day after posting of the score will not be considered. The Department Head of Pre-Clinical Education or the Department Head of Clinical Education shall make a final determination upon consultation with the appropriate course director. If an appeal is deemed to have merit, the student's exam score(s) will be recalculated, and that score posted as the final score.

### ***Class Rank and GPA***

In the pass/fail system, no class rank nor grade point average (GPA) is calculated or provided.

### **Student Performance**

The purpose of the Student Performance Committee (SPC) is to ensure that every student has the skills, knowledge, and judgement to enter graduate medical education and the practice of osteopathic medicine. The SPC monitors student progress and ensures that all students meet the requirements necessary for promotion and graduation.

### ***Promotion***

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

<https://burrell.edu/policy-b9121/>

Students are referred to the SPC for failing any course, clinical clerkship, or COMLEX-USA® Level board exams within the College's curriculum. The faculty may refer any student to the SPC if the student is not maintaining a standard of academic excellence.

Students shall be considered in *Good Academic Standing* if they have achieved a passing grade in all courses taken and have no other outstanding academic and/or disciplinary deficiencies. *Academic Probation* is a designation that the student has an un-remediated course failure. Failure of any course shall place the student on *Academic Probation*. The designation will remain until deficiencies have been remediated. An *Academic Probation* designation is also used when a student is repeating a year due to academic and/or disciplinary reasons. The designation will remain until the repeated year is successfully completed. A first-time failure of any part of the COMLEX-USA® examination series may also result in a student being placed on *Academic Probation* by the Student Performance Committee (SPC). A student is placed on *Academic Suspension* when a student is withdrawn from activity in the program curriculum for academic and/or disciplinary reasons but is offered the opportunity to subsequently re-enroll and repeat the academic year. In the event you have not made adequate progress towards your degree, you will be required to meet with SPC and if approved, re-enroll in the following academic year and incur tuition costs. Please see the Academic Standing Policy at:

<https://burrell.edu/policy-b9120/>

### **COMLEX-USA® Exams**

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

### **Examination Sequence**

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

Level 2-CE includes a cognitive, computer-based examination. This examination is designed to assess competence in the clinical practice of medicine. Students are eligible to sit for this examination after receiving a passing score for Level 1. Students are required to return a passing score by the Friday before Match week. Please see the Student Handbook for additional information.

Computer-based examinations are administered off-campus at testing centers around the United States. Students are responsible for the timely scheduling of these examinations and will receive instructions from the Office of Clinical Education and/or the Registrar as they become eligible.

COMLEX-USA® also provides a Level 3 examination that students may take following graduation. Successfully completing all three levels of the COMLEX-USA® series satisfies one element for licensure in all fifty states.

Pursuant to federal regulations, Burrell College of Health Sciences is required to have professional license disclosures for prospective and current students. The Osteopathic Degree earned by graduates at Burrell College of Health Sciences meets the medical school education requirement for licensure of osteopathic physicians in all states in the United States. Burrell is accredited by the Commission on Osteopathic College Accreditation. Attainment of the D.O. degree is one component of the state licensure process. All components of the COMLEX-USA® must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements. To find additional information on specific state requirements please see the ***US Licensure Summary*** page on the [AOA State Licensure Page](#). Additional licensure disclosure information can be found on the College's website:

<https://burrell.edu/about-bcom/accreditation/>

### **Performance Requirements**

Students are allowed to begin clinical rotations in Year Three following sitting for the Level 1 examination and before scores are reported. If a student receives a failing score, the Student Performance Committee may remove that student from clinical rotations until a passing score is obtained. The College allows students up to three (3) attempts to pass the Level 1 examination. Removal from clinical rotations to remediate a failure of this examination may result in a delay in completing all degree requirements. Students generally will sit for the Level 2-CE examination after completing all Year Three core rotations but are eligible any time after receiving a passing score for Level 1.

Since passage of both parts is required for graduation, students are asked to schedule these examinations with sufficient opportunity to retake parts that may not have been successfully passed. Failure of any part of the COMLEX-USA® series three (3) times will result in permanent withdrawal from the degree program. For complete information regarding the COMLEX-USA® testing program, including fees that may vary by state, testing dates, and locations please see:

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

### **Graduation Requirements and Time to Degree**

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

- Satisfactory completion of all required courses and credit hours as stated in the catalog within six (6) years of initial matriculation with attainment of at least the minimum passing grade, as determined by the faculty, for each course;
- Attainment of a passing score for COMLEX-USA® Level 1 as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Attainment of passing scores for COMLEX-USA® Level 2-CE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Have no outstanding financial obligation to the College;
- Have no unresolved disciplinary violations;
- Receive recommendation for graduation from the faculty of the College.

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

Degree conferment begins on the current cohort graduation date and will conclude no later than June 30th of the graduation year. Please see the Student Promotion and Graduation Policy at:

<https://burrell.edu/policy-b9121/>

The Burrell College of Health Sciences School of Osteopathic Medicine shall provide a curriculum of instruction encompassing four academic years (eight terms) of continuous study. Candidates for the degree of Doctor of Osteopathic Medicine (D.O.) shall be required to complete the course of study within that time. An extension may be granted by the Dean for academic remediation or to accommodate an approved personal leave of absence. Such extensions shall not extend the time to degree beyond six years. Please see the Time to Degree Policy at:

<https://burrell.edu/policy-b6010/>

### Course Code Numbering System

Each course for the Doctor of Osteopathic Medicine degree program is designated by two-letter code, OM, followed by a four-digit number. The first digit assigned to a course is an indicator of the year level of the course. First year of the curriculum is OMS-1; second year is OMS-2; third year is OMS-III; fourth year is OMS-IV.

Course Numbering	Year/Term
5000-5999	OMS-I
6000-6999	OMS II
7000-7999	OMS-III
8000-8999	OMS-IV

## Calculation of Credit Hours – D.O. Degree Program

The Burrell College of Health Sciences calculates credit hour values based on the definition of a credit hour provided by the Federal government. **The Federal definition of a credit hour is as follows:**

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

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

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

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

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

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

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

15

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

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

## Doctor of Osteopathic Medicine Degree Course Listing

### *Curricular Year One*

#### **OM5122 Foundations of Anatomic and Molecular Medicine**

**12 Credit Hours**

**Co-requisite: OMS I Student**

**Co-Course Director: David Gardner, PhD**

**Co-Course Director: Mir Saleem, MD**

The Foundations of Anatomic and Molecular Medicine course is a rigorous, multidisciplinary course designed to provide a comprehensive understanding of the foundational biomedical sciences underlying human health. This course merges essential concepts from biochemistry, genetics, molecular biology, cell biology, microbiology, immunology, pharmacology, embryology, histology, anatomy and physiology to provide a cohesive framework for understanding normal human structure and function. Students will explore biological organization from molecular building blocks to complex physiological systems, with an emphasis on how these systems interact and respond to external influences. Key topics include genetic and developmental processes, tissue organization, physiological control mechanisms, and host defense responses. Foundational pharmacological principles such as pharmacokinetics and pharmacodynamics will also be introduced.

A dedicated focus on the musculoskeletal system will provide an in-depth study of skeletal muscle, bone, joints, and peripheral nerves, integrating structural and functional perspectives. Instruction will be delivered through engaging lectures, interactive clinical applications, medical imaging, cadaver dissection, and peer instruction.

This course equips students with the knowledge necessary to understand normal physiological function and lays the groundwork for recognizing and addressing disorders related to molecular, cellular, hematologic, and musculoskeletal health.

#### **OM5129 Cardiovascular and Respiratory Systems**

**9.0 Credit Hours**

**Co-requisite: OMS I Student**

**Co-Course Director: Thomas Eiting, PhD**

**Co-Course Director: Raju Panta, MD**

The Cardiovascular and Respiratory System (CRS) course is an intensive, multidisciplinary course designed to provide a comprehensive understanding of the normal structure and function of the heart, blood vessels, lungs, and other associated organs of the cardiovascular and respiratory systems. This course integrates gross anatomy with essential biomedical sciences to strengthen students'

foundational knowledge of anatomical relationships, physiological processes, and the underlying mechanisms of cardiopulmonary disorders. Students will study the gross anatomical organization of the thorax (including the heart), great vessels, lungs, airway structures, and thoracic wall, alongside detailed exploration of cardiovascular and respiratory physiology, such as cardiac conduction and electrophysiology, electrocardiography (ECG), hemodynamics, lymphatic function, pulmonary anatomy, ventilation and perfusion, gas exchange, mechanics of breathing, acid–base regulation, cardio-pulmonary pathogens and pulmonary defense mechanisms. Course concepts will be introduced in a progressive sequence, with anatomical, histological, and physiological principles presented both independently and in coordinated blocks. Integration of these concepts will be reinforced through clinical case vignettes, imaging-based sessions, and correlational learning activities connecting anatomical, structural, and biochemical relationships with functional outcomes.

Instructional methods include synchronous and asynchronous lectures, gross anatomy laboratory sessions, imaging-based activities, reading assignments, interactive clinical applications, team-based learning activities, and self-directed study. Through the integration of gross anatomy with cardiovascular and respiratory sciences, the course provides students with a comprehensive understanding of normal physiological function and the interdependence of these systems. This integrated approach establishes the foundational knowledge necessary for identifying and interpreting early manifestations of cardiopulmonary disorders.

#### **OM5240 Renal, Gastrointestinal, Endocrine and Reproductive Systems**

**11.5 Credit Hours**

**Co-requisite: OMS I Student**

**Co-Course Director: Bonny Ford, PhD**

**Co-Course Director: Kristin Gosselink, PhD**

The Renal, Gastrointestinal, Endocrine and Reproductive (RGER) Integrated Systems course is an intensive, multidisciplinary exploration of the renal, gastrointestinal, endocrine, and reproductive systems. Designed to provide a foundational understanding of the normal structure and function of these visceral systems, this course integrates key principles of anatomy, biochemistry, cell biology, embryology, genetics, immunology, microbiology, and physiology with pharmacology and clinical

applications to support a comprehensive and holistic approach to human health.

Students will learn about the renal system, including kidney structure, glomerular filtration, water resorption, tubular transport, urine production, and the function of the urinary tract. The role of the kidney in regulating fluid volume and osmolarity, blood pressure, and acid-base balance will also be covered. The gastrointestinal (GI) system component of the course will detail the structure, function, and regulation of the digestive system and its accessory organs, emphasizing mechanical and chemical digestion, nutrient absorption, and waste elimination. Aspects of the endocrine system will be distributed throughout the renal and GI content as appropriate, highlighting hormone sources and actions that integrate with these systems. Subsequently, the various endocrine glands and tissues will be considered along with the secretion and function of the hormones they produce. The reproductive system will be covered near the end of this course, and will include developmental processes, age-related changes in males and females, sexual function and fertility, and pregnancy and maternal-fetal/neonatal interactions. Throughout this course, attention will be given to the integration of these systems with each other and with other systems of the body. This level of understanding provides a foundation for success in clinical applications involving pathological conditions, the ability of the body to compensate during times of altered function, differential diagnosis, and patient care. Gross anatomy and imaging of the abdominal and pelvic regions will complement the teaching of these systems, introducing and reinforcing the structure-function relationships that are critical to osteopathic medicine. Instruction methods will include active and team-based or independent learning exercises, synchronous lectures, asynchronous recordings, reading assignments, and self-directed study.

### **OM5250 Nervous System and Foundations of Disease**

**9.5 Credit Hours**

**Co-requisite: OMS I Student**

**Co-Course Director: Diana Pettit, PhD**

**Co-Course Director: Michael Woods, PhD**

The Central Nervous System and Foundations of Disease course is an intensive, multidisciplinary exploration of the structure, function, and pathology of the human body, with a special emphasis on the nervous system. This course integrates

neuroanatomy, neurophysiology, neuropharmacology and the fundamental principles of disease to provide a comprehensive framework for understanding normal function and pathological processes across all organ systems.

The neuroscience component focuses on the head, brain, spinal cord, motor and somatosensory systems, and special senses. Structural and functional concepts will be reinforced through radiologic anatomy, anatomical models, and neuroanatomy labs. Instruction includes lectures, clinical case studies, and interactive learning sessions to enhance the application of knowledge to real-world scenarios.

The pathology component introduces students to the fundamental mechanisms of disease, providing a foundational understanding of human pathophysiology across all major organ systems. Emphasis is placed on key concepts such as cellular injury, inflammation, repair, immune responses, infectious diseases and systemic disease processes. Pathology serves as the bridge between basic biomedical sciences and clinical medicine, illustrating mechanisms of health and disease through clinical vignettes, case studies, and interactive sessions. Through a combination of didactic learning, dissection in the anatomy lab and case-based applications, this course equips students with the essential knowledge to understand pathological conditions affecting the central nervous system, while the pathology portion fosters a deeper understanding of the biological basis of disease and its impact on human health across all physiological systems

### **OM5012 Osteopathic Manipulative Medicine I**

**3.0 Credit Hours**

**Longitudinal course**

**Co-requisite: OMS I Student**

**Course Director: Daniel Dodson, DO**

The Osteopathic Manipulative Medicine I course is designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine, and to carry this forward to a deeper appreciation of the applications of OMM in clinical medicine. This understanding will allow students to build a foundation of osteopathic knowledge and prepare them to offer their patients an integrated approach to medical care. The courses emphasize diagnosis and treatment using current anatomic, biomechanical, and physiologic principles and provide a foundation for continued education and development within Osteopathic Medicine. The

OMM course faculty work in conjunction with other departments to complement and integrate the anatomical and physiologic knowledge received within the systems courses.

**OM5103 Principles of Clinical Practice I**

**2.0 Credit Hours**

**Co-Course Director: Kamran Kamali, MD**

**Co-Course Director: Arleen Lally, DO**

**OM5203 Principles of Clinical Practice II**

**2.5 Credit Hours**

**Co-requisite: OMS I Student**

**Co-Course Director: Kamran Kamali, MD**

**Co-Course Director: Arleen Lally, DO**

Principles of Clinical Practice I (OM 5103) is the first course in a four-course series (OM 5203, OM 6102 & OM 6202) which is an introduction to medicine and clinical skills focusing on the patient interview, obtaining a complete medical history as well as demonstrating a complete physical examination. The course culminates with an Objective Structured Clinical Examination (OSCE). The course fosters information literacy, evidence-based practice, cultural awareness, empathy, doctor/patient communication, to include use of interpreters (when available). Students learn how to access and assess current medical information and present medical information to colleagues and attending physicians in an organized oral presentation. The course is taught over the fall term of curricular year one and is coordinated with the concurrently presented systems courses. The course is designed to build on knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, learn empathy and flexibility toward patients, develop the skills needed to complete a comprehensive or focused medical history and physical examination, practice documentation skills, demonstrate competency in basic clinical procedures, develop skills in integrating information from laboratory and imaging results, develop interprofessional interactions within the healthcare team, and to gain the necessary knowledge and skills across the full extent of the clinical practice of medicine.

**OM5013 Mission Medicine I**

**3.0 Credit Hours**

**Longitudinal course**

**Co-requisite: OMS I Student**

**Course Director: Michael Frederich, MD**

The Mission Medicine I course is designed to prepare future physicians for the various interpersonal and

institutional roles and relationships that will be expected to navigate competently as professionals. Students will explore the types of relationships to self, patients, colleagues and to the community to which they serve.

*Curricular Year Two*

**OM6165 Gastrointestinal System II**

**4.0 Credit Hours**

**Co-requisite: OMS II Student**

**Co-Course Director: Debra Bramblett, PhD**

**Co-Course Director: Hari Nepal, MD**

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

**OM6135 Cardiovascular System II**

**5.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Pedro Del Corral, PhD**

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

**OM6124 Renal System II**

**3.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Keshab Paudel, MD**

The Renal System II course will contain a brief review of renal medical physiology, followed by pathophysiology and pathologic entities of the renal system. Clinically focused topics will be discussed

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

### **OM6144 Respiratory System II**

**4.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Mir Saleem, MD**

The Respiratory System II course concentrates on the pathology, pathophysiology, diagnosis and initial treatment of major disorders of the respiratory system, and the relationship multi-system diseases have with the pulmonary system. The course will introduce the congenital and pediatric pathology, pathophysiology with diagnosis, and initial treatment of major disorders of the respiratory system. Student activities will concentrate on the fundamental obstructive, restrictive, and infectious diseases both in the adult and pediatric patient. Pulmonary emergencies and primary and secondary malignancies will be presented, with an emphasis on diagnostic techniques and initial treatment methodologies.

### **OM6012 Osteopathic Manipulative Medicine II**

**3.0 Credit Hours**

**Longitudinal course**

**Co-requisite: OMS II Student**

**Course Director: Daniel Dodson, DO**

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

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

### **OM6102 Principles of Clinical Practice III**

**2.0 Credit Hours**

**Co-Course Director: Bob Coni, DO, Ed.S, FAAN**

**Co-Course Director: David Isaac, MD**

**Co-Course Director: Mary Lacaze, MD**

### **OM6202 Principles of Clinical Practice IV**

**2.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Shannon Ingwersen, MD, FACOG, IBCLC**

**Co-Course Director: David Isaac, MD**

**Co-Course Director: Mary Lacaze, MD**

Principles of Clinical Practice III (OM6102) is the third course in a four-part series (including OM5103, OM5203, and OM6202), which teaches necessary clinical practice skills and up-to-date medical practice. For the clinical skills portion, students will enhance the skills needed to complete a comprehensive physical exam, focused medical interviews, Histories, and Physicals, medical procedures, oral presentations, and build on experiences learned in the first two semesters. In addition, the students will expand their interviewing skills, develop enhanced differential diagnosis skills, practice documentation skills, demonstrate second-year level competency in presentation skills, interpretation of diagnostic modalities, X-rays, imaging, and laboratory testing. Students are expected to demonstrate excellent interprofessional interactions with other members of the healthcare team. The goal is a competency-based curriculum with assessment using both clinical competency examinations, small and large group teaching, and live/ virtual case-based assessment to solidify skills/ knowledge. The context of the education is related to doctor/patient communications, evidence-based practice, cultural awareness and sensitivity, medical ethics, assessment of current medical literature, and medical decision-making. The students will understand the context of modern medical practice and take further steps to develop a professional identity in a diverse and continually changing medical community. The course is taught over the first semester of curricular Year 2 and is coordinated with the concurrently presented systems courses. Each session will have a posted set of goals or descriptions for students to use for preparation. The

faculty objective is to prepare students to function successfully in the clinical clerkship years.

### **OM6223 Musculoskeletal and Integumentary Systems II**

**4.5 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Steven Ontiveros, MBA, PhD**

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

### **OM6216 Endocrine/Reproductive Systems II**

**4.5 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Pedro Del Corral, PhD**

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

student with a working knowledge of the endocrine and reproductive systems enabling appropriate diagnosis and treatment throughout their career. Pharmacology, as it relates to the endocrine system and the female and male reproductive systems, will be integrated in the course.

### **OM6232 Nervous System II**

**4.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Angelica Oviedo, MD**

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

### **OM6240 Behavioral Medicine/Psychiatry**

**2.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Angelica Oviedo, MD**

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

### **OM6154 Immunology/Hematology/Lymphatics Systems**

**4.0 Credit Hours**

**Co-requisite: OMS II Student**

**Course Director: Mary Lacaze, MD**

This course is designed to provide a comprehensive overview of hematology and hematopathology, with discussion of the blood cells and their lineages in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This course integrates clinical applications and will build the clinical framework needed to successfully synthesize this information during clinical clerkships. Specific topics will include red cell disorders including anemia, and bleeding and hypercoagulable

disorders, as well as, white cell disorders including leukemias, non-Hodgkin and Hodgkin lymphomas, immunodeficiencies and hypersensitivity reactions with common diagnostic tests for these conditions and their interpretation incorporated. Concepts related to solid organs of the hematologic/lymphatic system, the spleen and thymus, transfusion medicine, and pertinent pharmacologic information will also be presented.

**OM6265 Pathophysiologic Overview of Medicine**  
**7.0 Credit Hours**

**Co-requisite:** OMS II Student

**Co-Course Director:** Michael Woods, PhD

**Co-Course Director:** Marc Benson, PhD

**Co-Course Director:** Yvonne Ortega, PhD

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

**OM6013 Mission Medicine II**  
**3.0 Credit Hours**

**Longitudinal course**

**Co-requisite:** OMS II Student

**Course Director:** Michael Frederick, MD

This second-year course is designed to prepare future physicians for the various interpersonal and institutional roles and relationships that they will be expected to navigate competently as professionals. The Mission Medicine course has two principal goals: 1) to introduce students to the multidisciplinary and interpersonal foundations of professional physician-ship and 2) to preserve, widen, and improve students' capacity for compassionate care as they develop as medical professionals. Students explore the types of relationship that physicians must cultivate in their professional career, including relationships to self, to patients (including psychosocial aspects of human interaction and crucial conversations,) to colleagues (including mid-level providers), and to the field of medicine itself. The course will address the domains of regional populations, cultural humility, Hispanic rural

healthcare, LGBTQ issues, professionalism, interprofessional healthcare teams, bio-ethics (including rationing of limited resources, medical futility and withholding and withdrawing treatments, and physician assistance in dying,) as well as multiple forms of abuse including child abuse, elder abuse and neglect and intimate partner and sexual abuse among others. No community venue experiences will be included in this course.

**OM6210 Medical Spanish (Elective)**  
**0.0 Credit Hours**

**Co-requisite:** OMS II Student

**Pre-requisite:** Intermediate to advanced knowledge of Spanish; or course director approval.

**Course Director:** Eduardo Velasco, MD

The overall objective of this course is to prepare students to conduct a medical encounter that includes H&P, basic medical instructions, patient presentations, and student doctor-patient interactions with their Spanish-speaking patients. Objectives will be achieved through studying Spanish medical terminology, using colloquial words and phrases, refreshing some basic Spanish grammar, and practicing the H&P exam in small groups.

*Courses Available for OMS I-IV*

**OM6300 Directed Research**  
**0.0 Credit Hours**

**Co-requisite:** OMS I-IV Student

**Course Director:** Thomas Eiting, PhD

\*Students must apply via a Directed Research Agreement. The Directed Research course is designed to provide opportunities for students to engage in faculty supervised research over the course of a semester of study. Students enrolling in the course will work under the guidance of a faculty mentor on a research or scholarly project. Students enrolling in Directed Research are expected to be actively involved in the execution of the research or scholarly activity. Assessment of progress will be based on project milestones that the student and faculty mentor mutually agree to prior to the start of the course project. Students enrolling in the course will gain knowledge and appreciation of relevant medical science literature, responsible conduct of research, as well as the process by which scientific knowledge is generated, critically evaluated, and disseminated.

### **Curricular Year Three**

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

#### **OM7102 Introduction to Clinical Rotations**

##### **2.0 Credit Hours**

**Co-requisite: OMS III Student**

**Course Director: Muneer Assi, DO**

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

#### **OM7114 Family Medicine Core Clerkship**

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

**Co-requisite: OMS III Student**

**Course Director: Karen Vaillant, MD**

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

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

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

**Co-requisite: OMS III Student**

**Course Director: Sergey Shimunov, DO**

The Surgery core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings. The clerkship is divided into two, four-week blocks. One four-week experience will be served in a general surgical practice. The second four-week block will offer the opportunity to select one or two

subspecialty experiences. This will be determined by the hub site in which the experience is served but may include cardiothoracic surgery, otorhinolaryngology, ophthalmology, orthopedics, vascular surgery, neurosurgery, bariatric surgery, and others. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in surgical practice. Experience will be gained in diagnosis and case management including participation in surgical procedures. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

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

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

**Co-requisite: OMS III Student**

**Course Director: Muneer Assi, DO**

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

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

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

**Co-requisite: OMS III Student**

**Course Director: Preetpal Grewal, DO**

The Obstetrics and Gynecology core clerkship is a four (4) week experience served in both ambulatory and inpatient settings. The clerkship affords students the opportunity to gain experience in the diagnosis and management of common

presentations in the practice of women's health and promotion of wellness and disease prevention. Students will participate in providing prenatal care, management of labor and uncomplicated childbirth, and postnatal care. Exposure to principles of gynecologic surgery, minor diagnostic and therapeutic procedures, and operative experience will also be available depending upon the practice assignment at each hub. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

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

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

**Co-requisite: OMS III Student**

**Course Director: Scott Cyrus, DO**

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

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

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

**Co-requisite: OMS III Student**

**Course Director: Harry Silsby, DO**

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

#### **OM7202 Clinical Rotation Essentials**

##### **2.0 Credit Hours**

**Longitudinal course**

**Co-requisite: OMS III Student**

**Course Director: Muneer Assi, DO**

OM7202 includes four supplemental learning activities, created to help students further their medical knowledge and to help prepare for common residency tasks. These activities take place in a variety of academic settings. Scheduling of these activities is determined by assignment type, Regional Academic Center (RAC) location, and block schedule. This longitudinal course is mandatory for all third-year students.

#### **OM7112 Osteopathic Manipulative Medicine III**

##### **2.5 Credit Hours**

**Longitudinal course**

**Co-requisite: OMS III Student**

**Course Director: Victoria Chang, DO**

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the OMM I-II courses. It will expand the student's osteopathic knowledge base through the application of new and previously learned techniques into specific disease examples. The format will include interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include integration of the clinical exam with osteopathic diagnosis and treatment skills.

#### **OM7000/7040 Non-Clinical Elective\***

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

**Co-requisite: OMS III Student**

**Course Director: Muneer Assi, DO**

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

#### **OM7001-7002 Clinical Elective\***

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

**Co-requisite: OMS III Student**

**Course Director: Muneer Assi, DO**

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

**OM7020 Non-Clinical Elective****2.0 Credit Hours****Co-requisite: OMS III Student****Course Director: Muneer Assi, DO**

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

**OM7014 COMLEX® Level 1 Preparation - Directed Study****4.0 Credit Hours****Co-requisite: OMS III Student****Co-Course Director: Michael Woods, PhD****Co-Course Director: Yvonne Ortega, PhD**

The COMLEX® Level 1 Preparation Directed Study course is for students who did not successfully pass their first attempt at COMLEX® USA Level 1. This course provides time, faculty support, and resources for preparation for the COMLEX-USA® Level 1 exam through a program of guided self-directed learning.

**OM7012 COMLEX® Level 1 Preparation – Independent Study****2.0 Credit Hours****Co-requisite: OMS III Student****Co-Course Director: Michael Woods, PhD****Co-Course Director: Yvonne Ortega, PhD**

This course provides time, faculty support, and resources for preparation for the COMLEX-USA® Level 1 exam through a program of guided self-directed learning.

**OM7018 COMLEX Level 1 Readiness Course****4.0 Credit Hours****Co-requisite: OMS III Student****Co-Course Director: Michael Woods, PhD****Co-Course Director: Yvonne Ortega, PhD**

The COMLEX-USA® Level 1 Readiness course is designed for students who remediated the OM6265 Pathophysiologic Overview of Medicine (POM) course and scored below a 450 on the remediation exam. This structured course is designed to reinforce foundational medical knowledge and skills necessary for preparation for the COMLEX-USA® Level 1 examination.

***Curricular Year Four***

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

**OM 8118 Sub-Internship Selective****4.0 Credit Hours****Co-requisite: OMS IV Student****Course Director: Muneer Assi, DO**

The Sub-Internship Selective rotation refers to a rotation which may be taken at any location, within or separate from the College's system of affiliated rotation sites, with the approval by the Office of Clinical Education.

**OM 8218, 8318, 8418 Sub-Internship Selective Credit Hours Vary (2.0 – 4.0 Credit Hours)****Co-requisite: OMS IV Student****Course Director: Muneer Assi, DO**

The Sub-Internship Selective rotation refers to a rotation which may be taken at any location, within or separate from the College's system of affiliated rotation sites, with the approval by the Office of Clinical Education.

**OM 8116 ICU Selective****4.0 Credit Hours****Co-requisite: OMS IV Student****Course Director: Muneer Assi, DO**

The ICU Selective rotation refers to a rotation which may be taken at any intensive care unit, within or separate from the College's system of affiliated rotation sites, with the approval by the Office of Clinical Education.

**OM8112 Osteopathic Manipulative Medicine IV****2.0 Credit Hours****Longitudinal course****Co-requisite: OMS IV Student****Course Director: Victoria Chang, DO**

This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the first three years of OMM courses. It will expand the student's osteopathic-knowledge base through the application of new and previously learned techniques into specific disease examples. The format will include interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include the integration of the clinical exam with osteopathic diagnosis and treatment skills.

**OM8114 Emergency Medicine Clerkship****4.0 Credit Hours****Co-requisite: OMS IV Student****Course Director: Oliver Hayes, DO**

This clerkship provides experience in caring for patients who present to the Emergency Department with a variety of acute and subacute problems. The emphasis is on learning to stabilize and correctly

triage critically ill and injured patients, as well as common emergent conditions. The Emergency Medicine rotation is designed to introduce students to the principles of acute care medicine and provide students an opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills is emphasized. The course consists of experiences in patient care, assigned readings from emergency medicine references, weekly case reviews and a final evaluation.

**OM8000/8040 Non-Clinical Elective\***

**4.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM8001-8010 Clinical Elective\***

**4.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM8011-8039 Non-Clinical Elective\***

**1.0-3.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM 8100-8103 Clinical Elective\***

**1.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM8104 Independent Study**

**4.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

The Independent Study course is a curriculum option for all third- and fourth-year students. Choosing an Independent Study allows students to work with their advisors or adjunct faculty to determine an individualized plan for the knowledge and skills to be sought in a specific or individualized topic or focus of Osteopathic Medicine. The Independent Study Course may be taken at any location, within or separate from the College's system of affiliated clinical teaching sites, with the approval by the Office of Clinical Education.

**OM8201-8210 Clinical Elective\***

**2.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM8301 – 8310 Clinical Elective\***

**3.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

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

**OM8401-8403 Independent Study**

**1.0-3.0 Credit Hours**

**Co-requisite: OMS IV Student**

**Course Director: Muneer Assi, DO**

The Independent Study course is a curriculum option for all third- and fourth-year students. Choosing an Independent Study allows students to work with their advisors or adjunct faculty to determine an individualized plan for the knowledge and skills to be sought in a specific or individualized topic or focus of Osteopathic Medicine. The Independent Study Course may be taken at any location, within or separate from the College's system of affiliated clinical teaching sites, with the approval by the Office of Clinical Education.

***\*Elective Clerkship Rotations***

Advanced Anatomy (non-clinical)

Advanced Histology (non-clinical)

Allergy/Immunology

Allergy Research

Alternative Medicine

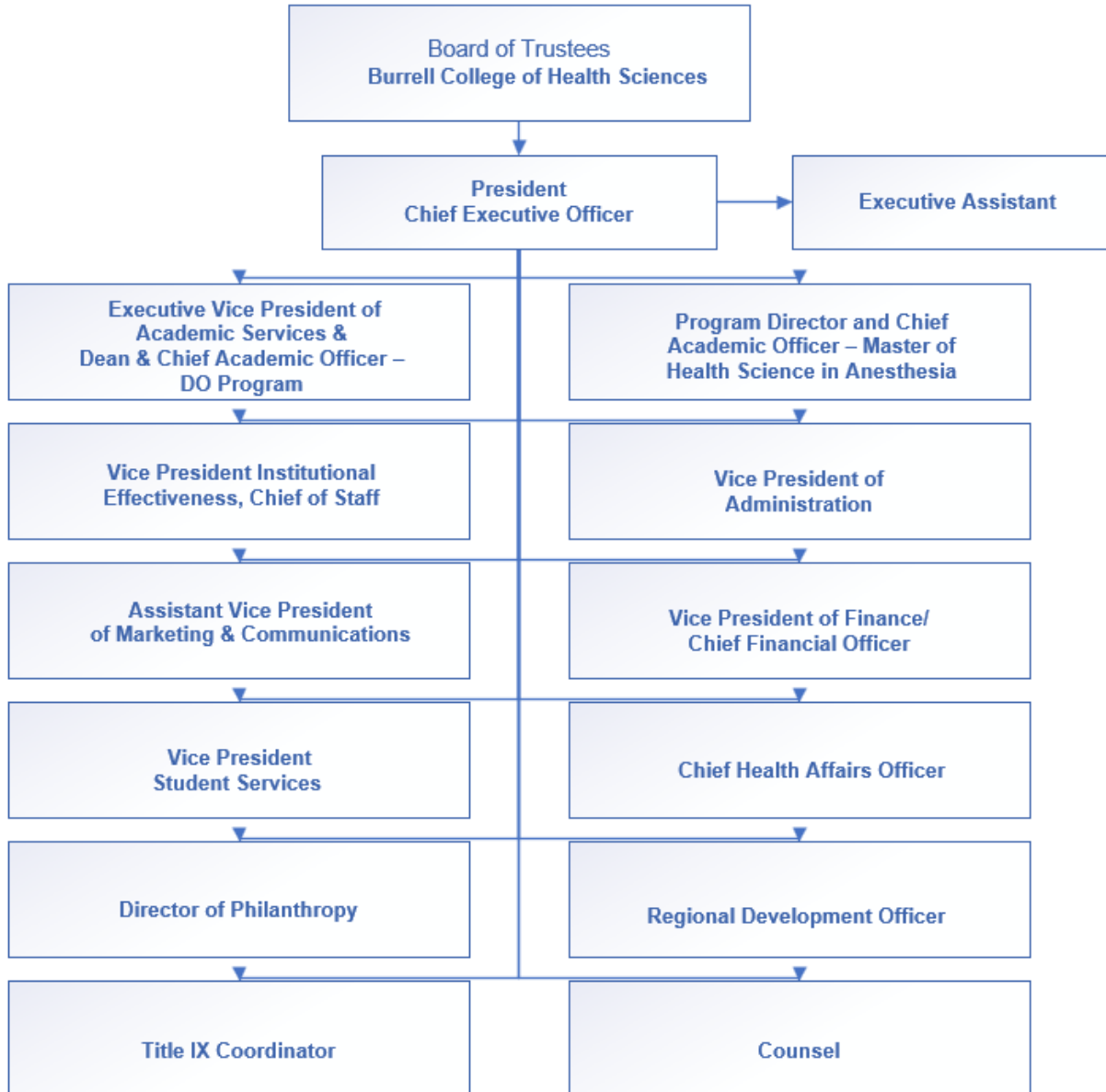
Alzheimer's/Dementia

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

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

# ORGANIZATIONAL OVERVIEW

## EXECUTIVE ADMINISTRATION



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

### **Acord, Simon**

Library Clerk

### **Aguilar, Maricruz, BAS**

Pre-Clinical Education Curriculum Coordinator  
*BAS, New Mexico State University*

### **Altamirano, Kimberly**

Executive Assistant

### **Alvarez, Sid, MS**

Assistant VP of Marketing and Communications  
*BA, University of New Mexico; MS, The New School Parsons*

### **Anderson, Andrew**

Facilities Manager

### **Anderson, Corey**

Medical Director-Master of Health Science in Anesthesia  
*BA and BS, Florida State University; DO, Nova Southeastern University*

### **Annapareddy, Ganeshreddy, MS**

Application Programmer Analyst  
MS, University of Buffalo

### **Assi, Muneer, DO, FACOI**

Associate Dean of Clinical Education; Associate Professor, Internal Medicine  
*BS, Baylor University; DO, Texas College of Osteopathic Medicine*

### **Badillo, Cassandra**

Assistant Regional Academic Center Coordinator

### **Baker, William, DO**

Regional Assistant Dean, Las Cruces;  
Affiliate Professor, Clinical Medicine  
*BS, New Mexico State University; MS, New Mexico State University; DO, Kansas City College of Osteopathic Medicine*

### **Baquera, Christina**

Anatomy Technician

### **Barnes, Renee**

Instructional Technology Support Coordinator

### **Begosh-Mayne, Dustin, MD**

Regional Assistant Dean – Southwest Florida  
*BS, University of South Florida; MD, University of Florida*

### **Behrens, Chris, BS**

Director of Operations

### **Benoit, Joseph N., PhD**

Professor, Physiology  
*BS, University of Southwestern Louisiana; BS, University of South Alabama College of Medicine; PhD, University of South Alabama, College of Medicine*

### **Benson, Marc, PhD**

Assistant Dean of Evaluation and Assessment  
Associate Professor, Biomedical Sciences  
*BS, University of Puget Sound; PhD, Medical College of Wisconsin*

### **Bielcik, Olivia, BBA**

Assistant Director of Clinical Education  
*BA, New Mexico State University*

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

Chair of Biomedical Sciences;  
Professor, Biomedical Sciences  
*BS, University of Texas at Austin; PhD, University of Texas at Austin*

### **Bridges, Teresa, BS, MA, EdS**

Educational Specialist  
*BS, University of Central Florida; MA, University of Central Florida; Ed.S, Liberty University*

### **Burkhart, Chuck, BS**

IT Infrastructure Manager

### **Calderon, Esperanza, BA**

Accountant  
*BA, Florida Atlantic University*

### **Campbell Christopher, AS**

Testing Coordinator  
*AS, Community College of the Air Force*

### **Cano, Whitney, BS**

Clinical Education Coordinator  
*BS, New Mexico State University*

### **Capobianco, John, DO, FFAO**

Professor, OMM  
*BS, Adelphi University; DO, University of New England College of Osteopathic Medicine*

**Carvalho, Morgan, BS**  
Regional Academic Center Coordinator - Florida  
*BS, Florida State University*

**Casas, Steven, BS**  
Help Desk Manager  
*BS, New Mexico State University*

**Castillo, Jennifer, BS**  
4<sup>TH</sup> Year Clerkship Coordinator

**Chandler, Glenn, AS**  
Anatomy Technician  
*AS, Massasoit Community College*

**Chang, Victoria, DO**  
Associate Professor, OMM  
*PhD, Harvard University; DO, Nova-Southeastern College of Osteopathic Medicine*

**Chavez, Francisco, BS**  
Facilities Coordinator  
*BS, New Mexico State University*

**Chavez, Marisol, MA**  
Accountant  
*BS, New Mexico State University; MA, New Mexico State University*

**Close, Lisa, AA**  
Executive Assistant  
*AA, St. Petersburg College*

**Calvin, Gina, BS**  
*Instructional Support Assistant*

**Colvin, Misty, MD**  
Regional Assistant Dean  
*BS, California Polytechnic State University; MD Creighton University; MBA, University of South Dakota*

**Cometti, Emily, BS**  
Regional Academic Center Coordinator – Eastern New Mexico  
*BS, Texas Tech University*

**Coni, Bob, DO, EdS, FAAN**  
Associate Professor, Pre-Clinical Medicine  
*BS, SUNY College at Oneonta; DO, New York Institute of Technology; EdS, Coastal Carolina University*

**Cook, Kelly, BS**  
Accounts Payable Technician  
*BS, University of Phoenix*

**Cruickshank, John, DO, MBA, CPE**  
Regional Development Officer – New Mexico  
*BS, Loyola University; MBA, Arizona State University; DO, Chicago College of Osteopathic Medicine*

**Cyrus, Scott S., DO, FACOP**  
Chair of Clinical Medicine  
Professor, Pediatrics  
*BA, University of Arkansas; BS, University of Arkansas for Medical Sciences College of Nursing; DO, College of Osteopathic Medicine & Surgery Oklahoma State University*

**Davis, Natalie, MA**  
Director of Admissions  
*BA, University of Memphis; MA, University of Memphis*

**Del Corral, Pedro, PhD, MD**  
Associate Professor, Pathology  
*BA, University of Iowa; MS, Ball State University; PhD, University of Tennessee; MD, Sint Eustatius School of Medicine*

**DeRocchis, Robyn M., MS**  
Electronic Resources and Services Librarian  
*AAS, Doña Ana Community College; BS, Carnegie Mellon University; MS, University of Kansas*

**Devora, Michelle, MAEd**  
Director of Career Development  
*BA, University of Texas at El Paso; MAEd, University of Texas at El Paso*

**Dhillon, Shaminder, BS**  
Instructional Media Services Manager  
*AS, Doña Ana Community College; BS, New Mexico State University*

**Dodson, Daniel, DO**  
Assistant Professor, OMM  
*BS, University of New Mexico, DO, Western University Health Sciences College of Osteopathic Medicine of the Pacific*

**Donato, Gabriela, MA**  
Associate Director of Admissions  
*BS, Statue University of New York MA, Stony Brook University*

**Duffy, Shannon, BS**

Executive Assistant

**Egan Alex, BS**

IT Client Support Specialist

**Eiting, Thomas, PhD**

Director of Student Research and Research Laboratory;  
Assistant Professor, Physiology  
*BS, University of Texas Austin; MS, University of Michigan; PhD, University of Massachusetts*

**Enriquez, Crystal**

Administrative Assistant

**Enriquez, Martha, BPH**

Pre-Clinical Curriculum Coordinator  
*BPH, New Mexico State University*

**Espinosa, Chris**

Videographer

**Favela, LeAnne, BBA**

Purchasing Agent  
*BBA, New Mexico State University*

**Feind, Summer, BS**

Regional Academic Center Coordinator - Las Cruces  
*BS Black Hills State University; BE El Paso Community College*

**Flores, Danielle, BA**

4<sup>TH</sup> Year Clerkship Coordinator

**Ford, Bonny, PhD**

Assistant Professor, Anatomy  
*BS, University of New Mexico; MA, University of Montana; PhD, Texas A & M University*

**Fowler, Tammy, EdD**

Associate Vice-President of Enrollment Services  
*BS, Arkansas University; MPA, Arkansas State University; EdD, Arkansas State University*

**Frederich, Michael, MD**

Associate Professor, Pre-Clinical Medicine  
*BA, Washington University; MD, University of Missouri*

**Garcia, Connie**

Regional Academic Center Coordinator - Albuquerque, NM

**Garcia, Teresa, MBA, BBA, ASBA**

Human Resources Specialist  
Title IX Coordinator

**Gardner, David, PhD**

Professor, Biomedical Sciences  
*BS, Eastern Michigan University; PhD, University of Arizona*

**Gasparian, Alex, PhD**

Assistant Dean of Research;  
Associate Professor, Physiology and Pathology  
*MS, Lomonosov Moscow State University; PhD, Russian Academy of Medical Sciences*

**Gentry, Austin, MA**

Associate Director of Admissions  
*BA, New Mexico State University; MA, New Mexico State University*

**Geubelle, Hannah, BA**

Fiscal Specialist  
*BA, New Mexico State University*

**Goldstein, Robert, DO, FACP**

Chair of Pre-Clinical Medicine;  
Professor, Pre-Clinical Medicine  
*BA, Washington University; DO, University of North Texas Health Sciences Center*

**Gonzales, Jody, BS**

Director of Community Based Learning  
*BS, University of New Mexico*

**Gonzales, Ryan, AAS**

Network Systems Administrator  
*AAS, Doña Ana Community College*

**Gosselink, Kristin L., PhD**

Department Chair of Physiology and Pathology  
Associate Professor, Physiology  
*BA, Luther College; MS, University of California, Los Angeles; PhD, University of California, Los Angeles*

**Grandjean, Miley S., MA**

Director of Academic Support Services  
*BA, New Mexico State University; MA, New Mexico State University*

**Grewal, Preetpal, DO**

Associate Professor, Pre-Clinical Medicine  
BS, Jawahar Medical Foundation's Anna Sahib  
Chudaman Patil Memorial Medical College; DO, New  
York College of Osteopathic Medicine

**Gustafson, Steven, DO**

Associate Professor, OMM  
BS, Michigan State University; DO, Des Moines  
University College of Osteopathic Medicine

**Gutierrez, Catherine, AA**

Pre-Clinical Medicine Curriculum Coordinator  
AA, New Mexico State University

**Guzman, Art, NR-P, I/C, BAS**

Director of Clinical and Experiential Simulation  
BA, New Mexico State University

**Hadley, Devynne, BA**

Administrative Assistant

**Hahn, Theodore, MA**

Library Clerk  
BA, University of New Mexico; MA, New Mexico State  
University

**Hague, Christopher, PhD**

Associate Professor, Pharmacology  
BS, McMaster University; PhD, Creighton University

**Hammer, Leslie, PhD**

Associate Professor, Anatomy and Cell Biology  
BS, Ball State University; MA, Ball State University; PhD,  
Pennsylvania State University College of Medicine

**Harris, Charles J., BS**

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

**Hayes, Oliver W., DO, FACEP**

Associate Dean of Graduate Medical Education;  
Professor, Clinical Medicine; Clerkship Director,  
Emergency Medicine  
BS, Central Michigan University; MS, Michigan State  
University; DO, Michigan State University; MHS,  
University of Michigan

**Hayostek, Cherie, MD**

Associate Professor, Preclinical Medicine

**Hensley, Michael, MA**

Director of Operations – Florida  
BS, Rollins College; MA, University of Tasmania

**Hernandez, Gabi, BS**

Clinical Support Specialist

**Huber-Landrum Renee, MBA**

Controller  
AA, New Mexico State University; BA, New Mexico State  
University; MBA, New Mexico State University

**Hummer, John L., MHA**

President/CEO  
BS, Kansas State University; MS, University of Kansas

**Ingwesen, Shannon, MD, FACOG, IBCLC**

Assistant Professor

**Innis, Wendy, PhD**

Associate Professor, Biomedical Sciences  
BA, Southern Adventist University; PhD, Emory  
University

**Isaac, David, MD**

Assistant Professor, Preclinical Medicine

**Juszkiewicz, Travis, MA**

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

**Kamali, Kamran, MD**

Associate Professor, Pre-Clinical Medicine  
BS, University of California, Irvine; MD, George  
Washington School of Medicine

**Kania, Adrienne M., DO, NMM/OMM**

Division Chief, OMM;  
Associate Professor, OMM  
BS, Oakland University; DO, Michigan State University

**Ketchum, Robert, PhD**

Professor, Anatomy and Cell Biology  
BS, Brigham Young University; PhD, University of  
Minnesota

**Kirby, Applehelen, MS, MA, NBCC**

Educational Specialist

**Lacaze, Mary, MD**

Associate Dean of Community Based Learning; Associate Professor, Clinical Medicine  
*BS, Manhattan College, MD, Autonomous Universidad de Guadalajara School of Medicine*

**Lally, Arleen, DO**

Associate Professor, Pre-Clinical Medicine  
*BS, Southern Connecticut State University; DO, Kansas City University of Medicine & Biosciences*

**Lara, Dess**

Accounting Technician

**Leake, Dawn M., BSBA, SHRM-CP**

Assistant Vice President of Human Resources  
*AA, New Mexico State University; BSBA, Colorado Technical University*

**Leavy, Jennifer, DO**

Assistant Professor, OMM

**Lemley, Trey, MLIS, JD**

Director of the Library  
*MLIS, University of Texas; JD, Indiana University*

**Leon, Jose, MA**

Alumni Relations & Communications Specialist

**Ludwig, Courtney, BS**

Admissions Advisor/Recruiter  
*BS, University of Missouri*

**Lujan, April, BBA**

Associate Director of Student Engagement & Outreach  
*AA, Doña Ana Community College; BBA, New Mexico State University*

**Malchow, Colin, CPA**

Vice President of Finance; Chief Financial Officer  
*BA, University of Arizona; MA, University of Arizona*

**Marioni, Marisa, AS**

ORSP Compliance Specialist  
*AS, Dona Ana Community College*

**Martin, Charolette, BA**

Administrative Assistant  
*BA, New Mexico State University*

**Martin, Varsi L.**

Associate Controller

**Martinez, Delano, BBA**

Associate Registrar  
*BBA, New Mexico State University*

**Martinez, Rosie, BA**

Administrative Assistant  
*BA, New Mexico State University*

**Matkin, Benjamin E., BSBA**

Director of Standardized Patient Program  
*BSBA, New Mexico State University*

**Mattingly, Spencer, PhD**

Assistant Professor, Anatomy and Cell Biology  
*BS, Eastern Kentucky; PhD, University of Kansas*

**Mayhew, Ryan W., BBA**

Instructional Operations Administrator  
*BBA, New Mexico State University*

**Melendez, Marlene, EdD**

Director of Financial Aid  
*BA, Metropolitan State University; MA, New Mexico State University; EdD, New Mexico State University*

**Miskimin, Robbie, BS**

Administrative Assistant  
*AA, Moorpark College; AA, Doña Ana Community College; BS, New Mexico State University*

**Morales, Valerie, BA**

Clinical Education Coordinator  
*BA, New Mexico State University*

**Navar Cesar, MPH**

*Research Laboratory Operation & Safety Specialist*

**Nepal, Hari, MD**

Associate Professor, Biomedical Sciences  
*BDS, B.P. Koirala Institute of Health Sciences; MD, B.P. Koirala Institute of Health Sciences*

**Newcomer, Brett, MBA**

Director of Clinical Education  
*BBA, New Mexico State University; MBA, New Mexico State University*

**Newman, Doris, DO, FAAODist**

Campus Dean, Florida  
*BS, Texas Women's University; DO, University of New England, College of Osteopathic Medicine*

**Nuñez, Nina, MAEd**

Vice President of Institutional Effectiveness;  
Chief of Staff;  
*BS, New Mexico State University; MAEd, New Mexico State University*

**Olcott, Nicole BA**

Instructional Support Assistant  
*BA, Utah State University*

**Ontiveros, Steven J., PhD**

Chair of Anatomy and Cell Biology  
Associate Professor, Cell Biology  
*BS, New Mexico State University; MBA, New Mexico State University; PhD, University of Alabama at Birmingham*

**Orr, Teshima, BS**

Human Resources Generalist  
*BS, Bellevue University*

**Ortega, Yvonne, PhD**

Career Counselor/Educational Specialist  
*BS, New Mexico State University; MA, New Mexico State University; PhD, New Mexico State University*

**Osborne, David, PhD**

Professor, Physiology  
*BA, Elon College; MA, University of North Carolina at Greensboro; PhD, East Carolina University School of Medicine leaving?*

**Oviedo, Angelica, PhD, MD**

Associate Professor, Pathology  
*BA, Northwestern University; MD, Northwestern University School of Medicine*

**Panta, Raju, MD**

Associate Professor, Physiology  
*MBBS, College of Medical Sciences, Bharatpur, Nepal; MD, B.P. Koirala Institute of Health Sciences*

**Paudel, Keshab, MD**

Associate Professor, Biomedical Sciences  
*BDS, B.P. Koirala Institute of Health Sciences; MD, B.P. Koirala Institute of Health Sciences*

**Peraza, Richard, BS**

Regional Academic Center Coordinator – El Paso  
*BS, South University*

**Perry, Carol K.**

Administrative Assistant  
*AS, Ashworth College*

**Pettit, Diana, PhD**

Associate Professor, Anatomy and Cell Biology  
*BA, San Jose University; PhD, University of Iowa*

**Picciotti, Brett, DO**

Associate Professor, OMM  
*BS, College of New Jersey; DO, University of Medicine & Dentistry of New Jersey*

**Pieratt, William., DO, FACP**

Dean and Chief Academic Officer  
*BS, Texas A&M University; DO, University of North Texas Health Science Center*

**Polvadore, Taylor, PhD**

Assistant Professor, Anatomy and Cell Biology  
*BA, University of Texas at Austin; MA, University of Florida; PhD, University of Florida*

**Porras, Lyla, BA**

Financial Aid Advisor

**Ramalingam, Satish, MD, FACP**

Regional Assistant Dean, Albuquerque  
*MBBS, Thanjavur Medical College*

**Ramirez, Adrian, BS**

Application Programmer Analyst  
*BS, New Mexico State University*

**Ramirez, Cynthia**

Sponsored Programs Administration Specialist  
*MA, Texas A&M University*

**Ramos, Lorena, BS**

Admissions Recruiter/Advisor  
*AS, Dona Ana Community College*

**Randall, Sarah, MSA**

Accountant

**Redford, Aidan, BA**

Library Clerk  
*BA, New Mexico State University*

**Reid, Lee**

Chief Information Officer  
*BSME, Kettering University; MSE, University of Michigan*

**Reyes-Ruiz, Irma L., BS**

Administrative Coordinator  
*BS, University of Texas at El Paso*

**Richardson, Vanessa A., MAEd**

Assistant Vice President of Student Affairs  
*BS, New Mexico State University; MAEd, New Mexico State University*

**Robinson, Rebecca, BA**

Testing Coordinator

**Rodgers, Kirsten**

Standardized Patient and Sim Specialist  
*BA, New Mexico State University*

**Rojas, Anny**

Human Resources Coordinator  
*BS, Eastern Florida State College*

**Rutherford, Janice, MEd**

Regional Academic Center Coordinator

**Saleem, Mir, MD**

Professor, Anatomy and Cell Biology  
*MSc, University of British Columbia; MD, Kabul Medical University*

**Stella, Jr Salvatore, PhD**

Associate Professor, Pharmacology

**Sanchez, Karla, BS**

Library Clerk

**Sandoval, Eric, BBA**

Registrar  
*BS, New Mexico State University*

**Scheinbart, Lee, MD**

Chief Health Affairs Officer  
*BS, University of Michigan; MD, Ohio State University School of Medicine*

**Schilling, Stephanie, EMPA, BA**

Director of Philanthropy

**Schneider, Bonnie, EdS**

Assistant Director of Student Affairs  
*BS, Thomas Jefferson University; MEd, Grand Valley State University; EdS, Old Dominion University*

**Scoggins, Bradley, DO**

Regional Assistant Dean, Four Corners;  
Assistant Professor, Clinical Medicine  
*BS, Baylor University; DO, Kirksville College of Osteopathic Medicine*

**Sharma, Amit, MD**

Regional Assistant Dean; Affiliate Associate Professor,  
Internal Medicine  
*MBBS, Madras Medical College and Research Institute*

**Shimunov, Sergey, DO**

Clerkship Director; Surgery; Associate Professor, Surgery  
*BS, University of California; DO, Touro University College of Osteopathic Medicine*

**Silsby, Harry, MD**

Clerkship Director; Psychiatry; Assistant Professor,  
Psychiatry  
*DO, University of Missouri*

**Shirley, Cheyenne, AS**

Regional Academic Center Coordinator

**Singh, Lahri**

Administrative Coordinator

**Smith, Kaitlyn, BA**

Assistant Regional Academic Center Coordinator

**Smith, Timothy C., MA**

Associate Director of Financial Aid  
*BA, New Mexico State University; MA, New Mexico State University*

**Solis, Selene, BS, BF**

Assistant Controller  
*BA, New Mexico State University; BF, New Mexico State University*

**Sollecito, Joseph, BHSA**

Regional Academic Center Coordinator

**Stalder, Darlene**

Administrative Assistant

**Szalai, Gabor, PhD**

Assistant Dean of Faculty Affairs  
Professor, Biomedical Sciences  
*BS, Technical University of Budapest; MS, Technical University of Budapest; PhD, Technical University of Budapest*

**Talipova, Taisiya, MS**

4th Year Clerkship Coordinator  
*BA, Russian State University of Trade and Economics;*  
*MS, Russian State University of Trade and Economics*

**Tarr, Lisa, MEd**

Educational Specialist

**Taulbee, Jeremy D., MDIV**

Associate Director of Student Affairs  
*BA, New Mexico State University; MDIV, Ashbury*  
*Theological Seminary*

**Taylor, Jennifer, MBA**

Vice President of Administration  
*BA, New Mexico State University; MBA, New Mexico*  
*State University*

**Toledo, Alfred, MA**

Assistant Director of Standardized Patient and  
Simulation  
*BA, Universidad Biiblica Internacional; MA, Universidad*  
*Nuestro Pacto Internacional*

**Torres-Roman, Luis, MD**

Regional Assistant Dean – Palm Beach

**Turner, Samantha, BCM**

Web Developer  
*BCM, New Mexico State University*

**Vaillant, Karen E., MD**

Associate Professor, Clinical Medicine  
*RN, The Nightingale School of Nursing; BA, McMaster*  
*University; MD, University of Western Ontario*

**Valdez, Jon, BA**

Administrative Coordinator

**Vaudrey, Christa, MAEd**

Director of Employment  
*BS, New Mexico State University; MAEd, New Mexico*  
*State University*

**Veilleux, Bree, MHA**

4<sup>TH</sup> Year Clerkship Coordinator

**Venegas, Susana, MS**

Educational Specialist  
*BS, New Mexico State University; MS, New Mexico State*  
*University*

**Volpicelli, Nicole, MS**

Instructional Support Assistant

**Welsh, Juliet, MS**

Administrative Coordinator  
*BS, New Mexico State University; MS, New Mexico State*  
*University*

**Westmoreland, Whitney, AA**

Administrative Assistant

**White, Staci, BS**

Regional Academic Center Coordinator – Tucson  
*BS, University of Arizona*

**Woods, Cynthia, MBA, BS, AA**

Director of Institutional Effectiveness  
*BA, University of Arizona; MBA, University of Arizona*

**Woods, Michael E., PhD**

Associate Dean of Academic Affairs; Associate  
Professor, Pathology  
*BS, Texas A&M University; PhD, University of Texas*  
*Medical Branch*

**Woolsey, Janet R., BA**

Lead Admissions Advisor  
*BA, New Mexico State University*

**Wulf, Thomas, MD**

Regional Assistant Dean – Eastern NM  
*AS, Community College of the Air Force; BS, Southern*  
*Illinois University; MD, Central America Health Science*  
*University*

**Zuñiga Beasley, Wendy, AGS**

Regional Academic Center Liaison  
*AGS, Doña Ana Community College*