

BURRELL COLLEGE *of* OSTEOPATHIC MEDICINE

COLLEGE CATALOG

2025-2026

Volume 10

Publication Date: 6/9/2025
Effective Date: 7/1/2025-6/30/2025

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

www.burrell.edu
(575) 674-2266

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

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 in content and policy to the best of my knowledge and belief.

John L. Hummer
President
(Signature on File)

Contents

A MESSAGE FROM THE PRESIDENT	7
ADMINISTRATION	8
Office of the President	8
Administration and Operations	8
Office of Enrollment Services	9
Office of Faculty Affairs	9
Library	9
Office of Research and Sponsored Programs	10
Office of Student Affairs	10
ACADEMIC CALENDAR & HOURS OF OPERATION	11
Fall Term 2025 (Years One and Two):	11
Spring Term 2026 (Years One and Two):	11
Fall Term 2025 (Year Three):	12
Spring Term 2026 (Year Three):	12
Fall Term 2025 (Year Four):	12
Spring Term 2026 (Year Four):	13
ABOUT THE BURRELL COLLEGE OF OSTEOPATHIC MEDICINE	14
OUR MISSION	14
OUR HISTORY	14
LAS CRUCES (NM) CAMPUS FACILITIES	14
MELBOURNE (FL) CAMPUS FACILITIES	14
LIBRARY	14
STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES	16
NON-DISCRIMINATION POLICY	17
ACCREDITATION	18
COMPLAINTS REGARDING ACCREDITATION	18
INSTITUTIONAL LICENSURE	19
LAS CRUCES (NM) CAMPUS	19
MELBOURNE (FL) CAMPUS	19
NC-SARA	20
TEXAS HIGHER EDUCATION COORDINATING BOARD	20
DEGREES AWARDED AND PROFESSIONAL LICENSURE	21
INSTITUTIONAL DATA AND OUTCOMES	22
STUDENT ASSUMPTION OF RISK	23

OFFICE OF ENROLLMENT SERVICES	24
OFFICE OF ADMISSIONS	24
Transfer Students	24
OFFICE OF THE REGISTRAR	24
Registration	24
Academic Records	24
Family Educational Rights and Privacy Act (FERPA)	24
Grades	25
Transcripts	25
Transferability of Credit	25
Leave of Absence	25
Withdrawal from the College	25
OFFICE OF FINANCIAL AID	26
Student Academic Progress	26
Financial Assistance	26
Veterans Programs	27
Professional Judgements and a Review of the Cost-of-Attendance	27
TUITION AND FEES	28
Tuition Refund Policy	28
Mobilization/Deployment Refund Policy	29
Refund Policy for Students Using GI Bill® Benefits	29
CALCULATION OF CREDIT HOURS	30
OFFICE OF STUDENT AFFAIRS	31
STUDENT HEALTH INSURANCE	31
PHYSICAL AND BEHAVIORAL HEALTH SERVICES	31
Veteran Crisis Line	31
Conflict of Interest and Patient Care	32
CODE OF PROFESSIONAL CONDUCT AND HONOR CODE	32
SUBSTANCE FREE CAMPUS	32
GRIEVANCES	33
TITLE IX	33
STUDENTS WITH DISABILITIES	33
SPECIAL ENVIRONMENTS	33
Pregnancy and Chemical Exposure	34
CAREER COUNSELING	34

ACADEMIC SUPPORT SERVICES.....	34
VISITORS ON CAMPUS	36
DOCTOR OF OSTEOPATHIC MEDICINE DEGREE PROGRAM	37
A Message from the Dean.....	38
ADMINISTRATION	39
Office of the Dean	39
Academic Affairs	39
Office of Clinical Education	39
Office of Community-Based Learning	40
Department Chairs	40
Office of Graduate Medical Education.....	41
DOCTOR OF OSTEOPATHIC MEDICINE DEGREE PROGRAM	42
Osteopathic Tenets	42
Programmatic Level Educational Objectives	42
Office of Admissions	42
Admissions Process	48
Admission Appeal.....	49
Deferral	49
Matriculation Information	50
CURRICULUM	51
Pre-Clinical Education	51
Clinical Education	52
ACADEMIC OPPORTUNITIES.....	53
Research and Distinction in Research.....	53
Distinction in Rural Medicine	54
OFFICE OF ACADEMIC AFFAIRS AND CLINICAL EDUCATION	54
ATTENDANCE	55
Attendance for Preclinical Courses – Years One and Two	55
Attendance for Clinical Courses – Years Three and Four.....	55
Attendance for Students Receiving GI Bill® Benefits	56
Excused Absence.....	56
GRADES	57
Incompletes.....	57
Course Failure	58
Grade Appeals.....	58

Class Rank and GPA.....	58
STUDENT PERFORMANCE & ACADEMIC STANDING.....	58
Promotion	58
COMLEX-USA® Exams	59
GRADUATION REQUIREMENTS AND TIME TO DEGREE	60
COURSE CODE AND NUMBERING SYSTEM	61
DOCTOR OF OSTEOPATHIC MEDICINE DEGREE LISTING OF COURSES	62
CURRICULAR YEAR ONE	62
CURRICULAR YEAR TWO	65
COURSES AVAILABLE FOR OMS I-IV	68
CURRICULAR YEAR THREE	68
CURRICULAR YEAR FOUR	70
*Elective Clerkship Rotations.....	72
ORGANIZATIONAL OVERVIEW	74
DIRECTORY (subject to change; please visit our website for the most current listing)	75

A MESSAGE FROM THE PRESIDENT

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

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

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

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

John L. Hummer, MHA
President and CEO



ADMINISTRATION

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

Office of the President

John Hummer, MHA

President & Chief Executive Officer
(575) 674-2203 | jhummer@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

William Pieratt, DO, FACP

Executive Vice President of Academic Services;
Chief Academic Officer & Dean
(575) 674-2204 | bpieratt@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Colin Malchow

Chief Financial Officer
| cmalchow@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Nina Nuñez, MAEd

Vice President of Institutional Effectiveness;
Chief of Staff; Title IX Coordinator
(575) 674-2339 | nnunez@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Lee Scheinbart, MD

Chief Health Affairs Officer
674-674-0807 | lscheinbart@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Sidney Alvarez, MS

Assistant Vice-President of Marketing and Communications
575-674-2237 | salvarez@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Administration and Operations

Jennifer Taylor, MBA

Vice President of Administration
(575) 674-2281 | jetaylor@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Jeff Harris, BS

Associate Vice President of Administration;
(575) 674-2391 | jharris@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Lee Reid, MSE
Chief Information Officer
(575) 674-2392 | lreid@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Dawn Leake, BSBA, SHRM-CP
Assistant Vice President of Human Resources
(575) 674-2284 | dleake@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Office of Enrollment Services

Tammy Fowler, EdD
Associate Vice President of Enrollment Services
(575) 674-2220 | tfowler@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Natalie Davis, MA
Director of Admissions
(575) 674-2379 | ndavis@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Marlene Melendez, EdD
Director of Financial Aid
(575) 674-2223 | mmelendez@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Eric Sandoval, BBA
Registrar
(575) 674-2232 | esandoval@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Office of Faculty Affairs

Gabor Szalai, PhD
Assistant Dean of Faculty Affairs
(575) 674-2344 | sgabor@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Library

Trey Lemley, MLIS, JD
Director of Library
(575) 674-2346 | tlemley@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Office of Research and Sponsored Programs

Alex Gasparian, PhD

Assistant Dean of Research

(575) 674-2305 | agasparian@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

Office of Student Affairs

Vanessa Richardson, MAEd

Assistant Vice President of Student Affairs

(575) 674-2396 | vrichardson@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

ACADEMIC CALENDAR & HOURS OF OPERATION

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

Fall Term 2025 (Years One and Two):

New Student Orientation	Monday, July 14-July 18
White Coat Ceremony	Wednesday, July 16 th – Melbourne (FL) Campus Saturday, July 19 th – Las Cruces (NM) Campus (see College website for details)
First Day of Classes (Years One and Two)	Monday, July 21
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 27
Last Day to withdraw from classes and receive a 90% tuition refund	Monday, August 4
Last Day to withdraw from classes and receive a 50% tuition refund	Monday, August 25
Last Day to withdraw from classes and receive a 25% tuition refund	Tuesday, September 30
After 9.5 Weeks, 0% tuition refund	Wednesday, October 1
Labor Day	Monday, September 1
Thanksgiving Break	Monday, November 24 – Friday, November 28
Last Day of Classes	Friday, December 19
Winter Break	Monday, December 22-January 2

Spring Term 2026 (Years One and Two):

First Day of Classes (Years One and Two)	Monday, January 5
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 11
Last Day to withdraw from classes and receive a 90% tuition refund	Sunday, January 18
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 8
Last Day to withdraw from classes and receive a 25% tuition refund	Saturday, March 14
After 9.5 Weeks, 0% tuition refund	Sunday, March 15
Martin Luther King Day	Monday, January 19
Spring Break	Monday, March 23 – Friday, March 27
Spring Holiday	Friday, April 3
Memorial Day	Monday, May 25
Last Day of Classes	Friday, May 29

Fall Term 2025 (Year Three):

First Day of Classes	Monday, July 7
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 13
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, July 23
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 17
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 28
After 9.5 Weeks, 0% tuition refund	Monday, September 29
Last Day of Classes	Friday, December 19
Winter Break	Monday, December 22-Friday, January 2

Spring Term 2026 (Year Three):

First Day of Classes	Monday, January 5
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 11
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, January 21
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 15
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, March 29
After 9.5 Weeks, 0% tuition refund	Monday, March 30
Last Day of Classes	Friday, June 19

Fall Term 2025 (Year Four):

First Day of Classes	Monday, July 7
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, July 13
Last Day to withdraw from classes and receive a 90% tuition refund	Wednesday, July 23
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, August 17
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, September 28
After 9.5 Weeks, 0% tuition refund	Monday, September 29
Last Day of Classes	Friday, December 19
Winter Break	Monday, December 22-Friday, January 2

Spring Term 2026 (Year Four):

First Day of Classes	Monday, January 5
Last Day to withdraw from classes and receive a 100% tuition refund	Sunday, January 11
Last Day to withdraw from classes and receive a 90% tuition refund	Friday, January 16
Last Day to withdraw from classes and receive a 50% tuition refund	Sunday, February 1
Last Day to withdraw from classes and receive a 25% tuition refund	Sunday, March 1
After 9.5 Weeks, 0% tuition refund	Monday, March 2
Last Day of Classes	Friday, April 24
Commencement	Friday, May 8

ABOUT THE BURRELL COLLEGE OF OSTEOPATHIC MEDICINE

OUR MISSION

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

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

OUR HISTORY

Founded in 2013, the College welcomed its first class of students in 2016 and celebrated its inaugural graduation in 2020. It currently offers a single degree program: the Doctor of Osteopathic Medicine. For a detailed history, please visit our website:

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

LAS CRUCES (NM) CAMPUS FACILITIES

The College's main building is situated on the campus of New Mexico State University¹. Within this building, there is a rich environment for teaching and learning with state-of-the-art lecture halls, seminar/breakout rooms, high-fidelity manikin simulation suites, an Osteopathic Manipulative Medicine (OMM) lab, a virtual anatomy/gross dissection lab, and a standardized patient clinic environment with an office, waiting room, and examination rooms. In addition to the technology-rich classroom spaces and labs, the building provides an inviting space for study groups, both large and small, including a coffee shop, two break/meal lounges, and an outdoor, covered patio. Faculty and staff offices are also all located in the main building, as well as the institutional offices such as Enrollment Services (Admissions, Registrar, and Financial Aid), Finance, Human Resources, Information Technology, Pre-Clinical Education, and Executive Administration. A secondary building, the Woody and Gayle Hunt Medical Education Center houses the College's Office of Student Affairs, library, additional study space, and the Office of Clinical Education. The College maintains a BioScience Research Laboratory (BSRL), a fully equipped BSL-2 facility, functions to support faculty driven research activities with supervised research opportunities for students. Major capabilities include bacterial and eukaryotic cell culture, DNA amplification and analysis, spectrophotometry, protein separation and analysis, flow cytometry, imaging-based particle size analysis, gas chromatography/mass spectrometry, and light microscopy. Windows and Mac/OS based workstations are equipped for data and image analysis. Access to the laboratory facility is restricted to authorized faculty and student researchers. The laboratory is operated under the direction of the Office of Research and Sponsored Programs.

MELBOURNE (FL) CAMPUS FACILITIES

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

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

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

LIBRARY

The Burrell Library provides access to core medical/osteopathic collection materials including electronic databases and journals, print and electronic books, and some media titles. The Library offers a wide range of electronic resources, including e-books and e-journals, as well as in-house developed LibGuides designed to streamline access to information and content. It also maintains a substantial collection of 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, and Up-to-Date. 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 at the Las Cruces (NM) campus have access to the New Mexico State University (NMSU) Library, which offers an extensive research collection, including electronic journals and databases available for on-site use. Group study rooms at NMSU's Zuhl Library are also accessible to Burrell students. In addition, students may use the Doña Ana Community College libraries and the NMSU Corbett Center Student Union for study purposes. At the Melbourne (FL) campus, students have access to the Evans Library, a center for academic research, digital scholarship, expert support, and quiet study environments.

STATEMENT OF LEGAL CONTROL AND BOARD OF TRUSTEES

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

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

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

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

Mike Seeley
Vice Chair
*Health First Foundation
President*

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

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

William T. Baker, DO
Family Medicine, COE Chairman

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

Joe Davidson, JD
Rice Management Co. – General Counsel

Steven Hansen, MPA
Presbyterian Medical Services - President & CEO

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

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

John Nicklow, PhD
Florida Institute of Technology – President

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

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

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

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

NON-DISCRIMINATION POLICY

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

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

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

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

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

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

ACCREDITATION

The Burrell College of Osteopathic Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA), which serves as the College's institutional accreditor and a programmatic accreditor of its Doctor of Osteopathic Medicine (D.O.) degree program. In 2024, the College was awarded, "Accreditation with Exceptional Outcome by the 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. This accreditation extends to both of the College's locations in Las Cruces (NM) and Melbourne (FL).

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/>

The Burrell College of Osteopathic Medicine is a candidate for institutional accreditation by the Higher Learning Commission.

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

LAS CRUCES (NM) CAMPUS

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

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

-New Mexico Higher Education Department

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

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

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

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

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

MELBOURNE (FL) CAMPUS

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

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

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

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

NC-SARA

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

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

TEXAS HIGHER EDUCATION COORDINATING BOARD

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to Burrell College of Osteopathic Medicine to conduct limited Doctor of Osteopathic Medicine clerkships.

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

DEGREES AWARDED AND PROFESSIONAL LICENSURE

The Burrell College of Osteopathic Medicine offers a sole degree program for the Doctor of Osteopathic Medicine (D.O.). The degree is awarded to students who successfully complete all requirements for graduation and who have been recommended by the faculty for graduation. The Student Promotion and Graduation Policy is available on the College website:

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

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

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

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

INSTITUTIONAL DATA AND OUTCOMES

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

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

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

STUDENT ASSUMPTION OF RISK

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

OFFICE OF ENROLLMENT SERVICES

The Office of Enrollment Services encompasses the Offices of Admissions, Financial Aid, and the Registrar. It is committed to upholding the integrity of academic policies while ensuring the accurate and responsible management of student records and financial aid. With a focus on efficiency and service excellence, the division provides seamless, timely support to help students achieve their educational goals. Current and prospective students are welcome to contact the office for assistance or general information at any time.

OFFICE OF ADMISSIONS

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

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

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

Transfer Students

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

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

OFFICE OF THE REGISTRAR

Registration

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

Due to the College's single degree program for the Doctor of Osteopathic Medicine's curriculum being cohort based and proceeding in a prescribed sequence, enrollment will be considered continuous and full-time (20 credit hours or more) for the entire program unless the student has a change in academic status in accordance with the policies and procedures of the College.

Academic Records

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

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

Grades

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

Transcripts

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

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

Transferability of Credit

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

Leave of Absence

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

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

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

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

Withdrawal from the College

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

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

For any voluntary withdrawal, the College will recognize the date of determination as defined by the U.S. Department of Education in its Code of Federal Regulations. Failure to complete any requirements in the withdrawal process may result in a hold placed on the student's academic record. Withdrawal procedures may be found on our website at:

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

OFFICE OF FINANCIAL AID

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

Student Academic Progress

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

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

Financial Assistance

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

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

Federal Student Loans

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

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

Private Student Loans

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

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

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

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

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

Scholarships

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

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

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

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

Veterans Programs

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

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

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

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

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

TUITION AND FEES

Tuition and fees for the 2025-2026 academic year are posted on the College's website:

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

Doctor of Osteopathic Medicine Degree Program Tuition and Fees 2025-2026		
	Las Cruces (NM) Campus	Melbourne (FL) Campus
Tuition	\$67,906	\$67,906
Student Fees¹ (non-refundable)	\$1,875	\$3,537
Total Tuition and Fees	\$69,781	\$71,443

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

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

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

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

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

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

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

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

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <https://www.benefits.va.gov/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 signing the enrollment agreement or making initial payment, whichever is later. During the cooling off period, the agreement can be withdrawn by the student and all tuition and fees shall be returned. Cancellation after the third (3rd) business day, through the first day of classes, results in a refund of tuition and fees. Cancellation can be made in person, by electronic mail, or by certified mail.

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

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

In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation unless earlier written notice is received.

Due to the College's cohort-based lockstep curriculum, the College does not maintain an Add/Drop period.

Mobilization/Deployment Refund Policy

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

Refund Policy for Students Using GI Bill® Benefits

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

To see the College's full Tuition Refund Policy, please visit:

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

CALCULATION OF CREDIT HOURS

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

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

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

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

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

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 consists of up to 80 clinical contact hours of supervised experiential learning.

OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs plays a central role in all aspects of student life, overseeing student activities, student government, clubs, student representative programs, and other non-academic matters. It also addresses academic and non-academic issues that may hinder student progress, with such cases referred directly to the Office. Committed to fostering a supportive and inclusive learning environment, the Office is guided by the core values of integrity, respect, innovation, excellence, and service. For more information about student services, please visit the College's website:

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

STUDENT HEALTH INSURANCE

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

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

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

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

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

Veteran Crisis Line

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

Conflict of Interest and Patient Care

Providers who establish a patient care relationship with a student may not render an academic assessment or promotion of that student at a later date. Faculty with this conflict are required to immediately disclose the conflict to the Office of Human Resources and recuse themselves from rendering an academic assessment or promotion of the student. The College also requires the student to notify the Office of Student Affairs and/or the Office of Clinical Education if they are inadvertently assigned to a provider who has participated in their health care.

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

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

CODE OF PROFESSIONAL CONDUCT AND HONOR CODE

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

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

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

https://burrell.edu/students/code_ethics/

SUBSTANCE FREE CAMPUS

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

Standards of Conduct

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

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

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

unlawful possession or distribution of illicit drugs and alcohol. The website also lists consumer information including confidential services for drug and alcohol counseling, treatment, and rehabilitation programs:

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

GRIEVANCES

The Burrell College of 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 accommodation for qualified individuals with known disabilities as required by law. The plan for providing accommodations to students is governed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Students wishing to request accommodations through NBOME must do so through their website (<https://www.nbome.org/assessments/test-accommodations/>). The College is not involved in the accommodation approval process with NBME or NBOME. The College's Accommodation Policy can be found at:

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

SPECIAL ENVIRONMENTS

The College operates several programs that require the establishment of special environments for learning and research. Students are cautioned that hazardous chemicals are used and stored in these working laboratories. It is recognized that the risk of chemical exposure is present in these environments. Students who have questions regarding their participation in activities conducted in these venues should address

their concerns to the supervising faculty, the designated laboratory manager or the Office of Institutional Effectiveness. Please refer to the following policy for more information:

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

Pregnancy and Chemical Exposure

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

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

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

CAREER COUNSELING

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

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

Students in the Doctor of Osteopathic Medicine (D.O.) program receive structured career counseling throughout all four years of study. Early exploration of postdoctoral opportunities is encouraged, and osteopathic medical students engage in individualized meetings with faculty and career counselors to develop residency application strategies. The program includes sessions on specialty selection, clinical rotation planning, letter of recommendation guidance, and personal statement preparation. Access to the AAMC's *Careers in Medicine*® platform further supports osteopathic medical students in exploring specialties and preparing for the residency match process.

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

ACADEMIC SUPPORT SERVICES

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

students chosen as tutors. Peer tutoring is designed to assist students who desire reinforcement of content in the various disciplines. For a complete list of services, please see:

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

CAMPUS SAFETY, SECURITY, AND ACCESS

CAMPUS ACCESS

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

WEATHER-RELATED CLOSURES

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

SAFETY

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

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

VISITORS ON CAMPUS

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

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

PARKING

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

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

DOCTOR OF OSTEOPATHIC MEDICINE DEGREE PROGRAM

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

www.burrell.edu
(575) 674-2266

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

A Message from the Dean

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

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

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

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

William Pieratt, DO, FACP
Dean and Chief Academic Officer



ADMINISTRATION

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

Office of the Dean

William Pieratt, DO, FACP

Executive Vice President of Academic Services;
Chief Academic Officer & Dean
(575) 674-2204 | bpieratt@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Doris Newman, DO, FAAO

Campus Dean, Melbourne (FL) Campus
(321) 309-3110 | dnewman@burrell.edu
Melbourne (FL) Campus

Academic Affairs

Michael Woods, PhD

Associate Dean of Academic Affairs
(575) 674-2326 | mwoods@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Marc Benson, PhD

Assistant Dean of Evaluation and Assessment
(575) 674-2317 | mbenson@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Office of Clinical Education

Muneer Assi, DO

Associate Dean of Clinical Education
(575) 674-2320 | massi@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

William Baker, DO

Regional Assistant Dean
(575) 674-1732 | wbaker@burrell.edu
Las Cruces Regional Academic Center

Jerald Moser, MD

Regional Assistant Dean
jmoser@burrell.edu
Tucson Regional Academic Center

Sathishkumar Ramalingam, MD

Regional Assistant Dean
sramalingam@burrell.edu
Albuquerque Regional Academic Center

Bradley Scoggins, DO
Regional Assistant Dean
bscoggins@burrell.edu
Four Corners Regional Academic Center

Amit Sharma, MD
Regional Assistant Dean
asharma@burrell.edu
Florida Regional Academic Center

Sergey Shimunov, DO
Regional Assistant Dean
sshimunov@burrell.edu
El Paso Regional Academic Center

Luis Torres-Roman, MD
Regional Assistant Dean
Palm Beach Regional Academic Center

Thomas Wulf, MD
Regional Assistant Dean
twulf@burrell.edu
Eastern NM Regional Academic Center

Office of Community-Based Learning

Mary Lacaze, MD
Associate Dean of Community-Based Learning
(575) 674-2337 | mlacze@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Department Chairs

Debra Bramblett, PhD
Chair of Biomedical Sciences
(575) 674-2311 | dbramblett@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Scott Cyrus, DO, FACOP
Chair of Clinical Medicine
(575) 674-2329 | scyrus@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Robert Goldsteen, DO, FACP
Chair of Pre-Clinical Medicine
(575) 674-2366 | rgoldsteen@burrell.edu
Las Cruces (NM) and Melbourne (FL) Campuses

Kristin Gosselink, PhD

Chair of Physiology and Pathology

(575) 674-2335 | kgosselink@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

Brett Picciotti, DO

Interim Chair of Osteopathic Manipulative Medicine

(575) 674-0811 | bpicciotti@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

Steven Ontiveros, PhD

Chair of Anatomy and Cell Biology

(575) 674-2331 | sjontiversos@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

Office of Graduate Medical Education

Oliver Hayes, DO, FACEP

Associate Dean of Graduate Medical Education

(575) 674-2303 | ohayes@burrell.edu

Las Cruces (NM) and Melbourne (FL) Campuses

DOCTOR OF OSTEOPATHIC MEDICINE DEGREE PROGRAM

Osteopathic Tenets

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

- The body is a unit; the person is a unit of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Programmatic Level Educational Objectives

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

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

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

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

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

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

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

Office of Admissions

AACOMAS Application

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

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

Supplemental Application

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

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

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

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

Admission Requirements

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

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

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

Minimal Technical Standards

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

An osteopathic physician must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to perform the activities described below, candidates for the D.O. degree must be able to quickly, accurately, and consistently learn, integrate, analyze, and synthesize data. To facilitate the attainment of optimum care and safety, students 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 the minimum technical standards as outlined below. Every applicant and student is expected to possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The holder of a Doctor of Osteopathic Medicine (D.O.) degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The College has adopted these standards with due consideration for the safety and well-being of the patients for whom its graduates will eventually care. The specific technical standards recommended by the College are set forth below.

Observation & Visual Integration

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

Communication

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

Motor Function

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

Sensory Skills

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

Strength and Mobility

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

Intellectual, Conceptual, Integrative and Quantitative Abilities

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

Behavioral and Social Attributes

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

Participation in Osteopathic Manipulative Medicine Skills Sessions and Clinical Care Encounters

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

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

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

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

Minimum Pre-Screening Requirements

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

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

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

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

Recommended MCAT Score and Science Grade Point Average

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

Applicants may obtain information about the MCAT through: www.aamc.org or Association of American Medical Colleges:

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

**While there are no set minimum requirements for an MCAT score, science GPA, non-science GPA or overall GPA, each will still be reviewed when evaluating an applicant's academic record. Applicants are encouraged to review average scores for matriculating students published each cycle on the College's [website](#). The College will follow the*

calculated grade point averages submitted in the verified AACOMAS application. For detailed information on how AACOMAS calculates GPAs, please visit the AACOM website.

Previous Education and Prerequisite Coursework

- Prior to matriculation, applicants are required to show completion of a baccalaureate degree, or equivalent, from a college or university accredited by an agency recognized by the United States Department of Education.
- Applicants are required to complete the following prerequisite coursework with a minimum grade “C” or higher:
 - Biology with lab 8 credit hours (or equivalent*)
 - General/Inorganic Chemistry with lab 8 credit hours** (or equivalent*)
 - Organic Chemistry with lab 8 credit hours** (or equivalent*)
 - Physics with lab 8 credit hours (or equivalent*)
 - Science elective 3 credit hours***
- Applicants are recommended to complete 6 credit hours of English with a minimum grade “C” or higher.

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

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

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

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

Letters of Recommendation

Required Letters of Recommendation include:

- One of the following:
 - One pre-medical committee letter **OR**
 - Two academic letters from professors
- Applicants can submit up to six letters. Recommended sources for letters of recommendation include:
 - A letter from a physician (D.O. or M.D.)
 - A letter from a science professor or premedical advisor who has taught or advised the student within the past three years
 - A letter from an individual who has observed you in a volunteer, service, or care setting
 - Non-traditional students who, from the date of their primary AACOMAS application is submitted, have not been enrolled in any coursework for three (3) years or more may submit letters from employment supervisors instead of a pre-medical committee letter or two academic letters

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-
 - 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 or health professions program:

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

Experience Hours

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

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

Foreign Coursework

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

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
- Educational Perspectives, www.edperspective.org

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 admissions policy can be found on our website at:

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

Once the College has received an applicant's verified AACOMAS primary application, the Office of Admissions will complete pre-screening to verify the minimum requirements have been met. Applicants meeting the minimum pre-screening requirements will receive an email containing login instructions on how to complete and submit the supplemental application. Applicants must submit the supplemental

application with its non-refundable processing fee and appropriate supporting materials to progress to additional application review and in order to be considered for an interview. Under special circumstances, the College may use discretion in the evaluation of qualifications of any candidate for admission.

Interviews

If selected for an interview, the applicant will schedule the interview within the College's online portal. Interviews for the 2025-2026 application cycle will be conducted virtually. The College uses a rolling admissions process and conducts interviews throughout the application cycle.

Final Decision

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

Waitlist

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

Admission Appeal

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

Guidelines for an appeal:

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

Deferral

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

Deferment requests cannot be made to delay a decision in the given acceptance timeframe or to wait for an admission offer from another medical school. An applicant may only request a maximum 1-year 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. The College reserves the right to extend a deferral beyond one-year at the discretion of the Dean.

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

Matriculation Information

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

- Pay non-refundable full seat deposit of two thousand dollars (\$2,000), which will be credited against the first semester's tuition and fee charges, by the given seat offer deadline.
- Submission of the electronically signed Admissions and Acceptance Agreement for the D.O. program by the given seat offer deadline.
- Completion of the following forms:
 - Emergency Contact Form
 - Proof of Immunization Form
 - An immunization status report, including all required vaccinations and immunizations, must be submitted. All titers are required to be administered no earlier than six months prior to matriculation:
 - **Diphtheria/ Tetanus/ Pertussis** – TDAP booster dose within last 10 years.
 - **Measles, Mumps and Rubella** – Two doses after 1978 and quantitative titers showing immunity for each disease (Measles, Mumps and Rubella). **A copy of the lab results is required.**
 - **Hepatitis B** – Hep B series completion and quantitative Hep B Surface Antibody Titer (IgG) for confirmation of immunity response. **A copy of the lab results is required.**
 - **Tuberculosis (TB)** – A Tuberculin skin test (PPD – one placement and result) is required within the sixty days prior to the first day of enrollment. Students may obtain either a skin test (TST) or blood test (IGRA) and provide a copy of the result to the College.
 - If the TB testing is positive for either test, an attestation from a qualified licensed health care provider must be provided showing that they have received appropriate follow-up testing/treatment and may participate in unrestricted clinical activities.
 - **Varicella** – Proof of two doses of the Varicella vaccine **and** a positive quantitative Varicella titer (IgG). **A copy of the lab results is required.**
 - **Influenza** – Documentation of the Influenza's vaccine (in season generally September through March).
 - Completion of criminal background check and drug screen by the College's designated vendor no earlier than 60 days prior to matriculation.

- Submission of all official college transcripts from all degree granting institutions and all courses that have not been previously verified through AACOMAS. Transcripts must indicate that the applicant has satisfactorily completed all prerequisite course requirements and satisfied any contingencies, including graduation, as outlined in the Admissions and Acceptance Agreement. Applicants who have an officially approved reason acceptable to the College for submitting transcripts after the due date must have their transcripts recorded with the Registrar by the first day of class.
- Proof of basic health insurance coverage in order to avert financial hardship due to hospital admissions, emergency department care, subspecialty care or other medical services needed. The Office of Student Affairs verifies active coverage at the beginning of each academic term.
- Applicants will be asked to present proof of legal U.S. residency status. Applicants who are legal, permanent residents of the U.S. will be required to provide a copy of their permanent resident card prior to progressing in the admission process.

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

CURRICULUM

The Doctor of Osteopathic Medicine degree program is a four-year, evidence-based osteopathic medical education program that enables students to acquire the knowledge and competencies required to enter graduate medical education and the practice of osteopathic medicine. The curriculum is applications-based and integrates medical knowledge, clinical skills and osteopathic principles and practice. Course offerings emphasize knowledge acquisition, problem solving through critical analysis and thought, patient-centered focus, professional demeanor, inter-professional collaboration, and guide the student's development of a holistic approach to clinical practice. All gross anatomy, clinical skills and osteopathic manipulative medicine laboratories are taught onsite and in-person. Didactic content may be delivered synchronously or asynchronously with utilization of the learning management system and lecture capture system. The clinical training curriculum is community-based and conducted in its affiliated hospitals and clinics under the supervision of a faculty in multiple medical specialties. The four-year degree program is 194 credit hours.

Pre-Clinical Education

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

NEW STUDENT ORIENTATION	FAMM Foundations & Anatomic and Molecular Medicine 9.5 cr hr	CRS Cardiovascular & Respiratory Systems 9.0 cr hr	WINTER BREAK	REGR Renal, Gastrointestinal, Endocrine, & Reproductive Systems 11.0 cr hr	NVFD Nervous System & Foundations of Disease 9.0 cr hr
	OMM1 Osteopathic Manipulative Medicine 1 3.0 cr hr			OMM1 (continued)	
	PCP1 Principles of Clinical Practice 1 2.0 cr hr			PCP2 Principles of Clinical Practice 2 2.5 cr hr	
	HAL1 Human Anatomy Laboratory 1 1.5 cr hr			HAL2 Human Anatomy Laboratory 2 1.0 cr hr	
	MM1 Mission Medicine 1 3.0 cr hr			MM1 (continued)	

OMS II

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

Figure 2: Year Two Curriculum Layout

<div>GIS2</div> <div>Gastrointestinal System 2</div> <div>4.0 cr hr</div>	<div>CVS2</div> <div>Cardiovascular System 2</div> <div>5.0 cr hr</div>	<div>REN2</div> <div>Renal System 2</div> <div>3.0 cr hr</div>	<div>RESP2</div> <div>Respiratory System 2</div> <div>4.0 cr hr</div>	<div>MSK2</div> <div>Musculoskeletal System 2</div> <div>4.5 cr hr</div>	<div>WINTER BREAK</div>	<div>ENR2</div> <div>Endocrine/Reproductive System 2</div> <div>4.5 cr hr</div>	<div>NS2</div> <div>Nervous System 2</div> <div>4.0 cr hr</div>	<div>BMP</div> <div>Behavioral Medicine/ Psychiatry</div> <div>2.0 cr hr</div>	<div>IHL</div> <div>Immuno/Heme/ Lymph System</div> <div>4.0 cr hr</div>	<div>POM</div> <div>Pathophysiologic Overview of Medicine</div> <div>7.0 cr hr</div>
<div>OMM2</div> <div>Osteopathic Manipulative Medicine 2</div> <div>3.0 cr hr</div>						<div>OMM2 (continued)</div>				
<div>PCP3</div> <div>Principles of Clinical Practice 3</div> <div>2.0 cr hr</div>						<div>PCP4</div> <div>Principles of Clinical Practice 4</div> <div>2.0 cr hr</div>				
<div>MM2</div> <div>Mission Medicine 2</div> <div>3.0 cr hr</div>						<div>MM2 (continued)</div>				

Clinical Education

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

OMS III

The third curricular year begins with a two-week non-clinical course. There are two options for this non-clinical course: a COMLEX-USA® Level 1 board prep course, or a virtual non-clinical course. Students must sit for the COMLEX-USA® Level 1 exam prior to the start of the Introduction to Clinical Rotations course. The following two weeks, all students are enrolled into 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 III course and longitudinal Residency Readiness Course. Students have two blocks designated for an elective clinical experience (8 credit hours). A sample course schedule for Year Three is provided below (See Figure 3). The actual sequence of clerkship rotations will vary for each student.

Figure 3: Year Three Curriculum Layout

ELECTIVE (Non-Clinical or COMLEX Level 1 Independent Study) 2.0 cr hr	ICR Intro to Clinical Rotations 2.0 cr hr	FM Family Medicine Clerkship 8.0 cr hr	IM Internal Medicine Clerkship 8.0 cr hr	PEDS Pediatric Clerkship 4.0 cr. Hr	WINTER BREAK	SURG Surgery Clerkship 8.0 cr hr	OB/GYN Obstetrics/ Gynecology Clerkship 4.0 cr hr	PSYCH Psychiatry Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr	ELECTIVE Elective Clerkship 4.0 cr hr
OMM3 Osteopathic Manipulative Medicine 3 2.5 cr hr						OMM3 (continued)				
RESIDENCY READINESS 2.0 cr hr						RESIDENCY READINESS (continued)				

OMS IV

During Year Four of the curriculum, students must complete a minimum of thirty-eight (38) credit hours. Of these required credit hours, twenty-eight (28) must be clinical, including a Clerkship in Emergency Medicine (1 block; 4 weeks), a required Selective Clerkship in ICU (1 block; 4 weeks), a required Selective Sub-Internship Clerkship (1 block; 4 weeks), and sixteen (16) weeks of clinical electives. The remaining ten (10) credit hours are comprised of a longitudinal Osteopathic Manipulative Medicine IV course (2 credit hours), and eight (8) credit hours that may be clinical or non-clinical, depending on the individual student's schedule. Elective and selective rotations may be completed at locations within or outside of the College's RAC locations with approval by the Office of Clinical Education based on established procedures and guidelines. One four-week block may be designated as an Independent Study course to prepare for the COMLEX-USA® Level 2-CE board exam. Students must return a passing score for the COMLEX-USA® Level 2 exam by the Friday before Match week. Please see the Student Handbook for additional information. All rotation experiences must be reviewed, approved, and credentialed by the Office of Clinical Education. Students may participate in non-clinical elective(s) only with the approval of the Office of Clinical Education.

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

Figure 4: Year Four Curriculum Layout

INDEPENDENT STUDY 4.0 cr hr	EM Emergency Medicine Clerkship 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	SELECTIVE Sub Internship Rotation 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	WINTER BREAK	ELECTIVE Clerkship 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	ELECTIVE Clerkship 4.0 cr hr	GRADUATION
OMM4 Osteopathic Manipulative Medicine 4 2.0 cr hr					OMM4 (continued)						

ACADEMIC OPPORTUNITIES

Research and Distinction in Research

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

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

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

Distinction in Rural Medicine

The Distinction in Rural Medicine is offered to qualifying medical students assigned to two of Burrell's rural Regional Academic Centers (Eastern (NM) RAC and Four Corners (NM) RAC) during their 3rd year of medical school. This track is designed to mentor students who wish to gain a deeper understanding of the intertwined problems impacting healthcare and quality of life that are encountered by those living in rural underserved communities. The goal of this track is twofold: to empower participating students in understanding how to approach and solve challenges in healthcare delivery for future rural practice or, among underserved populations generally. And, in addition, for participating students to make a meaningful, positive contribution in a rural, underserved community through the completion of all required projects. Students who successfully complete the rural track will receive a Doctor of Osteopathic Medicine degree with a Distinction in Rural Medicine annotation on their academic record. The pursuit of the Distinction in Rural Medicine track will be documented within the Medical Student Performance Evaluation (MSPE) Letter, acknowledged at graduation, and noted on the final transcript.

OFFICE OF ACADEMIC AFFAIRS AND CLINICAL EDUCATION

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

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

The Office of Clinical Education oversees and manages the third and fourth years of the medical curriculum. The Office of Clinical Education is dedicated to providing students with quality clinical education services. For their third year, each student is assigned to a Regional Academic Center (RAC). Each RAC is staffed by a Regional Assistant Dean, and Coordinator who serves as the student's primary contact during third year clinical rotations. The clinical training curriculum is community-based in affiliated hospitals and clinics and provides educational experiences under the preceptorship of credentialed, medical educator faculty. Clinical assignments are based on multiple factors including availability of preceptors and the interests and preferences of individual students. Currently there are nine RAC's located in Albuquerque (NM), Las Cruces

(NM), Four Corners (NM), Eastern (NM), El Paso (TX), Tucson (AZ), Space Coast (FL), Southwest (FL), and Palm Beach (FL). Per regulation, the El Paso (TX) RAC has a capacity limit and at least 90% of students assigned to the El Paso (TX) RAC must be residents of Texas or Dona Ana County (NM) as identified on the AACOMAS application. For more information, including information on the College's affiliated clinical teaching sites, please visit our website:

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

The 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.
- **Community-Based Learning Experience**
Students will be assigned to a variety of community venues to gain insights into medical practice in the community, gain firsthand knowledge of social determinants of health, and practice acquired skills.

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

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

Attendance for Clinical Courses – Years Three and Four

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

Attendance for Students Receiving GI Bill® Benefits

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

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

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

Excused Absence

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

1. Medical necessity (personal or family);
2. Family death;
3. Active military service;
4. Required attendance at conferences limited to student leaders representing the 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 ensure that the request will be approved. The excused absence form for OMS I and OMS II can be found at:

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

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

Students who are granted an excused absence from any activity during the Introduction to Clinical Rotations course shall be required to remediate that activity to the satisfaction of the course director before beginning clinical rotations. Students 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/>

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

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

GRADES

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

Recorded Grade	Explanation
P	Pass
S	Satisfactory
F	Fail
H	Honors (Pass/Fail Course)
PX	Pass: Pass/Fail Course Remediated
IP	In Progress
I	Incomplete
AW	Administrative Withdrawal
W	Withdrawal
NC	No Credit

Preclinical Courses (Years One and Two)

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

Clinical Courses/Clerkships (Years Three and Four)

All final course grades for clinical clerkships and courses in Years Three and Four will be graded as Pass (P) or Fail (F). For clerkships designated as *core*, students may earn the grade of Honors (H) 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.

Incompletes

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

Course Failure

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

Grade Appeals

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

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

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

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

Class Rank and GPA

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

STUDENT PERFORMANCE & 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 recommendations to the Dean of the Doctor of Osteopathic Medicine degree program regarding promotion of students to the succeeding term. Students who have any coursework deficiencies that have not been remediated may not advance in the degree program. Please see the Student Promotion and Graduation Policy at:

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

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

Students shall be considered in *Good Academic Standing* if they have achieved a passing grade in all courses taken and have no other outstanding academic and/or disciplinary deficiencies. *Academic Probation* is a designation that the student has an un-remediated course failure. Failure of any course shall place the student on *Academic Probation*. The designation will remain until deficiencies have been remediated. An *Academic Probation* designation is also used when a student is repeating a year due to academic and/or disciplinary reasons. The designation will remain until the repeated year is successfully completed. A first-

time failure of any part of the COMLEX-USA® examination series may also result in a student being placed on *Academic Probation* by the Student Performance Committee (SPC). A student is placed on *Academic Suspension* when a student is withdrawn from activity in the program'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/>

COMLEX-USA® Exams

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

Examination Sequence

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

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

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

Pursuant to federal regulations, Burrell College of 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](#). Additional licensure disclosure information can be found on the College's website:

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

Performance Requirements

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

generally will sit for the Level 2-CE examination after completing all Year Three core rotations but are eligible any time after receiving a passing score for Level 1.

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

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

GRADUATION REQUIREMENTS AND TIME TO DEGREE

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

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

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

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

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

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

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

COURSE CODE AND NUMBERING SYSTEM

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

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

DOCTOR OF OSTEOPATHIC MEDICINE DEGREE LISTING OF COURSES

CURRICULAR YEAR ONE

OM5119 Foundations of Anatomic and Molecular Medicine

9.5 Credit Hours

Co-requisite: OMS I Student

Co-Course Director: David Gardner, PhD

Co-Course Director: Mir Saleem, MD

The Foundations of Anatomic and Molecular Medicine course is a rigorous, multidisciplinary course designed to provide a comprehensive understanding of the foundational biomedical sciences underlying human health. This course merges essential concepts from biochemistry, genetics, molecular biology, cell biology, microbiology, immunology, pharmacology, embryology, histology and anatomy to provide a cohesive framework for understanding normal human structure and function.

Students will explore biological organization from molecular building blocks to complex physiological systems, with an emphasis on how these systems interact and respond to external influences. Key topics include genetic and developmental processes, tissue organization, physiological control mechanisms, and host defense responses. Foundational pharmacological principles such as pharmacokinetics and pharmacodynamics will also be introduced.

A dedicated focus on the musculoskeletal system will provide an in-depth study of skeletal muscle, bone, joints, and peripheral nerves, integrating structural and functional perspectives. Instruction will be delivered through engaging lectures, interactive clinical applications, virtual anatomy, self-directed study, and case-based learning.

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

OM5129 Cardiovascular and Respiratory Systems

9.0 Credit Hours

Co-requisite: OMS I Student

Co-Course Director: Thomas Eiting, PhD

Co-Course Director: Pedro Del Corral, MD, PhD

The Cardiovascular and Respiratory System course is an intensive, multidisciplinary course designed to provide a comprehensive understanding of the

normal structure and function of the cardiovascular and respiratory systems. This course integrates essential biomedical sciences to establish a strong foundation for understanding physiological processes and the underlying mechanisms of cardiopulmonary disorders.

Students will explore cardiovascular system components, including cardiac anatomy and physiology, circulation, hematology, and lymphatic function, alongside respiratory system topics such as pulmonary anatomy, ventilation and perfusion, gas exchange, breathing mechanics, acid-base balance, and pulmonary defense mechanisms. Concepts will be introduced progressively, with structural and functional topics presented separately and later integrated through clinical case vignettes.

Instruction will be delivered through lectures, reading assignments, interactive clinical applications, team-based learning, and self-directed study. By integrating cardiovascular and respiratory sciences, this course equips students with the knowledge necessary to understand normal physiological function and the interplay between these vital systems, laying the groundwork for recognizing and addressing related disorders.

OM5239 Renal, Gastrointestinal, Endocrine and Reproductive Systems

11.0 Credit Hours

Co-requisite: OMS I Student

Co-Course Director: David Osborne, PhD

Co-Course Director: Joseph Benoit, PhD

Co-Course Director: Kristin Gosselink, PhD

The Renal, Gastrointestinal, Endocrine and Reproductive Integrated Systems course is an intensive, multidisciplinary exploration of the renal, gastrointestinal, endocrine, and reproductive systems. Designed to provide a foundational understanding of normal structure and function, this course integrates key physiological and biochemical principles with clinical applications to support a comprehensive approach to human health.

Students will study the renal system, including kidney structure, glomerular filtration, ultrafiltration, acid-base balance, water resorption, urine production, and the function of the urinary tract. The gastrointestinal component will cover the structure and regulation of the digestive system and its accessory organs, emphasizing mechanical and

chemical digestion, nutrient absorption, and waste elimination.

The endocrine and reproductive systems section will focus on hormone secretion and action, endocrine gland function, and reproductive system physiology. The interplay between endocrine regulation and systemic function will be highlighted, providing a basis for understanding pathological conditions resulting from hormonal imbalances.

Instruction will be delivered through lectures, active class participation, reading assignments, self-directed study, and interactive clinical applications. By integrating these vital physiological systems, this course equips students with the knowledge necessary to apply biomedical principles to clinical scenarios, fostering a holistic understanding of human health and disease.

OM52469 Nervous System and Foundations of Disease

9.0 Credit Hours

Co-requisite: OMS I Student

Co-Course Director: Diana Pettit, PhD

Co-Course Director: Michael Woods, PhD

The Central Nervous System and Foundations of Disease course is an intensive, multidisciplinary exploration of the structure, function, and pathology of the human body, with a special emphasis on the nervous system. This course integrates neuroanatomy, neurophysiology, and the fundamental principles of disease to provide a comprehensive framework for understanding normal function and pathological processes across all organ systems.

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

The pathology component introduces students to the fundamental mechanisms of disease, providing a foundational understanding of human pathophysiology across all major organ systems. Emphasis is placed on key concepts such as cellular

injury, inflammation, repair, immune responses, and systemic disease processes. Pathology serves as the bridge between basic biomedical sciences and clinical medicine, illustrating mechanisms of health and disease through clinical vignettes, case studies, and interactive sessions.

Through a combination of didactic learning, hands-on experiences, and case-based applications, this course equips students with the essential knowledge to understand pathological conditions affecting the central nervous system, while the pathology portion fosters a deeper understanding of the biological basis of disease and its impact on human health across all physiological systems.

OM5012 Osteopathic Manipulative Medicine I

3.0 Credit Hours

Longitudinal course

Co-requisite: OMS I Student

Course Director: Daniel Dodson, DO

Co-Course Director: John Capobianco, DO

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

OM5103 Principles of Clinical Practice I

2.0 Credit Hours

Course Director: Kamran Kamali, MD

Co-Course Director: Arleen Lally, DO

OM5203 Principles of Clinical Practice II

2.5 Credit Hours

Co-requisite: OMS I Student

Course Director: Kamran Kamali, MD

Co-Course Director: Bob Coni, DO

Principles of Clinical Practice I (OM 5103) is the first course in a four-course series (OM 5203, OM 6102 & OM 6202) which is an introduction to medicine and

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

OM5101 Human Anatomy Lab I

1.5 Credit Hours

Co-requisite: OMS I Student

Co-Course Director: Nancy Minugh-Purvis, PhD

Co-Course Director: Leslie Hammer PhD

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

Co-requisite: OMS I Student

Co-Course Director: Nancy Minugh-Purvis, PhD

Co-Course Director: Leslie Hammer PhD

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.

OM5013 Mission Medicine I**3.0 Credit Hours****Longitudinal course****Co-requisite: OMS I Student****Course Director: Mary Lacaze, MD****Co-Course Director: Michael Frederick, MD**

The Mission Medicine I course is designed to prepare future physicians for the various interpersonal and institutional roles and relationships that will be expected to navigate competently as professionals. Students will explore the types of relationships to self, patients, colleagues and to the community to which they serve.

CURRICULAR YEAR TWO**OM6165 Gastrointestinal System II****4.0 Credit Hours****Co-requisite: OMS II Student****Course Director: David Osborne, PhD**

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

OM6135 Cardiovascular System II**5.0 Credit Hours****Co-requisite: OMS II Student****Course Director: Marc Benson, PhD**

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

OM6124 Renal System II**3.0 Credit Hours****Co-requisite: OMS II Student****Course Director: Keshab Paudel, MD**

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

OM6144 Respiratory System II**4.0 Credit Hours****Co-requisite: OMS II Student****Course Director: Marc Benson, PhD**

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

OM6012 Osteopathic Manipulative Medicine II**3.0 Credit Hours****Longitudinal course****Co-requisite: OMS II Student****Course Director: Adrienne Kania, DO****Co-Course Director: Brett Picciotti, DO**

The Osteopathic Manipulative Medicine II course is an extensions of the OMM I course and is designed to ensure a student's fundamental understanding of the principles and philosophies of osteopathic medicine,

and to carry these forward to a deeper appreciation of the applications of OMM in clinical medicine. This understanding will allow students to build a foundation of osteopathic knowledge and prepare them to offer their patients an integrated approach to medical care. The courses emphasize diagnosis and treatment using current anatomic, biomechanical, and physiologic principles and provide a foundation for continued education and development within Osteopathic Medicine. The OMM course faculty works in conjunction with other departments to complement and integrate the anatomical and physiologic knowledge received within the systems courses.

OM6102 Principles of Clinical Practice III

2.0 Credit Hours

OM6202 Principles of Clinical Practice IV

2.0 Credit Hours

Co-requisite: OMS II Student

Course Director: Robert Goldsteen, DO

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

the concurrently presented systems courses. Each session will have a posted set of goals or descriptions for students to use for preparation. The faculty objective is to prepare students to function successfully in the clinical clerkship years.

OM6223 Musculoskeletal and Integumentary Systems II

4.5 Credit Hours

Co-requisite: OMS II Student

Course Director: Nancy Minugh-Purvis, PhD

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

OM6216 Endocrine/Reproductive Systems II

4.5 Credit Hours

Co-requisite: OMS II Student

Course Director: Preetpal Grewal, DO

The Endocrinology/Reproductive Medicine 2 Course is a comprehensive multidisciplinary, four-week course designed to provide requisite knowledge necessary to understand a wide range of possible pathology and dysfunction of the endocrine and reproductive systems. The structural and functional material of the course will highlight disease and/or dysfunctional processes of the endocrine and reproductive systems including pathology of the major glandular organs as well as possible pathology of both the male and female reproductive systems.

Students will be expected to apply their basic medical science knowledge to clinical problem solving. The goals of this course are to provide the student with a working knowledge of the endocrine and reproductive systems enabling appropriate diagnosis and treatment throughout their career. Pharmacology, as it relates to the endocrine system and the female and male reproductive systems, will be integrated in the course.

OM6232 Nervous System II

4.0 Credit Hours

Co-requisite: OMS II Student

Course Director: Angelica Oviedo, MD

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

OM6240 Behavioral Medicine/Psychiatry

2.0 Credit Hours

Co-requisite: OMS II Student

Course Director: Angelica Oviedo, MD

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

OM6154 Immunology/Hematology/Lymphatics Systems

4.0 Credit Hours

Co-requisite: OMS II Student

Course Director: Mary Lacaze, MD

This course is designed to provide a comprehensive overview of hematology and hematopathology, with discussion of the blood cells and their lineages in the context of the pathophysiology and pathology of both non-neoplastic and neoplastic diseases. This course integrates clinical applications and will build the clinical framework needed to successfully synthesize

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

OM6265 Pathophysiologic Overview of Medicine

7.0 Credit Hours

Co-requisite: OMS II Student

Course Director: Michael Woods, PhD

The Pathophysiologic Overview of Medicine course is a required, structured review and Board preparation course intended to guide students' preparations for the COMLEX-USA Level 1 Board Examination. 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.

OM6013 Mission Medicine II

3.0 Credit Hours

Longitudinal course

Co-requisite: OMS II Student

Course Director: Mary Lacaze, MD

Co-Course Director: Michael Frederick, MD

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

(including mid-level providers), and to the field of medicine itself. The course will address the domains of regional populations, cultural humility, Hispanic rural healthcare, LGBTQ issues, professionalism, interprofessional healthcare teams, bio-ethics (including rationing of limited resources, medical futility and withholding and withdrawing treatments, and physician assistance in dying,) as well as multiple forms of abuse including child abuse, elder abuse and neglect and intimate partner and sexual abuse among others. No community venue experiences will be included in this course.

OM6210 Medical Spanish (Elective)

0.0 Credit Hours

Co-requisite: OMS II Student

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

Course Director: Eduardo Velasco, MD

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

COURSES AVAILABLE FOR OMS I-IV

OM6300 Directed Research

0.0 Credit Hours

Co-requisite: OMS I-IV Student

Course Director: Thomas Eiting, PhD

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

CURRICULAR YEAR THREE

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

OM7102 Introduction to Clinical Rotations

2.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Muneer Assi, DO

Introduction to Clinical Rotations is a two-week course that provides students with an opportunity for a successful transition from classroom setting to a professional setting and provides you with BLS & ACLS certification. During this course, you will be introduced to the clinical setting of medical education. The goal of this course is to provide the student with knowledge of 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

Co-requisite: OMS III Student

Course Director: Karen Vaillant, MD

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

OM7134 Surgery Core Clerkship

8.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Sergey Shimunov, DO

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

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

OM7154 Internal Medicine Core Clerkship

8.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Muneer Assi, DO

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

OM7174 Obstetrics/ Gynecology Core Clerkship

4.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Preetpal Grewal, DO

The Obstetrics and Gynecology core clerkship is a four (4) week experience served in both ambulatory and inpatient settings. The clerkship affords students the opportunity to gain experience in the diagnosis and management of common presentations in the practice of women's health and promotion of wellness and disease prevention. Students will

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

OM7184 Pediatrics Core Clerkship

4.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Scott Cyrus, DO

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

OM7194 Psychiatry Core Clerkship

4.0 Credit Hours

Co-requisite: OMS III Student

Course Director: Harry Silsby, DO

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

OM7202 Residency Readiness**2.0 Credit Hours****Longitudinal course****Co-requisite: OMS III Student****Course Director: Muneer Assi, DO**

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

OM7112 Osteopathic Manipulative Medicine III**2.5 Credit Hours****Longitudinal course****Co-requisite: OMS III Student****Course Director: Victoria Chang, DO**

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

OM7000/7040 Non-Clinical Elective***4.0 Credit Hours****Co-requisite: OMS III Student****Course Director: Muneer Assi, DO**

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

OM7001-7002 Clinical Elective***4.0 Credit Hours****Co-requisite: OMS III Student****Course Director: Muneer Assi, DO**

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

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

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

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

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

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

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

CURRICULAR YEAR FOUR

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

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

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

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

The ICU Selective rotation refers to a rotation which may be taken at any intensive care unit, within or separate from the College's system of affiliated

rotation sites, with the approval by the Office of Clinical Education.

OM8112 Osteopathic Manipulative Medicine IV

2.0 Credit Hours

Longitudinal course

Co-requisite: OMS IV Student

Course Director: Victoria Chang, DO

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

OM8114 Emergency Medicine Clerkship

4.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Oliver Hayes, DO

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

OM8000/8040 Non-Clinical Elective*

4.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM8001-8010 Clinical Elective*

4.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM8011-8039 Non-Clinical Elective*

1.0-3.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM 8100-8103 Clinical Elective*

1.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM8104 Independent Study

4.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM8201-8210 Clinical Elective*

2.0 Credit Hours

Co-requisite: OMS IV Student

Course Director: Muneer Assi, DO

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

OM8301 – 8310 Clinical Elective***3.0 Credit Hours****Co-requisite: OMS IV Student****Course Director: Muneer Assi, DO**

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

OM8401-8403 Independent Study**1.0-3.0 Credit Hours****Co-requisite: OMS IV Student****Course Director: Muneer Assi, DO**

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

****Elective Clerkship Rotations***

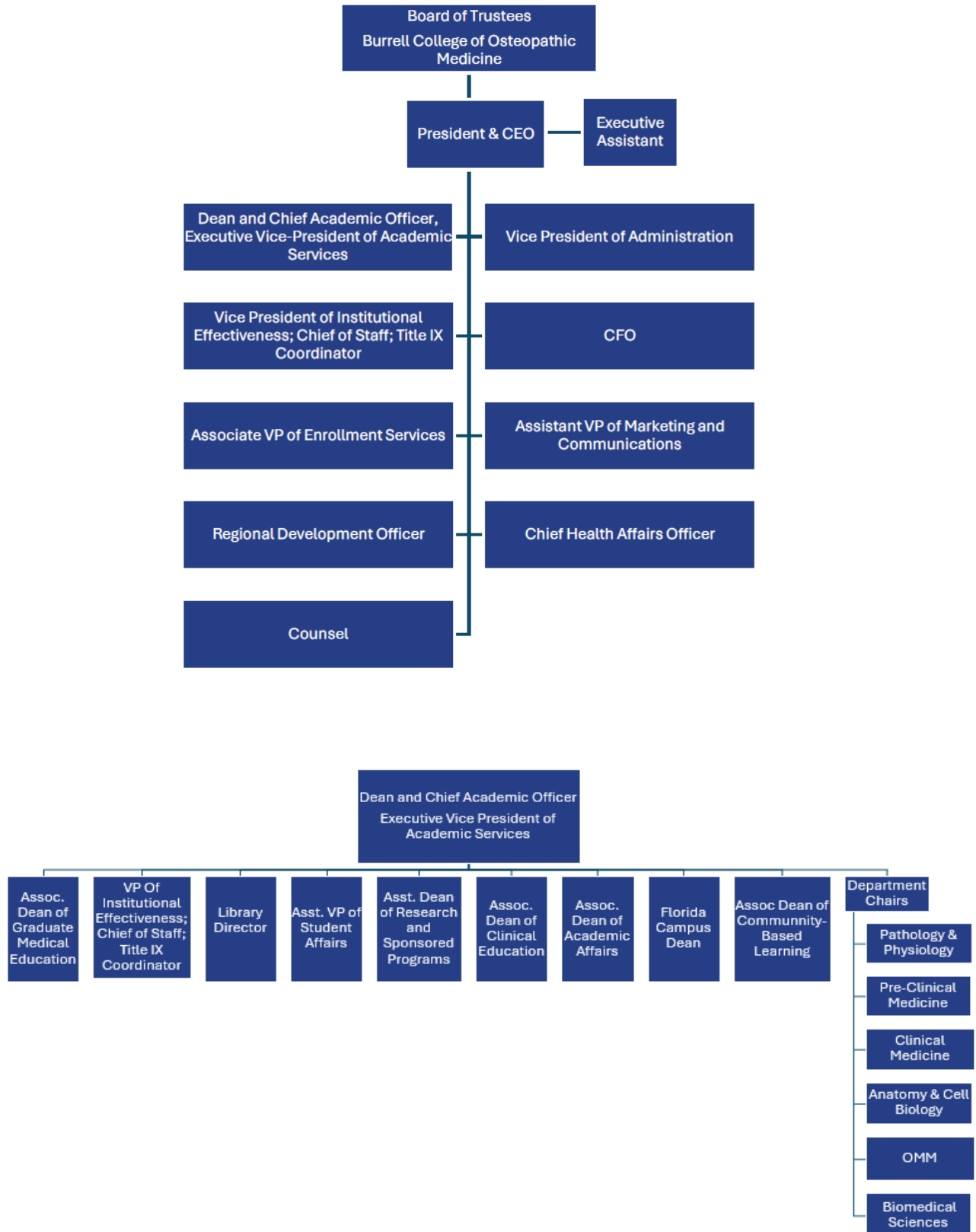
Advanced Anatomy (non-clinical)
Advanced Histology (non-clinical)
Allergy/Immunology
Allergy Research
Alternative Medicine
Alzheimer's/Dementia
Anesthesiology
Business in Medicine (non-clinical)
Cardiology
Critical Care Medicine/ICU
Critical Care Medicine, Neurology
Critical Care Medicine, Pediatric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

Hematology/Oncology
Hospice/Palliative Care
Hospice/Palliative Care Research
Infectious Disease
Integrative Medicine
Internal Medicine
Internal Medicine, Cardiology
Internal Medicine, Rural
Maternal/Fetal Medicine
Military Medicine
Nephrology
Neurology
Nutrition
Obstetrics and Gynecology
Obstetrics and Gynecology, Rural
Oncology
Ophthalmology
Osteopathic Manipulative Medicine
Pain Management
Pathology
Pathology, Anatomical
Pathology, Blood Banking
Pathology, Clinical
Pathology, Forensic
Pathology, Hematology
Pediatrics
Pediatrics, Rural
Pediatrics, Anesthesiology
Pediatrics, Cardiology
Pediatrics, Dermatology
Pediatrics, Endocrinology
Pediatrics, Gastroenterology
Pediatrics, Gynecology
Pediatrics, Hematology-Oncology
Pediatrics, Infectious Disease
Pediatrics, Intensive Care
Pediatrics, Internal Medicine
Pediatrics, Neonatology
Pediatrics, Nephrology
Pediatrics, Neurology
Pediatrics, Oncology Research
Pediatrics, Pathology
Pediatrics, Psychiatric
Pediatrics, Pulmonology
Pediatrics, Sports Medicine
Pediatrics, Urology
Perioperative Care
Pharmacology
Physical Medicine and Rehabilitation
Psychiatry
Psychopathology
Public Health/ Epidemiology
Pulmonology
Radiology
Radiology, Diagnostic
Radiology, Interventional
Radiology, Neurological
Research
Sports Medicine

Surgery
Surgery, Bariatric
Surgery, ENT
Surgery, Neurosurgery
Surgery, Oculoplastic
Surgery, Oral
Surgery, Orthopedic
Surgery, Orthopedic/Spine
Surgery, Orthopedic/Trauma
Surgery, Pediatric

Surgery, Plastic
Surgery, Podiatry
Surgery, Thoracic
Surgery, Transplant
Surgery, Trauma
Trauma
Urgent Care
Urology

ORGANIZATIONAL OVERVIEW



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

Acord, Simon
Library Clerk

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

Altamirano, Kimberly
Executive Assistant

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

Anderson, Andrew
Facilities Manager

Annapareddy, Ganeshreddy, MS
Application Programmer Analyst
MS, University of Buffalo

Armendariz, Lizeth
Accountant

Arslan, Orhan, MVD, PhD
Director of the Gross Anatomy Lab – FL
Professor, Anatomy and Cell Biology
DVM, University of Baghdad; PhD, Hacettepe University

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

Badillo, Cassandra
Assistant Regional Academic Center Coordinator

Baerson, Joanna, MA
Regional Academic Center Coordinator
BA, Florida Gulf Coast University; MA, Southern New Hampshire University

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

Baquera, Christina
Anatomy Technician

Barnes, Renee
Instructional Technology Support Coordinator

Benoit, Joseph N., PhD
Professor, Physiology
BS, University of Southwestern Louisiana; BS, University of South Alabama College of Medicine; PhD, University of South Alabama, College of Medicine

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

Bielcik, Olivia, BBA
Assistant Director of Clinical Education
BA, New Mexico State University

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

Bridges, Teresa, EdS
Educational Specialist
BS, University of Central Florida; MA, University of Central Florida; Ed.S, Liberty University

Byler, Erica, BS
Administrative Assistant
BS, New Mexico State University

Calderon, Esperanza, BA
Accountant
BA, Florida Atlantic University

Campbell Christopher
Testing Coordinator
AS, Community College of the Air Force

Cano, Whitney, BS
Clinical Education Coordinator
BS, New Mexico State University

Capobianco, John, DO, FAAO

Professor, OMM

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

Carvalho, Morgan, BS

Regional Academic Center Coordinator - Florida

BS, Florida State University

Casas, Steven, BS

Help Desk Manager

BS, New Mexico State University

Chandler, Glenn, AS

Anatomy Technician

AS, Massasoit Community College

Chang, Victoria, DO

Associate Professor, OMM

*PhD, Harvard University; DO, Nova-Southeastern College
of Osteopathic Medicine*

Chavez, Francisco, BS

Facilities Coordinator

BS, New Mexico State University

Chavez, Marisol, MA

Accountant

*BS, New Mexico State University; MA, New Mexico
State University*

Close, Lisa, AA

Executive Assistant

AA, St. Petersburg College

Cometti, Emily, BS

Regional Academic Center Coordinator – Eastern New
Mexico

BS, Texas Tech University

Coni, Bob, DO, EdS, FAAN

Associate Professor, Pre-Clinical Medicine

*BS, SUNY College at Oneonta; DO, New York Institute of
Technology; EdS, Coastal Carolina University*

Cook, Kelly, BS

Accounts Payable Technician

BS, University of Phoenix

Cruickshank, John, DO, MBA, CPE

Regional Development Officer

*BS, Loyola University; MBA, Arizona State University;
DO, Chicago College of Osteopathic Medicine*

Cyrus, Scott S., DO, FACOP

Chair of Clinical Medicine

Professor, Pediatrics

*BA, University of Arkansas; BS, University of Arkansas
for Medical Sciences College of Nursing; DO, College of
Osteopathic Medicine & Surgery Oklahoma State
University*

Davis, Natalie, MA

Director of Admissions

BA, University of Memphis; MA, University of Memphis

Del Corral, Pedro, PhD, MD

Associate Professor, Pathology

*BA, University of Iowa; MS, Ball State University; PhD,
University of Tennessee; MD, Sint Eustatius School of
Medicine*

DeRocchis, Robyn M., MS

Electronic Resources and Services Librarian

*AAS, Doña Ana Community College; BS, Carnegie Mellon
University; MS, University of Kansas*

Devora, Michelle, MAEd

Director of Career Development

*BA, University of Texas at El Paso; MAEd, University of
Texas at El Paso*

Dhillon, Shaminder, BS

Instructional Media Services Manager

*AS, Doña Ana Community College; BS, New Mexico State
University*

Dodson, Daniel, DO

Assistant Professor, OMM

*BS, University of New Mexico, DO, Western University
Health Sciences College of Osteopathic Medicine of the
Pacific*

Donato, Gabriela, MA

Associate Director of Admissions

*BS, Statue University of New York MA, Stony Brook
University*

Eaton, Elizabeth, PhD

Director of Accreditation

*BS, New Mexico State University; MA, New Mexico State
University; PhD, New Mexico State University*

Eiting, Thomas, PhD

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

Enriquez, Crystal

Administrative Assistant

Enriquez, Martha, BPH

Pre-Clinical Curriculum Coordinator
BPH, New Mexico State University

Espinosa, Chris

Videographer

Favela, LeAnne, BBA

Purchasing Agent
BBA, New Mexico State University

Feind, Summer, BS

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

Ford, Bonny, PhD

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

Fowler, Tammy, EdD

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

Frederich, Michael, MD

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

Garcia, Connie

Regional Academic Center Coordinator - Albuquerque,
NM

Gardner, David, PhD

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

Gasparian, Alex, PhD

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

Gentry, Austin, MA

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

Geubelle, Hannah, BA

Fiscal Specialist
BA, New Mexico State University

Gillespie-Porras, Leyla, BA

Financial Aid Advisor
BA, New Mexico State University

Goldsteen, Robert, DO, FACP

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

Gonzales, Jody, BS

Director of Community Based Learning
BS, University of New Mexico

Gonzales, Ryan, AAS

Network Systems Administrator
AAS, Doña Ana Community College

Gosselink, Kristin L., PhD

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

Grandjean, Miley S., MA

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

Grewal, Preetpal, DO

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

Gustafson, Steven, DO

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

Gutierrez, Catherine, AA

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

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

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

Hague, Christopher, PhD

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

Hammer, Leslie, PhD

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

Hahn, Theodore

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

Harris, Charles J., BS

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

Hayes, Oliver W., DO, FACEP

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

Hensley, Michael, MA

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

Holmes, Daisha, BA

Financial Aid Advisor
BA, University of North Carolina

Huber-Landrum Renee, MBA

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

Hughey, Erica, MBA

Chief Diversity Officer
BA, Virginia State University; MBA Columbia Southern University

Hummer, John L., MHA

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

Innis, Wendy, PhD

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

Juszkiewicz, Travis, MA

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

Kamali, Kamran, MD

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

Kania, Adrienne M., DO, NMM/OMM

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

Ketchum, Robert, PhD

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

Kirsch, Jonathan, DO, C-NMM/OMM

Department Chair, OMM;
Professor, OMM
BS, University of Wisconsin; DO, Kirksville College of Osteopathic Medicine

Lacaze, Mary, MD

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

Lally, Arleen, DO

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

Lara, Andrea, MA

Admissions Advisor/Recruiter
AA, Dona Ana Community College; BA, New Mexico State University; MA, Southern New Hampshire University

Leake, Dawn M., BSBA, SHRM-CP

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

Leon-Gil, Jose-Andres, MA

Alumni Relations & Communications Specialist
BA, University of South Florida, MA, University of South Florida

Ludwig, Courtney, BS

Admissions Advisor/Recruiter
BS, University of Missouri

Lemley, Trey, MLIS, JD

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

Lujan, April, BBA

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

Lusk, Victoria, SPHR, PHRM-SC

Human Resource Specialist

Marioni, Marisa, AS

ORSP Compliance Specialist
AS, Dona Ana Community College

Martin, Charolette, BA

Administrative Assistant
BA, New Mexico State University

Martin, Varsi L.

Associate Controller

Martinez, Delano, BBA

Associate Registrar
BBA, New Mexico State University

Martinez, Kalli, MS

Scientific Research Associate;
Environmental Health and Safety Officer
BS, New Mexico State University; MS, New Mexico State University

Martinez, Rosie, BA

Administrative Assistant
BA, New Mexico State University

Matkin, Benjamin E., BSBA

Director of Standardized Patient Program
BSBA, New Mexico State University

Mattingly, Spencer, PhD

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

Mayhew, Ryan W., BBA

Instructional Operations Administrator
BBA, New Mexico State University

Melendez, Marlene, EdD

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

Minugh-Purvis, Nancy, PhD

Professor, Anatomy and Cell Biology
BA, University of New Mexico; PhD, University of Pennsylvania

Miskimin, Robbie, BS

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

Montgomery, Marissa

Admissions Advisory/Recruiter
BS, Bridgewater State University

Morales, Valerie, BA

Clinical Education Coordinator
BA, New Mexico State University

Moser, Jerald, MD

Regional Assistant Dean; Affiliate Assistant Professor, Emergency Medicine
BS, University of Arizona; MD, University of Arizona College of Medicine

Nepal, Hari, MD

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

Newcomer, Brett, MBA

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

Newman, Doris, DO

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

Nuñez, Nina, MAEd

Vice President of Institutional Effectiveness;
Chief of Staff; Title IX Coordinator
BS, New Mexico State University; MAEd, New Mexico State University

Nunnally, Autumn, BA

Library Clerk
BA, New Mexico State University

Olcott, Nicole BA

Instructional Support Assistant
BA, Utah State University

Ontiveros, Steven J., PhD

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

Orr, Teshima, BS

Human Resources Generalist
BS, Bellevue University

Ortega, Yvonne, PhD

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

Osborne, David, PhD

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

Oviedo, Angelica, PhD, MD

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

Panta, Raju, MD

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

Paudel, Keshab, MD

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

Peraza, Richard, BS

Regional Academic Center Coordinator – El Paso
BS, South University

Perry, Carol K.

Administrative Assistant
AS, Ashworth College

Pettit, Diana, PhD

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

Picciotti, Brett, DO

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

Pieratt, William., DO, FACP

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

Polvadore, Taylor, PhD

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

Ramalingam, Satish, MD, FACP

Regional Assistant Dean, Albuquerque
MBBS, Thanjavur Medical College

Ramirez, Adrian, BS

Application Programmer Analyst
BS, New Mexico State University

Ramirez, Cynthia

Sponsored Programs Administration Specialist
MA, Texas A&M University

Ramos, Lorena, BS

Admissions Recruiter/Advisor
AS, Dona Ana Community College

Redford, Aidan, BA

Library Clerk
BA, New Mexico State University

Reid, Lee

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

Reyes-Ruiz, Irma L., BS

Administrative Coordinator
BS, University of Texas at El Paso

Richardson, Aaron, AS

Client Support Specialist
AS, Dona Ana Community College

Richardson, Vanessa A., MAEd

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

Rockwell, Kyle, BS

Client Support Specialist
BS, University of Central Florida

Rodgers, Kirsten

Standardized Patient and Sim Specialist
BA, New Mexico State University

Rojas, Anny

Human Resources Coordinator
BS, Eastern Florida State College

Saleem, Mir, MD

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

Sandoval, Eric, BBA

Registrar
BS, New Mexico State University

Saraiva, Michelle

Instructional Support Assistant
BA, University of Taubate

Scheinbart, Lee, MD

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

Schneider, Bonnie, EdS

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

Scoggins, Bradley, DO

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

Sharma, Amit, MD

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

Shimunov, Sergey, DO

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

Silsby, Harry, MD

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

Singh, Lahri

Administrative Coordinator

Smith, Timothy C., MA

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

Solis, Selene, BA

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

Stalder, Darlene

Administrative Assistant

Stauss, Harald, MD, PhD

Professor, Biomedical Sciences
MD, Universitate Ruperto-Carola; PhD, Arztekammer Berlin

Szalai, Gabor, PhD

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

Talipova, Taisiya, MS

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

Taulbee, Jeremy D., MDIV

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

Taylor, Jennifer, MBA

Vice President of Administration; Chief Financial Officer
BA, New Mexico State University; MBA, New Mexico State University

Toledo, Alfred, MA

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

Townsend, Layla, DO

Associate Professor, Pre-Clinical Medicine
BS, Michigan State; DO, Michigan State University

Turner, Samantha, BCM

Web Developer
BCM, New Mexico State University

Vaillant, Karen E., MD

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

Vaudrey, Christa, MAEd

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

Venegas, Susana, MS

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

Welsh, Juliet, MS

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

Westmoreland, Whitney, AA

Administrative Assistant

White, Staci, BS

Regional Academic Center Coordinator – Tucson
BS, University of Arizona

Woods, Michael E., PhD

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

Woolsey, Janet R., BA

Lead Admissions Advisor
BA, New Mexico State University

Wulf, Thomas, MD

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

Zuñiga Beasley, Wendy

Regional Academic Center Liaison
AGS, Doña Ana Community College