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Doctor of Osteopathic Medicine Program

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Burrell College of Osteopathic Medicine

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The content of this catalog is for general information and does not constitute a contract between the Burrell College of Osteopathic Medicine 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 to the best of my knowledge and belief.

John L. Hummer, President
(Signature on File)

A MESSAGE FROM THE DEAN

It is my pleasure to serve as the Dean and Chief Academic Officer for the Burrell College of Osteopathic Medicine, the only Osteopathic College in New Mexico. I join Burrell with a passion to work with our skilled faculty and staff to ensure the education of our students focuses on training future physicians to improve diversity and access for a more robust healthcare workforce for the community, the region, and the border area.

As the College's Dean, I will focus on using relational leadership and developing skills across teams to provide high quality education for our students and future physicians. I believe in working collaboratively, using our guiding principles, to achieve our institutional mission.

Burrell is at an exciting time with our inaugural class graduating in May 2020, and 100% of those graduates securing positions in residency training programs. I will continue to work diligently with our faculty, staff, and students, focusing on continuous improvement and expanding Burrell to better serve the needs of our communities.

I encourage you to learn more about Burrell College by exploring our website, and if possible, visiting our beautiful campus.

William Pieratt, DO, FACP
Dean and Chief Academic Officer
bpieratt@burrell.edu

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

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ACADEMIC CALENDAR & HOURS OF OPERATION

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

Fall Term 2022 (Years One and Two)

New Student Orientation	Monday, July 11-July 15
White Coat Ceremony	Friday, July 15 (see College website for details)
First Day of Classes (Years One and Two)	Monday, July 18
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, July 18
Last Day to withdraw from classes and receive a 90% tuition refund	Monday, August 1
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, August 22
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, September 27
After 9.5 Weeks, 0% tuition refund	
Labor Day	Monday, September 5
Thanksgiving Break	Monday, November 21 – Friday, November 25
Last Day of Classes	Friday, December 16
Winter Break	Monday, December 19-Monday, December 30

Spring Term 2023 (Years One and Two)

First Day of Classes (Years One and Two)	Tuesday, January 3
Last Day to withdraw from classes and receive a 100% tuition refund	Tuesday, January 3
Last Day to withdraw from classes and receive a 90% tuition refund	Monday, January 16
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 5
Last Day to withdraw from classes and receive a 25% tuition refund	Saturday, March 11
After 9.5 Weeks, 0% tuition refund	
Martin Luther King Day	Monday, January 16
Spring Break	Monday, March 20 – Friday, March 24
Spring Holiday	Friday, April 7
Last Day of Classes	Friday, May 26
Memorial Day	Monday, May 29

Fall Term 2022 (Year Three)

First Day of Classes	Monday, June 20
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, June 20
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, July 8
Last Day to withdraw from classes and receive a 50% tuition refund	Thursday, August 4
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 18
After 9.5 Weeks, 0% tuition refund	
Last Day of Classes	Friday, December 16
Winter Break	Monday, December 19-Friday, December 30

Spring Term 2023 (Year Three)

First Day of Classes	Monday, January 2
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 2
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, January 18
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 12
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, March 26
After 9.5 Weeks, 0% tuition refund	
Last Day of Classes	Friday, June 16

Fall Term 2022 (Year Four)

First Day of Classes	Monday, July 4
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, July 4
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, July 20
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 14
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 25
After 9.5 Weeks, 0% tuition refund	
Last Day of Classes	Friday, December 16
Winter Break	Monday, December 19-Friday, December 30

Spring Term 2023 (Year Four)

First Day of Classes	Monday, January 2
Last Day to withdraw from classes and receive a 100% tuition refund	Monday, January 2
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, January 13
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, January 29
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, February 26
After 9.5 Weeks, 0% tuition refund	
Last Day of Classes	Friday, April 21
Commencement	Friday, May 5

ABOUT THE BURRELL COLLEGE OF OSTEOPATHIC MEDICINE

HISTORY

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

Mychaskiw and Hummer formed a partnership in July of 2013 and incorporated a new legal entity, The New Mexico College of Osteopathic Medicine, that would eventually be named the Burrell College of Osteopathic Medicine. The two co-founders orchestrated a synergistic gathering of influential leaders, in both the higher education and healthcare sectors, to assist in making the vision a reality. New Mexico State University (NMSU) Chancellor Garrey Carruthers supported their vision for the creation of a private/public affiliated osteopathic medical school in Las Cruces, New Mexico. John Hummer introduced the medical school to Dan Burrell who then joined Mychaskiw and Hummer as a co-founder. Burrell provided the initial seed funding; thus the medical school's namesake in honor of his family. Rice University, via the Rice Management Company, who oversees and manages their endowment, became the single largest shareholder. The credit for the success of the founding of the College belongs to more than the initial founders listed above. It also belongs to the first faculty and staff, the Board of Trustees, the many supporters for their contributions, and most of all the first class of students (Class of 2020). In 2022, The Rise Fund, TPG's multi-sector global impact investing strategy with deep experience in higher education and the healthcare industry became a minority investor in the College. Rice University and The Rise Fund investments will continue to strengthen the College's mission in expanding access to high-quality healthcare in underserved communities.

The year of 2015 encompassed the groundbreaking ceremony of the building on the NMSU Arrowhead Park construction site and signified the American Osteopathic Association's Commission on Osteopathic College Accreditation's (COCA) approval to begin accepting applications for the Inaugural Class of 2020. The milestone year of 2016 was highlighted by the medical school ribbon cutting ceremony, the College's first White Coat Ceremony, and the start of instruction on August 15. The year 2020 brought two key milestones; the College's first residency match day and reaching full accreditation with the graduation of the first class on May 8, 2020.

FACILITIES AND LIBRARY

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

In addition to the technology-rich classroom spaces and labs, the building provides an inviting space for study groups, both large and small. While students have access to most of the already mentioned lecture halls/labs, there are many other study spaces throughout the building: a 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.

The College occupies 4,500 square feet of laboratory and support space at 9035 Advancement Avenue, Las Cruces, NM. Located approximately 15 minutes from the main campus, the College's BioScience Research Laboratory (BSRL), a fully equipped BSL-2 facility, functions to support faculty driven research activities with supervised research opportunities for students. Major capabilities include bacterial and eukaryotic cell culture, DNA amplification and analysis, spectrophotometry, protein separation and analysis, flow cytometry, imaging-based particle size analysis, gas chromatography/mass spectrometry, and light microscopy. Windows and Mac/OS based workstations are equipped for data and image analysis. Access to the laboratory facility is restricted to authorized faculty and student researchers. The laboratory is operated under the direction of the Office of Research and Sponsored Programs. A full-time Scientific Research Associate provides day-to-day operational support for the BSRL.

The Burrell Library provides access to core medical/osteopathic collection materials including electronic databases and journals available on campus and remotely, print and electronic books, and some media titles. The library has over 10,400 electronic titles (e-books, e-journals), libguides developed in-house to streamline access to information and content, and approximately 800 print titles. Featured medical/health sciences databases accessible to Burrell authorized users include: AccessMedicine, Case Files Collection, ClinicalKey, Draw It To Know It, Cochrane Database of Systematic Reviews, DynaMed, LWW Health Library – Clerkship and Medical Education Collections, Medline Complete, Psychiatry Online Premium Book and Journal Collections, Thieme MedOne Education, Up-to-Date, and USMLE. 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.

The reserve collection includes student textbooks in print format and a wide variety of anatomical models, all of which are available for loan. Other items available for checkout include noise-reducing headphones, mobile whiteboards, desk cycles and striders, and cell phone chargers. 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. Each Regional Academic Center houses a small library of physical textbooks and other titles for students to check-out during their rotations; other needed resources and services are available upon request.

Students, faculty, and other affiliates have access to the New Mexico State University (NMSU) Library and its vast research collection of over 1.8 million volumes, as well as on-site use of their electronic journals and databases. Group study rooms at NMSU's Zuhl Library are available to Burrell students. The Doña Ana Community College libraries and the NMSU Corbett Center Student Union are also available for student study.

STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES

Burrell College of Osteopathic Medicine, LLC is privately owned and is managed by BCOM Investment Partners, LLC. The College's Board of Trustees, whose membership is majority independent, has full autonomy and authority to oversee the quality of medical education, compliance with regulatory bodies, and general administrative matters to include policy development, performance improvement, and organizational management, budgeting and strategic planning. 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:

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

John L. Hummer, MHA
Secretary; Ex-Officio, Non-Voting
Burrell College of Osteopathic Medicine – President

Dan Arvizu, PhD
New Mexico State University – Chancellor/President

Derrick Cuenca, MHA
Lovelace Medical Center & Heart Hospital – CEO

Denise Gonzales, MD
Presbyterian Medical Group - Medical Director Adult Medical Specialties

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

Monica Torres, PhD
Dona Ana Community College – President

Thomas Verghese, MBA
The Rise Fund – Partner & Health Sector Lead

John Harris, MHA
Vice Chairman
Memorial Medical Center – CEO

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

William T. Baker, DO
Family Medicine, SWFOER Chairman

Joe Davidson, JD
Rice Management Co. – General Counsel

Steven Hansen, MPA
Presbyterian Medical Services - President & CEO

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

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

OUR MISSION

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

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

OUR VISION

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

PROGRAMMATIC LEVEL EDUCATIONAL OBJECTIVES

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

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

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

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

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

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

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

POLICY AND STATEMENT OF NON-DISCRIMINATION

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

Anyone observing discriminatory actions by students, faculty or staff of the College or anyone who believes they have been the object of such discrimination or any discriminatory practices by the College or its affiliates should notify the Office of 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 Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA), operating under authority granted to it by the US Department of Education, to offer an academic program leading to the Doctor of Osteopathic Medicine (D.O.) degree. The degree is conferred by the Board of Trustees of the College on those candidates successfully completing the course of study and recommended by the College's faculty.

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

https://osteopathic.org/accreditation/standards/

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. The procedure for such filings may be found at:

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

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

INSTITUTIONAL LICENSURE

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

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

Students wishing to file a grievance with the College may do so by contacting the Office of 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

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 Osteopathic Medicine is an NC-SARA approved institution and the New Mexico Higher Education Department (NMHED) is the SARA Portal Entity for New Mexico. 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: hhttps://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 Director of Compliance and Institutional Assessment.

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

Doctor of Osteopathic Medicine

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

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

INSTITUTIONAL DATA AND OUTCOMES

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

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

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

STUDENT ASSUMPTION OF RISK

By entering into an agreement with the Burrell College of Osteopathic Medicine to engage in your osteopathic medical education 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 medical 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, blood borne pathogen exposure, emotional stress, and bodily injury.

OFFICE OF ENROLLMENT SERVICES

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

OFFICE OF ADMISSIONS

Minimal Technical Standards

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data. To facilitate the attainment of optimum care and safety, students at the Burrell College of Osteopathic Medicine 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 certain minimum technical standards as outlined below. Every applicant and student of the College 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 Burrell College of Osteopathic Medicine are set forth below.

Observation & Visual Integration

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

Communication

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

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

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

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

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

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

Participation in Osteopathic Manipulative Medicine Skills Sessions and Clinical Care Encounters
Active participation in OMM Skills Sessions and Clinical Care Encounters is an admission, matriculation and graduation requirement. During OMM skills sessions and clinical care encounters, it is imperative to the educational process that the body region being examined and/or treated will need to be exposed for observation, palpation and treatment. The examination and treatment must be conducted in a respectful

and professional manner. While at times, we will be using simulated patients, much of the time students will be expected to practice on each other.

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

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

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

Admissions Prerequisites

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 Burrell College of Osteopathic Medicine 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.

Throughout the Admissions process, applicants will be screened for the following minimum requirements:

- Cumulative science grade point average (GPA) of 3.0 (on a 4.0 scale).
- A 496 or higher with no subsections lower than the 15th percentile on the Medical College Admission Test (MCAT). Scores older than three years prior to July of the year of matriculation will not be considered. Applicants may obtain information about the MCAT through: www.aamc.org or Association of American Medical Colleges:

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

- Completion of a baccalaureate degree, or equivalent, from a college or university accredited by an agency recognized by the United States Department of Education.
- Completion of prerequisite coursework with a minimum grade "C" or higher:
    - Biology with lab — 8 semester hours *(or equivalent*)*
    - General/Inorganic Chemistry with lab — 8 semester hours** *(or equivalent*)*
    - Organic Chemistry with lab — 8 semester hours** *(or equivalent*)*
    - Physics with lab — 8 semester hours *(or equivalent*)*
    - Science elective — 3 semester hours***
    - English courses — 6 semester hours****

**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.*
*****Approved English course subjects are those listed within the AACOMAS English category. For those courses not included in the AACOMAS English category list, applicants will be expected to provide a course syllabus and/or course catalog description to the Office of Admissions for evaluation.*

- Letters of Recommendation - Three (3) required letters of recommendation include:
    - One letter from a physician *(D.O. or M.D. accepted)* **AND**
    - One of the following:
        - One pre-medical committee letter OR
        - Two academic letters written by science professors, scientific research advisors, or equivalent
            - Non-traditional applicants who have not been enrolled in any science coursework for three (3) years or more from the time of their AACOMAS application submission, may submit letters from employment supervisors.

The AACOMAS application allows for six total letters of recommendation to be submitted. Letters should be formatted on letterhead and include credentials. Letters from relatives will not satisfy the requirement. If an applicant is asked to provide an updated and/or new letter of recommendation, it can be submitted to the Office of Admissions by the following accepted methods:

- AACOMAS
- Virtual Evals
- Interfolio
- Directly by Referee to the Office of Admissions –
    - Email: admissions@burrell.edu
    - Mail: Office of Admissions
      Burrell College of Osteopathic Medicine
      3501 Arrowhead Dr.
      Las Cruces, NM 88001

- The requirement below is only specific to applicants that have previously been enrolled in but did not fully complete another medical program:
    - Applicants that previously attended but did not fully complete another medical program are encouraged to contact the Office of Admissions for information regarding a required Letter of Standing from their former institution that must also be submitted.

- 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. 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.

Under special circumstances, Burrell College of Osteopathic Medicine may use discretion in the evaluation of qualifications of any candidate for admission.

Admissions Process

The Burrell College of Osteopathic Medicine uses a holistically driven admissions process whereby applicants are assessed in several different areas including academic and non-academic characteristics. The College's admissions process has been developed to identify characteristics that are aligned with its mission. The admissions policy can be found on our website at:

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

Supplemental Application

Once the College has received an applicant's AACOMAS primary application, the Office of Admissions will complete pre-screening to verify both the minimum cumulative science grade point average and MCAT score requirements have been met. Applicants that meet the minimum pre-screening requirements will receive an email containing login instructions on how to complete and submit the supplemental application. Applicants will be required to submit the supplemental application with its nonrefundable processing fee and appropriate supporting materials.

Applicants approved for an AACOMAS fee waiver will also be eligible to request a supplemental application fee waiver from the Burrell College of Osteopathic Medicine. It is the applicant's responsibility to submit the AACOMAS fee waiver approval documentation, for the current cycle, to the Office of Admissions, prior to the College's cycle close date.

Interviews

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

Final Decision

Once the interview process is complete, the full application files, including all previous screening/evaluation rubrics, will be available for members of the Medical Student Admission Selection Committee to perform a post-interview review of each applicant with a completed application. 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 deferment for consideration. Requests for deferral will be considered on a case-by-case basis and are subject to approval by the Dean of the College. The College reserves the right to offer a deferral, at the discretion of the Dean.

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. A College offered deferment, approved at the discretion of the Dean, is not subject to the 60-day deadline.

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 or be offered a maximum 1-year deferment. 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 deferment period must reapply and follow the same admissions process as all other applicants for that cycle year. Applying to another medical school during the deferment period will result in withdrawal of the initial offer of admission, loss of the position at the Burrell College of Osteopathic Medicine and forfeit of the full deposit.

Transfer Students

The Burrell College of Osteopathic Medicine 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/

Foreign Transcripts

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

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

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

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 College's electronically signed Admissions and Acceptance Agreement 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 two-step Tuberculin skin test (PPD – two separate placements and two separate results) 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 Burrell College of Osteopathic Medicine for submitting transcripts after the due date must have their transcripts recorded with the Registrar by the first day of class.
- Proof of basic health insurance coverage in order to avert financial hardship due to hospital admissions, emergency department care, subspecialty care or other medical services needed. The 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.

OFFICE OF THE REGISTRAR

Registration

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

Due to the curriculum being cohort based and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time (20 credit hours or more) for the entire program unless the student has a change in academic status in accordance to 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/resources/office-of-the-registrar/

Transcripts

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

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

Transferability of Credit

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

Leave of Absence

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

Each request will be individually considered, and a determination will be made regarding the circumstances under which a student may return to the program. Consideration will be given to the length of 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/resources/office-of-the-registrar/

OFFICE OF FINANCIAL AID

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

Federal Student Loans

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

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

https://burrell.edu/students/resources/scholarship-and-loan-programs/

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

- Dr. LLoyd M. Hummer Memorial Scholarship
- Friends of Military Veterans Annual Scholarship Fund
- General Scholarship Fund
- Pieratt Family Scholarship
- Woody L. Hunt Scholarship
- Yates Scholarship Fund

For more information regarding scholarship opportunities, please visit:

https://burrell.edu/students/resources/scholarship-and-loan-programs/

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

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

TUITION AND FEES

Tuition and fees for the 2022-2023 academic year are posted on the College's website:

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

Burrell College of Osteopathic Medicine Tuition and Fees 2022-2023	
Tuition	$60,668
Student Fees	$1,599
Total Tuition and Fees	$62,267

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/gibill.*

Tuition Refund Policy

Any student signing an enrollment agreement or making an initial payment toward tuition and fees shall be entitled to a "cooling off" period of three (3) working days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the "cooling off" period, the agreement can be withdrawn and all payments shall be refunded. Following the "cooling off" period, but prior to the beginning of instruction, a student may withdraw from enrollment and the College shall be entitled to retain no more than $100 or 5% in tuition and fees, whichever is less, as registration charges.

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

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

Refer to the Academic Calendar for specific dates.

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

Please refer to the College's website for the Tuition Refund Policy:

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

CURRICULUM

The Burrell College of Osteopathic Medicine provides a four-year, evidence-based osteopathic medical education program that enables students to acquire the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. The curriculum is applications-based and integrates medical knowledge, clinical skills and osteopathic principles and practice. Course offerings emphasize knowledge acquisition, problem solving through critical analysis and thought, patient-centered focus, professional demeanor, inter-professional collaboration, and guide the student's development of a holistic approach to clinical practice. The College's clinical training curriculum is community-based and conducted in its affiliated hospitals and clinics under the supervision of a faculty in multiple medical specialties. The four-year degree program is 195 credit hours.

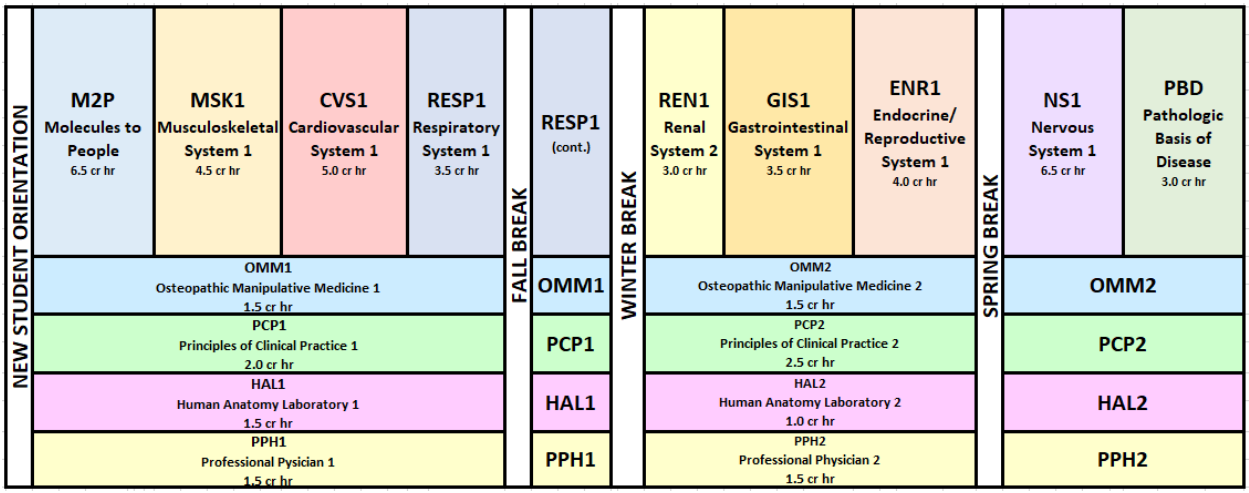
PRE-CLINICAL EDUCATION

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

OMS I

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

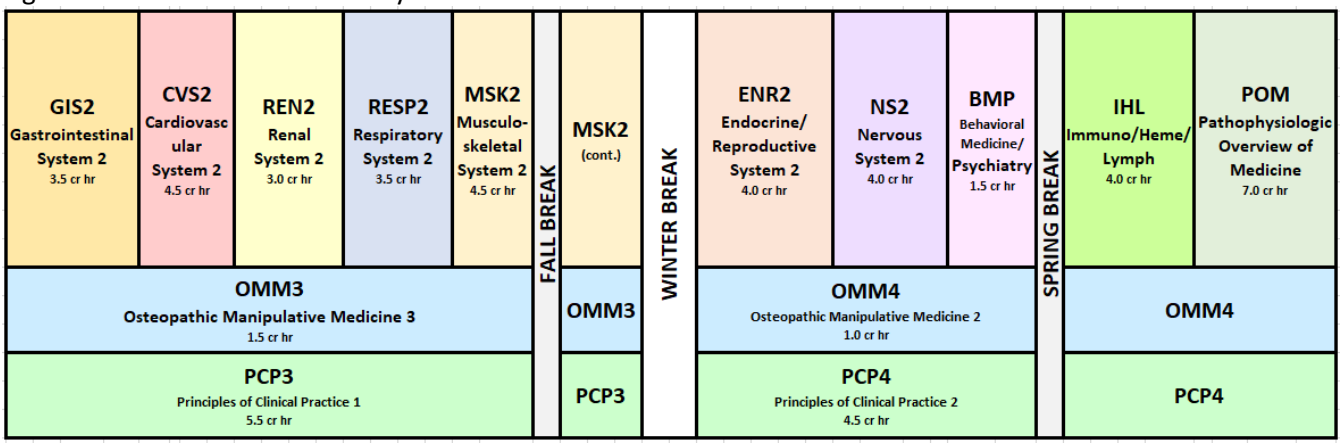
Figure 1: Year One Curriculum Layout



OMS II

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

Figure 2: Year Two Curriculum Layout



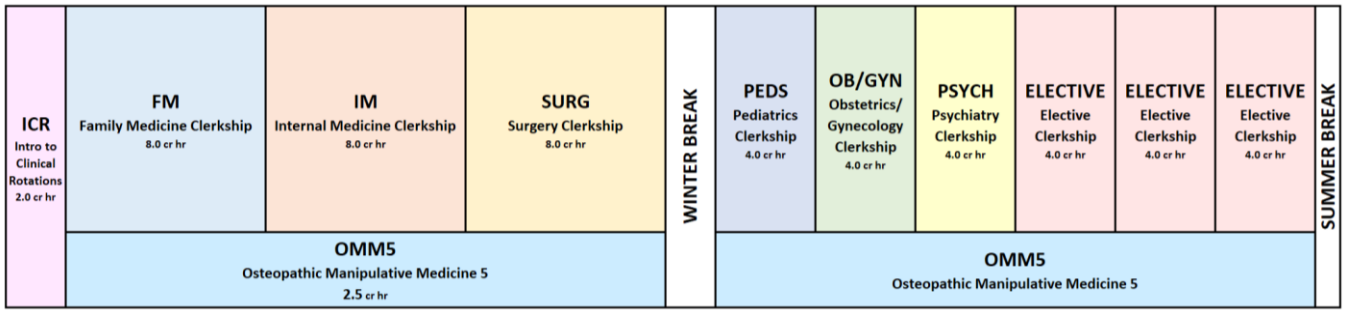
CLINICAL EDUCATION

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

OMS III

The third curricular year begins with the Introduction to Clinical Rotations course. Students must 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 V course. Students have three blocks designated for an elective clinical experience. 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



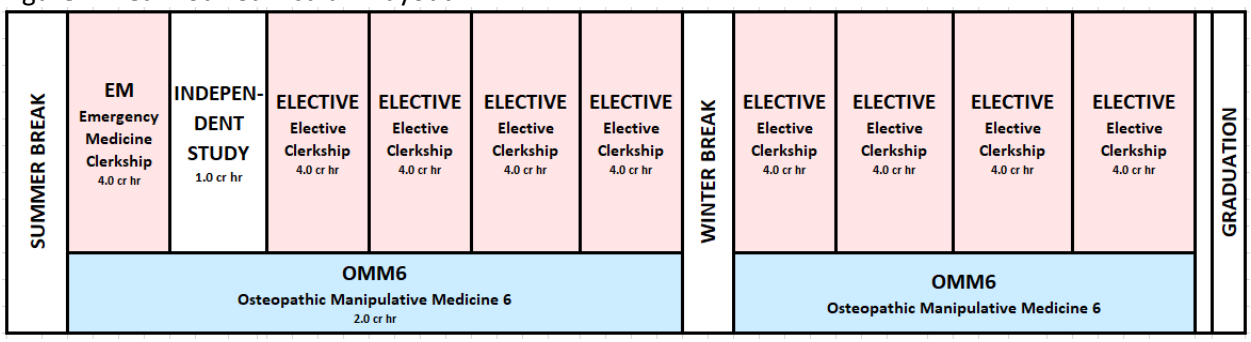
The COMLEX-USA® Level 2-CE and Level 2-PE examinations may be completed anytime following successful completion of the COMLEX-USA® Level 1 exam. Students must receive a passing score on both components of the COMLEX-USA® Level 2 to be eligible for graduation.

OMS IV

During Year Four of the curriculum, students must complete a required core clerkship in Emergency Medicine (1 block; 4 weeks), a longitudinal Osteopathic Manipulative Medicine VI course, and a minimum of thirty-two credit hours of elective rotations. Elective rotations may be completed at any location within or outside of the College's hub locations. One four-week block may be designated as an Independent

Study course to prepare for the COMLEX-USA® Level 2 board exams. All out-of-network rotation experiences must be reviewed, approved, and credentialed by the Office of Clinical Education. Students may participate in one non-clinical elective 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



ACADEMIC OPPORTUNITIES

Anatomy Summer Program in Directed Human Dissection

The Burrell College of Osteopathic Medicine offers students the opportunity for an intensive experience in gross anatomical dissection during the summer following the successful completion of their first academic year. This program includes whole body, cadaveric dissection, clinical imaging, or other topics to be determined by the Anatomy and Cell Biology faculty. To qualify, students must be in good academic standing with no outstanding course failures by the start of the program. Applications to the Anatomy Summer Program open in the second semester of year one.

Research

The College is dedicated to supporting the advancement of medical knowledge and the enrichment of student education through research and scholarly activity. Faculty driven 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 and public health, and medical education. The College supports opportunities for students to engage in 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 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 1 and extending through year 4 of 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 monthly throughout the academic year and the Office of Research invites students to a monthly Student Research Town Hall meeting. The annual Medical Student Research Day provides the opportunity for students to present their findings and be recognized for their accomplishments.

Rural Distinction

The Distinction in Rural Medicine is offered to qualifying medical students based in two of the Burrell's rural Regional Academic Centers (RAC) for 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 this 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 PRE-CLINICAL AND CLINICAL EDUCATION

The Office of Pre-Clinical Education provides administrative oversight of the pre-clinical curriculum for the first and second years of medical school. The College's curriculum employs an integrated, systems-based, application-oriented approach designed to enable students to demonstrate the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. This is accomplished using several educational approaches including traditional lectures, blended learning sessions, integrated sessions, laboratory and skills instruction, faculty assigned self-directed study, team-based learning, and clinical case presentations. For more information, please visit our website:

https://burrell.edu/academics/pre-clinical-education-1st-2nd-year/

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

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

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

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

The College 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.

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.
- **Early Clinical Practice Experiences**
  Students will be assigned to a variety of clinical venues to gain insights into medical practice in the community and practice acquired skills.

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

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

Attendance for Clinical Courses – Years Three and Four

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

Attendance for Students Receiving GI Bill® Benefits

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

https://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 Burrell College 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 assure 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 who are absent more than four (4) days from any clerkship period, for any reason, may be required to repeat that clerkship. Additionally, any unexcused absence may result in a finding of non-professional conduct. The excused absence form for OMS III and OMS IV can be found at:

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

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

GRADES

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

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

Preclinical Courses (Years One and Two)
Beginning in the fall term of 2020, 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, which is documented in 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.

For students who matriculated prior to July 2020, all preclinical systems course grades completed prior to July 2020 are recorded as the earned percent score. Students must earn at least 70% on a scale of 0% to 100% of all available points in order to obtain a passing grade for the course.

Clinical Courses/Clerkships (Years Three and Four)
The *Introduction to Clinical Rotations* (ICR) in Year Three and 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* by the College, students may earn the grade of Honors (H) if their performance in the core clerkship is in the top 10% of all students completing the clerkship that year. All students tied at the 10% threshold score will be included. Final grades are based on attaining designated levels of competency in each graded element of the clerkship as described in each clerkship syllabus.

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

Grade Point Average (GPA)
Students who matriculated in July of 2019 or after will not have a grade point average appear on a student transcript due to the Pass/Fail grading system.

For students who matriculated prior to July 2019, numeric grades achieved in Years One and Two are used to calculate and record a GPA for each student. The grade in numerically graded courses are weighted by the number of credit hours for those courses and a composite GPA is calculated and scaled to 100 points. All courses for which a final, numeric grade appears on the official transcript are included in the calculation. For students repeating all or part of an academic term, previously recorded grades will be included with new grades for the same courses. Students who are repeating the first or second year of the osteopathic medical curriculum will not have a grade point average recorded on their student transcript.

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

Course Failure
Any student receiving a failing grade in a course, clerkship, or on a licensing exam is referred to the Student Performance Committee (SPC). After reviewing the academic record of the student, the committee makes

a decision on the student's academic standing (academic probation with option to remediate the failed item, academic suspension, or academic withdrawal). The student has the right to appeal this decision to the Dean.

Grade Appeals

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 within one (1) business day (twenty-four [24] hours) 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 Senior Associate Dean of Academic Affairs for OMS I and II or to the Associate Dean of Clinical Education for OMS III and IV. Appeals submitted more than one (1) business day (twenty-four [24] hours) after posting of the score will not be considered. The Senior Associate Dean of Academic Affairs or the Associate Dean for 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

In the pass/fail system, no rank is calculated or provided.

STUDENT PERFORMANCE & ACADEMIC STANDING

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

Promotion

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

https://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's 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/

ACADEMIC SUPPORT SERVICES

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

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

COMLEX-USA® Exams

All candidates for the Doctor of Osteopathic Medicine degree are required to successfully complete Level 1, Level 2-CE and Level 2-PE of the COMLEX-USA® examination 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 the Introduction to Clinical Rotations course in Year Three. This cognitive, computer-based examination addresses learning objectives covered in the first two years of the curriculum.

Level 2 is delivered in two parts and includes a cognitive, computer-based examination (Level 2-CE) This examination is designed to assess a competence in the clinical practice of medicine. Students are eligible to sit for these examinations after receiving a passing score for Level 1.

Computer-based examinations are administered off-campus at 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 Osteopathic Medicine is required to have professional license disclosures for prospective and current students. The Osteopathic Degree earned by graduates at Burrell College of Osteopathic Medicine 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.

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. Students are encouraged to sit for the Level 2-PE examination when they are confident in their clinical skills and have performed satisfactorily on preparatory mock examinations administered by the College. Since passage of both parts is required for graduation, students are asked to schedule these examinations with sufficient opportunity to retake parts that may not have been successfully passed. Failure of any part of the COMLEX-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 and COMLEX-USA® Level 2-PE as administered by the National Board of Osteopathic Medical Examiners (NBOME). The passing score is determined for each examination cycle by the NBOME;
- Have no outstanding financial obligation to the College;
- Have no unresolved disciplinary violations;
- Receive approval for graduation from the faculty of the College.

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

The COVID-19 pandemic has led the COCA to temporarily suspend the COMLEX Level 2-PE examination as a graduation requirement for the graduating Classes of 2020, 2021 and 2022. The College will provide further guidance regarding subsequent graduating classes and the COMLEX Level 2-PE examination as it becomes available.

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 College shall provide a curriculum of instruction encompassing four academic years (eight semesters) of continuous study. Candidates for the degree of Doctor of Osteopathic Medicine (DO) 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 from the first date of matriculation unless otherwise required by statute. Please see the Time to Degree Policy at:

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

CALCULATION OF CREDIT HOURS

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

> *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:*
>
> *(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
>
> *(2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. 34CFR 600.2 (11/1/2010).*

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:

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

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

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

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

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

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs, under the direction of the Executive Director of Student Affairs, is involved in all aspects of student life and oversees student activities, student government functions, student clubs, student representative programs, and all other non-academic student life issues. Cases of any academic or non-academic issues that are impeding student progress are referred to the Office of Student Affairs. The Office of Student Affairs strives to create a learning environment that is governed by strong foundational values: integrity, respect, innovation, excellence, and service. Please visit the College's website for information regarding student services:

https://burrell.edu /students/

STUDENT HEALTH INSURANCE

All students are required to maintain active continuous health insurance coverage while enrolled in the DO program. For this purpose, 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 SERVICES

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 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.

Students located in Las Cruces 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.

Veteran Crisis Line

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

Providers who establish a patient care relationship with a student may not render an academic assessment of that student at a later date. It is the student's responsibility to notify the Office of Clinical

Education or 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/resources/health-services/

HONOR CODE

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

https://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/

SUBSTANCE FREE CAMPUS

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

Standards of Conduct

Unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance by any student of the College at any time is prohibited. 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 campus. The use of alcohol or any display of public drunkenness shall be deemed a violation of the College's Honor Code. Smoking, vaping, and any use of tobacco products on the College campus including buildings and grounds is prohibited.

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

The College recognizes that substance abuse is a career and life-threatening problem and encourages students to seek help in overcoming addiction. Students are encouraged to reach out to the Office of Student Affairs for help in seeking services for drug and alcohol counseling. The 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:

http://burrell.edu/students/office-of-financial-aid/consumer-information/

GRIEVANCES

The Burrell College of Osteopathic Medicine has established standards to foster a safe and equitable environment conducive to learning and development. Any person may file a grievance, reporting any alleged unauthorized or unjustified act or decision by an individual, which in any way adversely affects the status, rights, or privileges of a member of the 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 accommodations 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. 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 Compliance Officer. Please reference the following policy for more information:

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

Pregnancy and Chemical Exposure

The College recognizes that not all chemicals stored or used in its special environments are uniformly toxic. Students who are pregnant, breast feeding, or uncertain of their current pregnancy status, may

consider requesting a reasonable accommodation for the gross anatomy lab coursework through the Office of Students Affairs. The College strongly advises pregnant and/or breastfeeding students to consult with their physician prior to participating in the gross anatomy lab. Students acknowledge and agree that any decision to participate in these activities is the decision of the student and that the College is not liable for any health-related concerns for those who choose to participate in the gross anatomy lab and related activities.

CAREER COUNSELING

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

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

https://burrell.edu/students/career-counseling/overview-resources/

LISTING OF COURSES

CURRICULAR YEAR ONE

OM5114 Molecules to People
6.5 Credit Hours

The Molecules to People course (M2P) is an intensive trans-disciplinary course, which incorporates the foundational aspects of biochemistry, cell biology, histology, molecular biology, embryology, microbiology, immunology and pharmacology. The course content is presented using lecture, interactive clinical correlations, integrated applications and assigned self-study. The main objective of the course is to promote knowledge and comprehension of the biochemical, molecular and cellular processes, which form the basis of normal structure and function of the human body and how it responds to environmental/external influences. Course topics will progress from basic to more complex organizational components and processes, beginning with molecular building blocks, moving to basic cell structure and mechanisms, progressing to genetics and development, advancing to tissue organization, physiological control of systems and finally how the body responds to the environment. Foundational pharmacological concepts such as pharmacokinetics and pharmacodynamics will also be introduced at this point in the course. The last two weeks of the course focus on host defense mechanisms including an introduction to innate and cellular immunity.

OM5135 Musculoskeletal System I
4.5 Credit Hours

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

OM5143 Cardiovascular System I
5.0 Credit Hours

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

OM5154 Respiratory System I
3.5 Credit Hours

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

OM5214 Renal System I
3.0 Credit Hours

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

OM5225 Gastrointestinal System I
3.5 Credit Hours

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

OM5234 Endocrine/Reproductive Systems I
4.0 Credit Hours
The Endocrine/ Reproductive Systems I is designed to teach the basic principles of hormone secretion and action related to the major endocrine structures and reproductive and systemic tissues. Students are expected to be familiar with the structure and function of the major endocrine glands and the action of the major hormones secreted. This course will focus on the anatomy, histology and physiology of endocrine and reproductive systems as a basis for understanding the pathological conditions resulting from endocrine dysfunction. Upon completion, students should be able to use the basic principles of endocrine and reproductive physiology in clinical applications and to fulfill medical knowledge competencies. Previously presented material will be integrated into the coursework and used to build the framework necessary to the osteopathic physician.

OM5245 Nervous System I
6.5 Credit Hours
The Nervous System I Course presents the student with an intense consideration of the Head and CNS (Central Nervous System: brain, spinal cord, motor system, somatosensory system, and special senses) from both a structural and functional perspective. In order to reinforce and enhance student learning and application, medical imaging will be used throughout this course. Concepts will be presented using a variety of methods, including classroom lectures, integrative clinical case study sessions, and reading assignments. Collectively, this course is designed to emphasize the importance of integrating structural and functional understanding of the head and central nervous system and being able to apply that understanding to clinically relevant scenarios.

OM5253 Pathologic Basis of Disease
3.0 Credit Hours
This is an intense short course designed to impart and stimulate adult learning strategies, acquisition of introductory knowledge, understanding, and application of the basic tenets of human pathophysiology. Pathology is the study of disease and disease processes, and the basic science of clinical medicine. It is foundational to the development of the cognitive process and rationale for diagnosis. A fundamental course goal is to place information into a clinical context. Pathology is intrinsically transdisciplinary, and includes mechanisms of health and disease, which will be illustrated through clinical vignettes, case studies, and interactive sessions.

OM5112 Osteopathic Manipulative Medicine I
1.5 Credit Hours
OM5212 Osteopathic Manipulative Medicine II
1.5 Credit Hours
The Osteopathic Manipulative Medicine I & II courses are designed to provide the student with a fundamental understanding of the principles and philosophies of osteopathic medicine, and to carry 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
OM5203 Principles of Clinical Practice II
2.5 Credit Hours
Principles of Clinical Practice I (OM 5103) is the first course in a four-course series (OM 5203, OM6116 & OM6216) which teaches basic clinical skills & medicine, and fosters: information literacy; evidence-based practice; cultural awareness; doctor/patient communications, including use of interpreters; accessibility to, and assessment of, current medical information; presenting medical information to colleagues and attending physicians; and issues related to the ethics of medical decision- making. This course is taught over the fall semester of curricular year one and is coordinated with the concurrently presented systems courses. The course is designed to provide the knowledge and educational experiences that will allow the student to develop active learning skills, acquire medical and social knowledge, develop the skills needed to complete a comprehensive or focused medical history and physical examination, practice documentation skills, demonstrate competency in basic clinical procedures, develop skills in integrating information from laboratory and imaging results, interprofessional interactions within the healthcare team, and to gain the necessary knowledge and skills across the full extent of the clinical practice of medicine.

OM 5101 Human Anatomy Lab I
1.5 Credit Hours
Human Anatomy Laboratory 1 (HAL 1) is the first of a two-course sequence providing students with hands-on, small group, and workshop experiences in their study of human structure and anatomical organization in the first year. Gross anatomy is presented in a regional sequence beginning with the Limbs and Back, followed by Thorax and Neck; Abdominopelvic Region; and finishing with Head and Neuroanatomy. Students study directly from cadaveric specimens; anatomical models; ultrasound examinations of standardized patients; and images in various modalities. The course includes an interprofessional education component in the ultrasound laboratories. In addition to learning anatomical structure and regional relationships, the course facilitates the acquisition of medical terminology and fosters the highest standards of professionalism while empowering students to benefit from self-assessment, peer-peer and near-peer teaching in the active learning sessions. Upon completion, each student is expected to be able to orient themselves and accurately identify structures in medical images and in the cadaver and its component parts; be fluent in accurately describing the location of anatomical structures using correct, precise medical terminology; recognize and be able to name human gross anatomical structures; and gain a working appreciation for the normal range of variation present in the structural make-up of the human body from individual to individual.

OM5201 Human Anatomy Laboratory II
1.0 Credit Hours
Human Anatomy Laboratory 2 (HAL 2) is the second of a two-course sequence providing students with hands-on, small group, and workshop experiences in their study of human structure and anatomical organization in the first year. A continuation of the gross anatomy presented in a regional sequence in the fall, this course first examines the Abdominopelvic Region then finishes with Head and Neuroanatomy. Students study directly from cadaveric specimens; anatomical models; ultrasound examinations of standardized patients; and images in various modalities. The course includes an interprofessional education component in the ultrasound laboratories. In addition to learning anatomical structure and regional relationships, the course facilitates the acquisition of medical terminology and fosters the highest standards of professionalism while empowering students to benefit from self-assessment, peer-peer and near-peer teaching in the active learning sessions. Upon completion, each student is expected to be able to orient themselves and accurately identify structures in medical images and in the cadaver and its component parts; be fluent in accurately describing the location of anatomical structures using correct, precise medical terminology; recognize and be able to name human gross anatomical structures; and gain a working appreciation for the normal range of variation present in the structural make-up of the human body from individual to individual.

OM5102 The Professional Physician I
1.5 Credit Hours
OM5202 The Professional Physician II
1.5 Credit Hours
This first-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. To that end, The Professional Physician has two principal goals: 1) to introduce students to the multidisciplinary and interpersonal foundations of professional physicianship 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, to colleagues, to hospital systems, to laws and regulations, and to the field of medicine itself. To that end, the course will address the domains of regional populations, cultural humility, professionalism, interprofessional healthcare teams, ethics, health systems awareness, population health, biostatistics, legal concerns in medical practice, and evidenced-based medicine, among others.

CURRICULAR YEAR TWO

OM6124 Renal System II
3.0 Credit Hours
The Renal System II course will contain a brief review of renal medical physiology, followed by pathophysiology and pathologic entities of the renal system. Clinically focused topics will be discussed during throughout the course. Pharmacology topics as they relate to the renal system will be presented throughout the course when appropriate. Broad topics to be emphasized include the wide spectrum of physiologic functions of the human kidney, pathologic renal entities (e.g., glomerulopathy, glomerulonephritis, tubulointerstitial disorders, infections, toxic and ischemic insults, vascular disease and neoplasms), drugs used in the treatment of

hypertension, and clinical aspects of the above-mentioned disorders. Key aspects of clinical laboratory test ordering and data utilization are covered for the diagnosis and monitoring of kidney and urinary tract disease.

OM6134 Cardiovascular System II
4.5 Credit Hours
The Cardiovascular System II course is an intensive multidisciplinary course structured with the goal of enabling the student to obtain the requisite knowledge necessary to understand the pathophysiology, pharmacology, and clinical medicine of the cardiovascular system. After completion of the course, each student will be able to recognize the presenting signs and symptoms of various cardiovascular diseases and be able to ascertain and differentiate the various entities involved in cardiac health and disease, with an eye to the treatment of various cardiovascular disorders. Various aspects of evaluating cardiac patients will be presented, with special emphasis on interpretation of EKGs.

OM6143 Respiratory System II
3.5 Credit Hours
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.

OM6164 Gastrointestinal System II
3.5 Credit Hours
The course covers the gastrointestinal system, including the hepatobiliary and pancreatic systems. Emphasis is placed on understanding the pathophysiology and the ability to correlate and use basic principles in the diagnosis and management of gastrointestinal disorders. Material that has been previously covered is integrated into clinical application and used to build the clinical framework needed to be a competent osteopathic physician. Clinical discussions and lectures focus on disease states the students will encounter throughout their careers.

OM6112 Osteopathic Manipulative Medicine III
1.5 Credit Hours
OM6212 Osteopathic Manipulative Medicine IV
1.0 Credit Hours
The Osteopathic Manipulative Medicine III & IV courses are extensions of the OMM I & OMM II courses, and are designed to ensure a student's fundamental understanding of the principles and philosophies of osteopathic medicine, and to carry these forward to a deeper appreciation of the applications of OMM in clinical medicine. This understanding will allow students to build a foundation of osteopathic knowledge and prepare them to offer their patients an integrated approach to medical care. The courses emphasize diagnosis and treatment using current anatomic, biomechanical, and physiologic principles and provide a foundation for continued education and development within Osteopathic Medicine. The OMM course faculty works in conjunction with other departments to complement and integrate the anatomical and physiologic knowledge received within the systems courses.

OM6116 Principles of Clinical Practice III
5.5 Credit Hours
OM6215 Principles of Clinical Practice IV
4.5 Credit Hours
Principles of Clinical Practice III (OM6116) is the third course in a four-part series (including OM5103, OM5203, and OM6216), 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.

OM6214 Endocrine/Reproductive Systems II
4.5 Credit Hours
The Endocrinology/Reproductive Medicine 2 Course is a comprehensive multidisciplinary, four-week course designed to provide requisite knowledge necessary to understand a wide range of possible pathology and dysfunction of the endocrine and reproductive systems. The structural and functional material of the course will highlight disease and/or dysfunctional processes of the endocrine and reproductive systems including pathology of the major glandular organs as well as possible pathology of both the male and female reproductive systems. Students will be expected to apply their basic medical science knowledge to clinical problem solving. The goals of this course are to provide the student with a working knowledge of the endocrine and reproductive systems enabling appropriate diagnosis and treatment throughout their career. Pharmacology, as it relates to the endocrine system and the female and male reproductive systems, will be integrated in the course.

OM6223 Musculoskeletal and Integumentary Systems II
4.5 Credit Hours
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.

OM6232 Nervous System II
4.0 Credit Hours
The Nervous System II course is designed to incorporate the neuroanatomical and neurophysiological basic science information presented in Year One into a comprehensive overview of neurology and neuropathology. These topical areas are integrated to build a clinical framework necessary to synthesize and apply the information to the assessment of hypothetical patients with neurologic disease.

OM6241 Behavioral Medicine/Psychiatry
1.5 Credit Hours
The Behavioral Medicine/Psychiatry course provides students with an introduction to abnormal human behavior and psychopathology. The course is designed to teach student the major concepts and terms in contemporary behavioral science. It will also introduce the techniques in making psychiatric diagnoses. This is followed by detailed descriptions of the major classes of mental disorders, including childhood disorders, schizophrenia and other psychotic disorders, the depressive and bipolar disorders, obsessive compulsive disorder, personality disorders, and the nature of alcoholism.

OM6154 Immunology/Hematology/Lymphatics Systems
3.5 Credit Hours
This course is designed to provide a comprehensive overview of hematology and hematopathology, with discussion of the blood cells and their lineages in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This course integrates clinical applications and will build the clinical framework needed to successfully synthesize this information during clinical clerkships. Specific topics will include red cell disorders including anemia, and bleeding and hypercoagulable disorders, as well as, white cell disorders including leukemias, non-

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

OM6265 Pathophysiologic Overview of Medicine
7.0 Credit Hours
The Pathophysiologic Overview of Medicine course is a required, structured review and Board preparation course intended to guide students' preparations for the COMLEX-USA Level 1 Board Examination. Visiting faculty will present the course, which will include discipline-based review of the key principles and concepts in the biomedical and clinical sciences. Online components, including a question bank of board-style questions, will also be utilized as a learning tool. The course includes comprehensive practice board exams, including both a practice COMLEX Level 1 exam and a USMLE Step 1 exam, which will provide discipline-based and system-based feedback to students on areas of strength and weakness.

OM6000 Summer Research Directed Study
Variable Credit Hours
The Summer Research Directed Study is a supervised research experience that provides an opportunity for students to learn outside the formal class structure under the supervision and direction of a College faculty member. It is designed for highly motivated students and with the purpose of providing medical students with an intensive summer research experience in the areas that are relevant to the College mission. Students will develop an understanding of research practices and develop a stronger knowledge of the subject matter. The course culminates with students presenting their research at the annual Medical Student Research Day.

OM6210 Medical Spanish (Elective)
0.0 Credit Hours
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
*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
Introduction to Clinical Rotations is a two-week course that provides students with an opportunity for a successful transition from classroom setting to a professional setting and provides you with BLS & ACLS certification. During this course, you will be introduced to the clinical setting of medical education. The goal of this course is to provide the student with knowledge of 3rd year rotations and gaining familiarity with the expectations for their performance. Students will participate in live demonstrations and workshops and complete online learning modules on diverse topics related to clinical practice and patient safety.

OM7114 Family Medicine Core Clerkship
8.0 Credit Hours
The Family Medicine core clerkship is an eight (8) week experience served in an ambulatory setting. The entire clerkship may be served with one practice and provider or two different practices for four weeks each. This will be determined by the hub site in which the experience is served. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in a primary care practice. Experience will be gained in diagnosis and case

management. Each practice may have a unique profile of patients that will offer greater insight into disease identification and management as well as cultural influences on wellness and disease prevention.

OM7134 Surgery Core Clerkship
8.0 Credit Hours
The Surgery core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings. The clerkship is divided into two, four-week blocks. One four-week experience will be served in a general surgical practice. The second four-week block will offer the opportunity to select one or two subspecialty experiences. This will be determined by the hub site in which the experience is served but may include cardiothoracic surgery, otorhinolaryngology, ophthalmology, orthopedics, vascular surgery, neurosurgery, bariatric surgery, and others. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in surgical practice. Experience will be gained in diagnosis and case management including participation in surgical procedures. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

OM7154 Internal Medicine Core Clerkship
8.0 Credit Hours
The Internal Medicine core clerkship is an eight (8) week experience served in both ambulatory and inpatient settings. The clerkship is divided into two four-week blocks. One four-week experience will be served in an inpatient setting hospitalist practice or in a general internal medicine practice that has a significant inpatient component. The second four-week block will offer the opportunity to select one or two subspecialty experiences. This will be determined by the hub site in which the experience is served but may include cardiology, gastroenterology, critical care medicine, pulmonology, hematology, oncology, endocrinology, infectious diseases, neurology, nephrology, rheumatology, geriatrics, and others. Students will have the opportunity to participate in the care of patients presenting with acute or chronic conditions commonly seen in an adult medical practice. Experience will be gained in diagnosis and case management including participation in minor diagnostic and therapeutic procedures such as endoscopy, thoracentesis and lumbar puncture depending upon the service assignment. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

OM7174 Obstetrics/ Gynecology Core Clerkship
4.0 Credit Hours
The Obstetrics and Gynecology core clerkship is a four (4) week experience served in both ambulatory and inpatient settings. The clerkship affords students the opportunity to gain experience in the diagnosis and management of common presentations in the practice of women's health and promotion of wellness and disease prevention. Students will participate in providing prenatal care, management of labor and uncomplicated childbirth, and postnatal care. Exposure to principles of gynecologic surgery, minor diagnostic and therapeutic procedures, and operative experience will also be available depending upon the practice assignment at each hub. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

OM7184 Pediatrics Core Clerkship
4.0 Credit Hours
The Pediatrics core clerkship is a four (4) week experience served in an ambulatory setting. Some inpatient exposure may be available depending upon the assigned hub and practice. The clerkship affords students the opportunity to gain experience in providing health care to children. Emphasis will be placed on growth and development, wellness and prevention. Students will participate in the diagnosis and management of common illnesses of infants, children and adolescents, including community acquired infections. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

OM7194 Psychiatry Core Clerkship
4.0 Credit Hours
The Psychiatry core clerkship is a four (4) week experience served in inpatient and ambulatory settings with concentrations varying by hub assignment. The clerkship affords students the opportunity to gain experience in the practice of behavioral medicine. Performing a comprehensive patient behavioral health interview leading to a diagnosis and management plan is a core competency of this clerkship. Students will work with patients presenting with symptoms of depression, bipolar disorder, psychoses, and other behavioral disorders. Management of patients dealing with substance abuse and dependency is a frequent challenge in the clinical practice of psychiatry. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

OM7112 Osteopathic Manipulative Medicine V
2.5 Credit Hours
Two Semester course
This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the OMM I-IV courses. It will expand the student's osteopathic knowledge base through the application of new and previously learned techniques into specific disease examples. The format will include interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include integration of the clinical exam with osteopathic diagnosis and treatment skills.

OM7000 Non-Clinical Elective*
4.0 Credit Hours
*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.

OM7001-7003 Clinical Elective*
4.0 Credit Hours
*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.

OM7101 COMLEX Level 1 Preparation Independent Study
4.0 Credit Hours
This course provides time, faculty support, and resources for adequate preparation for the COMLEX® Level 1 exam through a program of guided self-directed learning.

OM7104 Independent Study
4.0 Credit Hours
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 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.

CURRICULAR YEAR FOUR

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

OM8114 Emergency Medicine Core Clerkship
4.0 Credit Hours
This clerkship provides experience in caring for patients who present to the Emergency Department with a variety of acute and subacute problems. The emphasis is on learning to stabilize and correctly triage critically ill and injured patients, as well as common emergent conditions. The Emergency Medicine rotation is designed to introduce students to the principles of acute care medicine, and provide students an opportunity to evaluate patients as well as formulate effective testing and treatment strategies. Active participation in patient care and procedural skills is emphasized. The course consists of experiences in patient care, assigned readings from emergency medicine references, weekly case reviews and a final evaluation.

OM8112 Osteopathic Manipulative Medicine VI
2.0 Credit Hours
Two
Semester course
This course builds upon the foundation of the principles and philosophies of osteopathic medicine established during the first three years of OMM courses. It will expand the student's osteopathic-knowledge base through the application of new and previously learned techniques into specific disease examples. The format will include interactive discussion of patient cases with the integration of osteopathic principles and practices. This course will include the integration of the clinical exam with osteopathic diagnosis and treatment skills.

OM8000 Non-Clinical Elective*
4.0 Credit Hours
*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
*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 - 8040 Non-Clinical Elective*
1.0 to 3.0 Credit Hours
*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
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 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
*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.

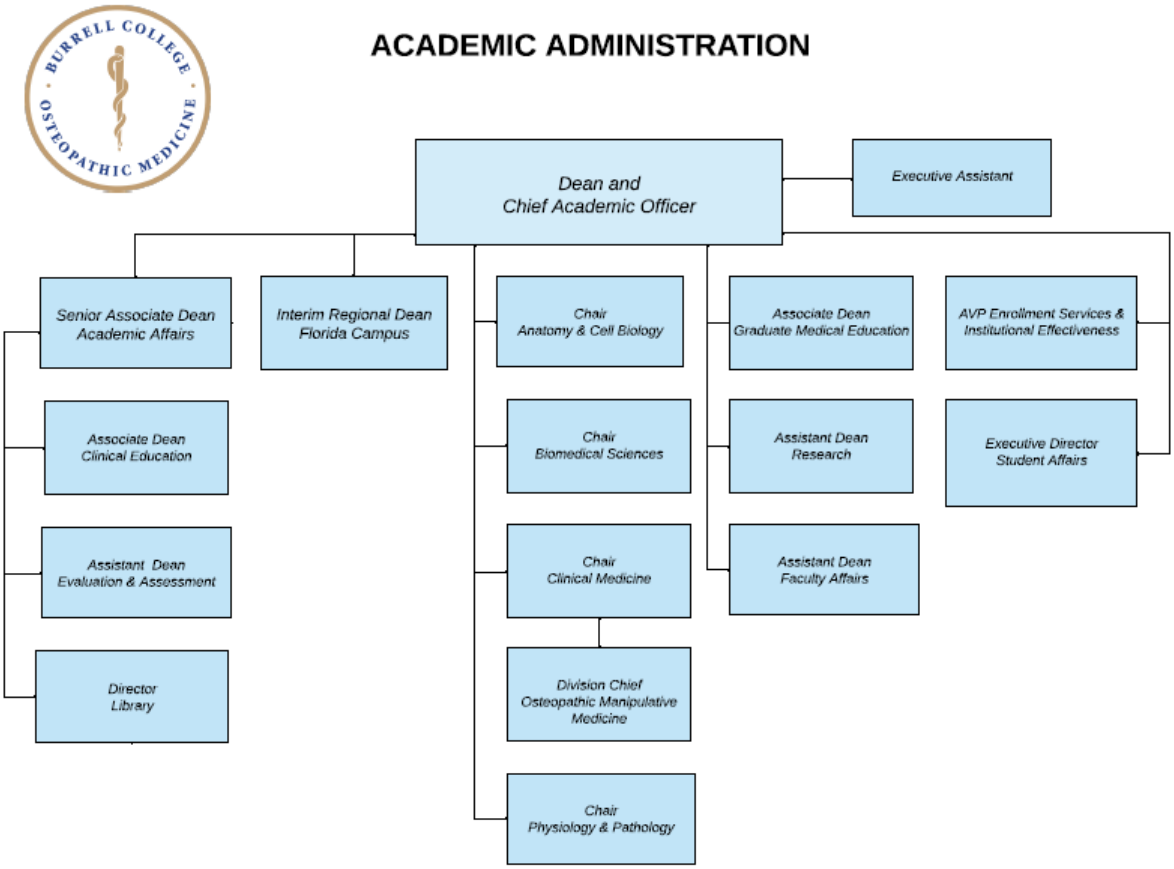
OM8301 – 8310 Clinical Elective*
3.0 Credit Hours
*Elective rotations refer to rotations which may be taken at any location, within or separate from the College's system of affiliated rotation sites, with the approval by the Office of Clinical Education.

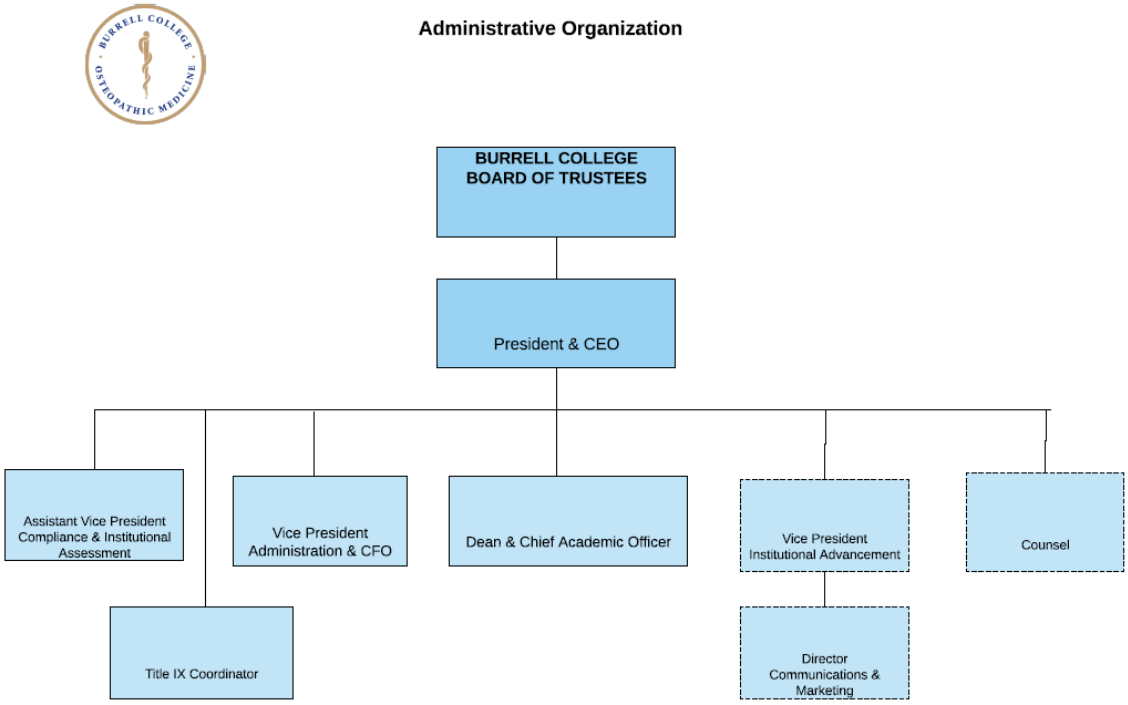
**Elective Clerkship Rotations*

Advanced Anatomy (non-clinical)
Advanced Histology (non-clinical)
Allergy/Immunology
Allergy Research
Alternative Medicine
Alzheimer's/Dementia
Anesthesiology
Business in Medicine (non-clinical)
Cardiology
Critical Care Medicine/ICU
Critical Care Medicine, Neurology
Critical Care Medicine, Pediatric
Critical Care Medicine, Rural
Dermatology
Dermatology, Pathology
Disaster Medicine
Emergency Medicine
Emergency Medicine, Pediatric
Emergency Medicine, EMS
Emergency Medicine, Toxicology
Endocrinology
Family Medicine
Family Medicine, Rural
Gastroenterology
Genomic Research
Geriatrics
Gynecology
Gynecology Oncology
Healthcare Quality Improvement
Hematology
Hematology/Oncology
Hospice/Palliative Care
Hospice/Palliative Care Research
Infectious Diseas
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





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Swift, Leah, DO
Andazola, John, MD
Boland, Daubney, PhD
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Laboy, Francisco, DO
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Aburto, Jaime, MD
Adair, James, DO
Adajar, Fundador, MD
Adams, Kenneth, DO
Addy, Niitetteh, DO
Adeniran, Jite, MD
Adeoshun, Abosede , MD
Adjei-Poku, Yaw, MD
Adnan, Hasan, MD
Aggarwal, Mukesh, MD
Agunanne, Enoch, MD
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Akinjaiyeju, Akintoluwa, MD
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Andrade, Aedra, MD
Andrade, Lawrence, MD
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Antony , Suresh, MD
Apampa, Omokorede, MD
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Assi , Edward, DO
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Azam, Syed, MD
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Baca, Marshall Jr., DO
Baez, Raymond, MD

Bair, Robert, DO
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Balduf, Lisa, MD
Ballam, Corbin, DO
Bancroft, Naomi, MD
Banda, Kanakalingeswara, MD
Banerjee, Pushpal, DO
Banik, Sanjoy, MD
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Barimo, Douglas, MD
Barnes, Jesse, MD
Barnica, Victor, MD
Barrantes , Fidel, MD
Barrera, Biatris, MD
Bartholdi, Marie, MD
Bathina, Jaya, MD
Batty , John, MD
Beard, Scott, MD
Beatty, Robert, MD
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Beggs, Dorsey, MD
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Bendana, Emma, MD
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Benson, Olajide, MD
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Bhatnagar, Udit, MD
Bhatt, Asit , MD
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Bilbao, Jorge, MD
Bishop, Jennifer, MD
Black, Steven, MD
Blacksten, Cheri, MD
Blea, Michael, MD
Bond , John , MD
Boni, Andrea, MD
Boone, James , MD
Booth, Patrick, MD
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Boushka, William, MD
Bouvier, Claudia, DO
Brennan, Robert, MD
Bressler, Abraham, DO
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Brown, Douglas, MD
Brown, Jordan, MD
Brown, Randal, MD
Broz, Robin, DO
Bryant, Frank, MD
Bryniarski, Mark, MD
Bungo, Christina, DO
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Burger, Harry, DO
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Carrellas, Joan, MD
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Castillo, Sergio, MD
Castillo, Vivian, MD
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Couture, Holly, DO
Cowens, Kevin, MD
Crawford, Kristopher, MD
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Cromer, Barry, MD
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Crosby, Mark, DO
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De La Torre, Javier , MD
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Dekker, Anthony, DO
Demick, Diane, MD
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Devitre, David, DO
Devkota, Ditashree, MD
Dharia, Sushma, MD
Dhillon, Gurdial, MD
Diaz-Mendez, Harry, MD
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Dimitt, Stacey, MD
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Dodman, Michele, DO
Dodson, Douglas, DO
Dorf, Jeffrey, MD
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Gomez, Dolores, MD
Gomez, Melissa, MD
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Gonzales, James, MD
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Sahs , John , MD
Salayandia, Luis, MD
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Schaefer, Stefan, MD
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Schuster, Rachel, MD
Sciortino, Vincent, MD
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Scott, Ethan, MD
Scully, Thomas, MD
Segapeli, Joseph, MD
Selwach, Amy, DO
Serrano-Feliciano, Jenitza, MD
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Shay, Andrew, MD
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Siddiqui, Faryal , MD
Sides, Eric, MD
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Simpson , Brenda, MD
Singh, Heramb, MD
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Soriano, Victor, MD
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Steier, James, MD
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Struemph, Gretchen, MD
Struemph, Jonathon , MD
Stuckwisch, Dawn, MD
Sullivan, Sarah, DO
Sumner, Wendell, DO
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Swartz, Carrie, MD
Swindle, Nicholas, DO
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Taleon, Vittorio, MD
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Tano, Vilmogil, MD
Tarakji, Muhammad, MD
Tebeje, Legesse, MD
Teicher, Joel, MD
Tempkin, David , MD
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Torres, Paul, MD
Touray, Sunkaru, MD
Tremper, Larry, DO
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Tryon, Connor, MD
Tucker, John , DO
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Turbay, Tamid, MD
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Valecha, Guatam, MD
Vande Lune, Daniel, MD
Velarde, Cesar , MD
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Velimirovic, Bratislav, MD
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Woods, Jacob, DO
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Catalog Amendment

08.02.2022: Changes to designation of grade at time of voluntary withdrawal. (pg. 33)
Approved by: Signature on File
(John L. Hummer, President)
Date: 08.02.2022

11.16.2022: Changes to COMLEX-USA Level One examination requirements.
Approved by: Signature on File
(John L. Hummer, President)
Date: 11.16.2022